

Utopía y Praxis Latinoamericana

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Universidad del Zulia, Maracaibo, Venezuela
Facultad de Ciencias Económicas y Sociales
Centro de Estudios Sociológicos y Antropológicos (CESA)



AÑO 24, n°EXTRA 6

INTERLOCUCIONES

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Utopía y Praxis Latinoamericana nace como una respuesta a la situación de conflictividad política que atraviesa actualmente la democracia y la sociedad latinoamericana. Pero también nace como una respuesta comprometida con el análisis filosófico y la interpretación histórica de la cultura y las ciencias sociales frente a la crisis de la Modernidad. Respuesta que procura la creación de nuevos/as actores y escenarios a partir de los cuales se hagan posibles inéditas alternativas para la teoría crítica y el cambio social efectivo. Una respuesta en dos sentidos: la utópica porque todo proyecto existencial auténtico debe enmarcarse y definirse por el universo de sus valoraciones humanas; la práctica porque, a diferencia de la necesaria teoría, implica un tipo de acción cuyo movimiento es capaz de dialectizar la comprensión de la realidad, pero también de transformar a los sujetos que la constituyen. Con lo cual la noción de praxis nos conduce de retorno a la política, a la ética y, hoy día, a la ciencia y a la técnica. Es una respuesta desde América Latina, porque es a partir del ser y pensar latinoamericano que la praxis de nuestro proyecto utópico se hace realizable.

Utopía y Praxis Latinoamericana es una revista periódica, trimestral, arbitrada e indexada a nivel nacional e internacional, editada por la Universidad del Zulia (Maracaibo, Venezuela), adscrita al Centro de Estudios Sociológicos y Antropológicos (CESA) de la Facultad de Ciencias Económicas y Sociales, y financiada por el Consejo de Desarrollo Científico y Humanístico (CONDES) de esta misma Universidad. Las áreas temáticas que definen el perfil de la revista están insertas en las siguientes líneas del pensamiento iberoamericano y latinoamericano: Filosofía Política Latinoamericana, Historia de las Ideas, Epistemología, Teorías y metodologías de las Ciencias Sociales, Antropología social, política y filosófica, Ética y pragmática, Filosofía y diálogo intercultural, Estudios de Género. Las sub-áreas respectivas a cada área general serán definidas por el Comité Editorial, con la ayuda de sus respectivos asesores nacionales e internacionales, a fin de establecer la pertinencia de los trabajos presentados.

Extra-Interlocuciones es la colección de Dosieres temáticos que presenta la revista internacional de Filosofía y Teoría Social *Utopía y Praxis Latinoamericana* a la comunidad internacional de investigadores/as de América Latina y otros continentes, comprometidos con la episteme inter y transdisciplinar del pensamiento crítico, alternativo, emancipador y decolonial. Los perfiles editoriales de esta colección son transversales entre las diversas disciplinas de las ciencias sociales lo que permite abordar cuestiones de relevancia que por su novedad requieren de una difusión entre redes de investigación internacionales. Su objetivo principal es publicar prácticas discursivas cónsonas con otra comprensión de las problemáticas actuales de la filosofía política y las ciencias sociales. A partir de experiencias emergentes que puedan transformar en su praxis las relaciones subjetivas de la convivencia que se desarrolla en el espacio público, el interés y propósito es hominizarse el mundo de vida que sirve de sostenibilidad a la racionalidad del S. XXI. Saberes y epistemes radicalmente cuestionadoras que, en su presente actual y provenir posible, logren desconstruir los "puntos de apoyo" de la política de la Modernidad y generar otras relaciones de alteridad, perspectivas, vértices, encrucijadas y convergencias, que se encuentran implicadas en las dinámicas no lineales de la cultura y la Historia. Hoy día, en la era de la Globalización y las hegemonías tecno científicas, el valor político y trascendencia del sujeto vivo se encuentran en riesgo de fenecer. Las crisis del modo de producción y reproducción de los bienes materiales para satisfacer las contingencias de la vida, reclama la conciencia de un deber ser con suficiente fronesis para reescribir la otra Historia que pueda eliminar la aporía de sus propios fines...

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In memoriam

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diazzulay@gmail.com

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PRESENTACIÓN

Zulay C. DÍAZ MONTIEL

<http://orcid.org/0000-0002-6673-8652>

diazzulay@gmail.com

Universidad del Zulia, Venezuela

El año 2019 estuvo lleno de expectativas para los que quedamos comprometidos con verdadero espíritu de servicio a la labor editorial que desde hace ya veinticuatro años logró concretarse en nuestra revista "Utopía y Praxis Latinoamericana." Nuestro director fundador Álvaro B. Márquez-Fernández, se despidió de este mundo ya hace un año, y, por supuesto, no estuvo con nosotros físicamente, pero, sus enseñanzas guiaron nuestra práctica, en cada decisión que ejecutamos, en cada edición que culminábamos, siempre nos acompañó como el maestro que no abandona a su discípulo, como la luz que termina con la oscuridad.

Maestro, tus enseñanzas siempre abrirán nuestros caminos en los momentos difíciles que tengamos que enfrentar... Gracias a todo lo que nos enseñaste hemos podido continuar con tu proyecto editorial Utopía y Praxis Latinoamericana.

En este último dossier del año presentamos dimensiones prácticas estructuradas en contenidos temáticos que abarcan aristas de problemas significativos de investigación, dentro de las ciencias sociales en la actualidad mundial. Se ha logrado desde un enfoque editorial intercultural posicionar esta publicación que cumple, como todos nuestros dossiers, con los principales estándares de calidad exigidos por el mercado de revistas científicas internacionales; por lo que, sobran razones para hacernos presentes una vez más, con este volumen, en el debate contemporáneo acerca del futuro del ser humano en sociedad.

Al igual que en el dossier anterior, la polifonía cultural se hace presente nuevamente en este volumen, haciendo posible el desarrollo de un acercamiento entre dos mundos divergentes en términos culturales, que, a través de nuestro proceso de difusión del conocimiento humanístico, dan sentido a procesos de inclusión que respaldan el hacer del multiverso humano que nos identifican como voces que claman por un mundo mejor para todos. La alteridad cultural que está presente a través de lo otro en este encuentro, hace propicia la reflexión abierta para reconocer saberes que nos dan nuevas formas de comprensión del mundo desde la diversidad de contextos.

La utopía de un mundo más humano a partir del enriquecimiento de los saberes convividos, dota de sentido nuestra praxis editorial.

Muchas gracias a tod@s y
que a partir de 2020 la justicia social sea en el mundo generadora de la paz como fin que consolide la labor
de todo ser humano.

Es el deseo de todos los que laboramos en Utopía y praxis latinoamericana.



ARTÍCULOS

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Newspaper advertising as a source for the history of Kazan industry in the second half of the XIX century

Publicidad en periódicos como fuente de la historia de la industria de Kazán en la segunda mitad del siglo XIX

S.F GALANIN

ORCID: <http://orcid.org/0000-0003-2250-4018>
sfgalanin@kpfu.ru

Kazan (Volga Region) Federal University, Kazan, Russia

A.S HAKIMOVA

ORCID: <http://orcid.org/0000-0003-1784-5619>
sg@riastatus.ru

Kazan National Research Technical University named after
A. N. Tupolev-KAI, Kazan, Russia

S.S GALANINA

ORCID: <http://orcid.org/0000-0003-2554-9991>
anna.galanina@kpfu.ru

Kazan (Volga Region) Federal University, Kazan, Russia

R.M VALEEV

ORCID: <http://orcid.org/0000-0002-5316-8187>
mega.sppa@mail.ru

Kazan (Volga Region) Federal University, Kazan, Russia

ABSTRACT

The research is based on a combination of quantitative methods allowing to consider newspaper advertising as a specific kind of mass historical source and qualitative approach to observation of individual advertising materials. There were formal features pointed out of the quantitative approach allowing joint separate advertising materials in groups to discover regularity. Newspaper advertising was one of such methods of the reaction and reflected the peculiarities of the enterprise's behavior on the market. The vast majority of newspaper advertising manufacturers are the announcement of craft enterprises. Newspaper advertising is in many ways a unique source that characterizes Russian business practices.

Keywords: Craft Enterprise, Newspaper Advertising, Qualitative Approach, Quantitative Method.

RESUMEN

La investigación se basa en una combinación de métodos cuantitativos que permiten considerar la publicidad en periódicos como un tipo específico de fuente histórica masiva y un enfoque cualitativo para la observación de materiales publicitarios individuales. Hubo características formales señaladas en el enfoque cuantitativo que permitieron que los materiales publicitarios conjuntos por separado en grupos descubrieran regularidad. La publicidad en los periódicos fue uno de esos métodos de reacción y reflejó las peculiaridades del comportamiento de la empresa en el mercado. La gran mayoría de los fabricantes de publicidad en periódicos son el anuncio de empresas artesanales. La publicidad en los periódicos es, en muchos sentidos, una fuente única que caracteriza las prácticas comerciales rusas.

Palabras clave: Empresa de Artesanías, Enfoque Cualitativo, Método cuantitativo, Publicidad en periódicos.

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1. INTRODUCTION

The second half of the XIX century is the time of the domination of small-scale production in the Volga region. The vast majority of newspaper advertising manufacturers are announcements of craft enterprises.

Newspaper advertising was used only by a small part of large handicraft enterprises, which were trusted leaders in their industry. In Kazan in 1890, 15.5% of craftsmen specialized in the preparation of food products, and 23.5% in clothing (Galanin: 2018, pp.40-47; Sridhar & Sriram: 2015, pp.283-318). Based on these data, we may conclude: 1) the bulk of the craftsmen was engaged in satisfying the most vital needs of people - in food and clothing; during that period the structure of handicraft system has not changed generally.

The agrarian orientation of the economy and the relatively weak development of industry, mainly related to the processing of agricultural products, were actual for the economy of the Middle Volga region in the second half of the XIX century. They supplied their products to the central regions of the country and for export (Gregory: 2004). There are almost no advertisements in the Kazan newspapers.

The particularity of production was reflected in advertising. It was the most appropriate decision to place an advertisement of enterprises that manufactured consumer goods in the newspaper, intended for the general reader. First of all, advertising allows us to determine the range of enterprises that use it and the range of products with which they entered the market, including their price and perfection factor. Even in the 1870s many entrepreneurs of Kazan treated advertising negligently. It is unique for the characteristic of the marketing policy of the firm advertising information about the time of the proposition and the methods of promoting the goods. The growth of the Kazan industry began in the mid-1850s. It lasted until about the middle of the 1870s in varying intensity then production, with the exception of some industries (flour milling, distilling) entered a long period of stagnation or crisis. Only in 1886 21% of all factories in Kazan government were closed and 20% of workers were dismissed (Kalimullin & Vinogradov: 2015, p.188; Kopackova & Libalova: 2019, pp.1-12). In the 1880-90s there was a process of concentration of production. Small enterprises gave place to larger ones (Kahan: 1989). "Extremely unenviable economic situation of the Kazan region" persisted for almost all 1880-90s because of poor harvest, the lack of railways.

2. METHODS

Newspaper advertising may be viewed as a mass source (Carter & Ragsdale: 2002, pp.415-421). Using selective methods is helpful for investigating of a large block of mass data. It is difficult to solve the problem of the optimal type of sampling in relation to such a multivariable object with the predominance of qualitative features.

There were 1412 newspaper issues in Kazan in 1850-1869y. They were subjected to a continuous inspection. In the 1870-90-ies there was an increase in the quantity of issues: 1870-1879 - 3260, 1880-1889 - 7532, 1890-1899 - 12104. The total number was 24308 units. Taking as a basis the 15 percent sample, according to the table of sufficiently large numbers, it is optimal volume is determined in 3382 units of observation at a probability level equal to 98%, and a possible error exceeding 2% in two cases out of a hundred. The criterion of sufficiency (representativeness) of the initial base, in this case, is the requirements of sampling theory. It seems that the sample size provides not only quantitative, but qualitative representativeness of the information too. For decades, the sample is distributed as follows: 1870s - 540, 1880s - 1142, 1890s - 1700 issues. In view of this, for the 1870s and 1880s, it is necessary to investigate the sets of all newspapers for three years for each decade, for the 1890s - for two years. The definition of certain years is justified by the level of general economic conjuncture in the Kazan government. The years that were chosen, differ by this feature. Therefore, for the 1870s it was 1870 (with a satisfactory economic conjuncture), in 1875 (with a high level of economic conjuncture), in 1877 (with unsatisfactory economic conjuncture). The absence of accounting for the economic conjuncture would lead to the incommensurability of obtained data.

Advertising information was used in different ways, taking into account the source capabilities of each element. Some of them were grouped (the number and nature of announcements by industry, individual producers during the entire study period). The analysis of others required the involvement of other additional sources (the correlation of the data of advertising with the real level of the socio-economic and cultural development of the region, specific information about entrepreneurs, goods and services, methods of doing business). Others were specified. The lack of concrete data for some issue was compensated by the use of extrapolation techniques in the work (for example, the correlation of the local situation with the state of affairs in capitals and other regions of Russia), logical interpolation (insertion of the logically missing link in the chain of reasoning) and intuitive conclusion.

3. RESULTS

The interesting results showing the state of individual industries, gives a comparison of advertising of enterprises-competitors. It provides with data for understanding the structure of the market and the industry as a whole. The harder the competition, the more important the role of advertising becomes, the more the features of the product are discussed. Announcements were often the main weapon of war between firms in order to increase the sales of their products. Sometimes competition became the cause of newspaper skirmishes, including advertising. Their main essence - the goods of the contender are bad. Entire pages were bought out for this polemic. Researchers noted about the advertising of producers: "All the newspapers publish huge announcements and" third-party messages ", in which they pour each other with slops" (Pierce & Kaye: 2001; Ahmadi & Movahed: 2019, pp.1-10).

Then an effective advertising method was the public testing of products (Tellis: 2003). The test was preceded by a preparatory advertising company in the press. The date was reported in advance via the newspapers in order to attract viewers. Immediately after the experiment, a detailed favorable report about it appeared in the "Kazan Stock List". A bonfire made of tar drums, watered with kerosene "was extinguished by the device for no more than one minute." This test made a great impression on the gathered audience. Several steamship owners decided to purchase Lippmann's machines for their steamships on the same day at a meeting in the stock exchange. Ram did not stop advertising after that. After a while there appeared "certificate" in newspapers near the announcement of the fire extinguisher, signed by the Kazan governor Skaryatin. It stated that the device, as shown by the test, "fully corresponds to its purpose as ... a very reliable means for extinguishing fires"(Galanin:2018).

Newspaper advertising confirms data on a relatively high proportion of foreigners among Kazan producers (Abernethy & Franke: 1996, pp.1-17). Researchers wrote about the significant role of the Germans among Kazan craftsmen in the 1840s:

This big shopping street [Bolshaya Prolomnaya] could be called a German street, because this is the place where these are many foreigners. In fact: tailors, shoemakers, goldsmiths, carpenters, locksmiths, engravers, watchmakers, pharmacists and all the other industrialists who are everywhere on this street are mostly Germans.

As a rule, foreigners were more conscientious about the timing of the performance of work and its quality (Galanin: 2018). In conditions of high prices, an important method of attracting customers was newspaper advertising. Foreign craftsmen used it much more often than the Russians.

Traditionally, foreign production continued to be considered more qualitative (Lipsey & Weiss: 1981, pp.488-494). That is why, in the second half of the XIX century native craftsmen, often tried to sell their products as foreign using stamps in Latin letters. The reason is the widespread opinion about the higher quality of foreign products.

Manufacturers put such stamps not because goods are worse than abroad, but because the buyer cannot believe, that native product may be qualitative. Show this buyer the goods with the stamp in foreign letters, and he will praise it, put on the same product the Russian stamp, and then the goods will become bad (Galanin: 2018).

Working with the advertising of manufacturers, it is necessary to pay attention to reports about them in editorial materials (Xu: 2014, pp.2816-2834). In some cases, such information was look like hidden advertising, although it cannot be figured out always. Often, hidden advertising consisted of favorable articles about the manufacturer. For example, in the "Reference Sheet" appeared several publications with praiseworthy reviews of the Penza paper factory of PV. Sergeev in 1886 (Galanin: 2018). It happened on the eve of the opening of a wholesale warehouse of the manufacturer in Kazan. An important fact is that the publisher of the newspaper himself, who runs the university printing house AT, Soloviev chose Sergeev's paper.

4. DISCUSSION

It should be noted that mainly thanks to advertising, a new style of consumption that differs from the previous one, is forming. According to contemporaries, it "promoted idleness, rampant individualism, social turmoil, and unbridled consumption, primarily among young women"(Hilton: 2014). Many of us can agree with Sally West, whose book "Analyzes the content of print advertisements", says that during the second half of the 19th century a new type of entrepreneur was being formed in Russia, for which advertising becomes an important tool for working with the consumer (Phillips: 2017). Christine Ruane and Marjorie Hilton also discussed the development of advertising as an important element with the changing image from the old-style kupets (merchant) to the modern kommersant (businessman).

There was a solid belief that only honest, conscientious execution of an order can increase the number of clients. That is why there was usually a promise of accurate, timely and conscientious performance of the work in the newspaper advertising of craftsmen products.

In the 1850-1870-ies the bulk of the announcements of craftsmen were about foreign craftsmen, but by the 1880s and the 90s native producers often start to win in competition with foreigners. With the improvement of technology and the speed with which the order was carried out, Russian order cost two to three times cheaper Newspaper advertising reflected this process of native production growth - the foreigners' announcements were declining. Advertising in Kazan newspapers makes it possible to talk about the penetration of native and foreign producers' goods onto the local market. Foreigners are particularly intensely used advertising. Their announcements had high quality. With the help of agents, organized advertising in the press, foreign workers actively mastered regional markets in Russia. Advertising is the source showing us the development of this process. In particular, in different periods the share of advertising of native and foreign goods has changed. Systematically there was an increase in the number of Russian and Kazan proposals.

Advertising materials are a source of information about the methods of maintaining the company's reputation. It becomes the most important factor of agitation in favor of the goods. The methods aimed at creating "the label" of an enterprise are the mention of the date of enterprise establishment, which had a solid working experience (the idea of longevity - the duration of the trade was emphasized in advertising as the main quality guarantee); caution against forgery; image of the original trademark, which promises quality and reliability. The received awards confirmed the quality of the products. Their images, including the state emblem, or mentioning about it was an integral part of advertisements. They reinforced the reputation of the enterprise.

The way to increase the prestige of the trademark was the participation of producers in various exhibitions. There were many cases of falsification of goods and stamps. Therefore, leading manufacturers warned so often about it in their advertising.

It is interesting to bring into correlation the quantity and quality of advertising of producers with the level of economic conjuncture, the general state of the market. The advertiser responded to his main fluctuations. As a rule, the change in the volume of advertising in many industries coincided with seasonal fluctuations in the number of orders.

5. CONCLUSIONS

When investigating the advertising of handicraft production, it became clear that a significant part of the craftsmen did not directly sell their products, but got orders from a small number of large wholesale traders. They, in turn, also dispensed with newspaper advertising, selling goods either in large lots at fairs, or through shopkeepers. Advertising could be used for sale through their own shops, but in such advertisements, as a rule, the name of the artisan producer was not indicated. Most craftsmen, especially small ones, worked exclusively for orders for a certain range of consumers. They expected customers without using such means of client capturing as advertising. For many manufacturers, newspaper advertising was beyond their means. At the same time, newspaper advertising provides information for characterizing the spread of new industries.

Advertising was used by manufacturers for two purposes: 1) to stimulate the existing sales, to maintain high prices for quality products; 2) implement a new product, especially if the production has just opened. The last cases are more interesting. A relatively detailed description of the goods was given and acquainted the consumer with it and with its operational characteristics. Various methods of its promotion were used. One of them is the conviction by facts using public tests, consumer testimonials.

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BIODATA

S.F GALANIN: Sergey Fedorovich Galanin studied in higher education at Kazan (Volga) Federal University (philosophy) in 1991-1996. His qualification is Historian. His position is Associate Professor (Associate Professor), KFU in the Institute of International Relations / Department Higher School of Historical Sciences and World Cultural Heritage / Department of World Cultural Heritage (main employee).

A.S HAKIMOVA: Anora Salihovna Hakimova was born in 1972. She graduated from the Faculty of History of KSU, in 1994 entered the full-time postgraduate course at the Faculty of History of KSU (1994-1997), and finished it ahead of schedule. Her positions held are Associate Professor in Kazan National Research Technical University named after A. N. Tupolev-KAI.

S.S GALANINA: Sofia Sergeevna Galanina Candidate of Biological Sciences in Kazan (Volga Region) Federal University, Kazan, Russia. She studied in Higher education at Kazan State University. Her qualification is historian, teacher Positions held and Deputy Director for Research, KFU in the institute of International Relations / IMO Directorate (main employee).

R.M VALEEV: Rafael Mirgasimovich Valeev is chief researcher, doctor of science and associate professor at Kazan (Volga Region) Federal University, Kazan, Russia. He studied in Higher education at Kazan State University. His qualification is historian, teacher Positions held and Deputy Director for Research, KFU in the Institute of International Relations / IMO Directorate (main employee).

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ARTÍCULOS

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Philosophical synergetic approach to the study of old age phenomenon

Enfoque sinérgico filosófico para el estudio del fenómeno de la vejez

E.V SALIMULLINA

ORCID: <http://orcid.org/0000-0002-9204-6481>
evsalimullina@kpfu.ru

Kazan Federal University, Kazan, Russia

M.S ILINA

ORCID: <http://orcid.org/0000-0002-9974-8961>
msilina@kpfu.ru

Kazan Federal University, Kazan, Russia

G.S. MULLAGAYANOVA

ORCID: <http://orcid.org/0000-0002-8468-0183>
mega.sppa@mail.ru

Kazan Federal University, Kazan, Russia

E.M. VILDANOVA

ORCID: <http://orcid.org/0000-0002-0957-8816>
steelmar@yandex.ru

Kazan Federal University, Kazan, Russia

L.I. DYACHENKO

ORCID: <http://orcid.org/0000-0003-4800-9744>
gulfiya-m@mail.ru

Kazan National Research Technical University named
after A.N. Tupolev-KAI, Kazan, Russian Federation

ABSTRACT

Today synergetics is an interdisciplinary trend, exploring general patterns in various phenomena. Philosophical comprehension of old age as the final path of human development includes, first of all, the attitude of a person to the process of aging and to his/her own finiteness. The body is no longer able to fulfill all the functions and to meet the social requirements of mobility and general health due to the physiological changes, and the soul is "in the teeth of death" facing the necessity of addressing the existential problem of the meaning of life.

Keywords: Old Age Phenomenon, Philosophical Approach, Synergetics, The Aging Process.

RESUMEN

Hoy la sinérgica es una tendencia interdisciplinaria, que explora patrones generales en varios fenómenos. La comprensión filosófica de la vejez como el camino final del desarrollo humano incluye, en primer lugar, la actitud de una persona hacia el proceso de envejecimiento y hacia su propia finitud. El cuerpo ya no puede cumplir con todas las funciones y cumplir con los requisitos sociales de movilidad y salud general debido a los cambios fisiológicos, y el alma está "en los dientes de la muerte" ante la necesidad de abordar el problema existencial del significado de vida.

Palabras clave: El Proceso de Envejecimiento, Enfoque Filosófico, Fenómeno de la Vejez, Sinérgica.

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1. INTRODUCTION

Along with the positive moments of well-groomed old age conditions (neat and tidy appearance), the visibility of youth demonstrates infantilism of a person, paternalistic expectations, reluctance to bear responsibility, which is assumed by a mature age. An evident manifestation of behavior patterns that are not characteristic of old age undermines the authority of anility in the eyes of the younger generation. Thus, there is a risk of increasing such problems like generation gap, destabilization of society and social tension.

The old-age concept in Russia has always been associated with wisdom, the period of comprehension of unique life experience and the highest stage of individualization, so the task of the society is to restore to the authority and respect for anility (Ermolaeva: 2017, pp. 203-207).

The establishment of modern society to oust old people as unfit for an active life on the social periphery is not relevant and does not correspond to reality, it must be abandoned.

We made an attempt to comprehend the ways and possibilities of the social-cultural existence of the phenomenon of old age at the present stage. It is obvious that adaptive strategies with respect to old people should be bilateral: people need to think about the quality of their old age in the process of their development and aging, and society, in turn, should create all the conditions so that old age is blessed and respected.

The success of social development in terms of its spiritual potential, preservation of common cultural traditions, interrelations, mutual understanding of generations directly depends on the position of old people in the community. The purpose of the study is to justify the potential of theoretical and methodological apparatus of social synergetics, mediating the philosophical discourse of the phenomenon of old age for constructing the basic models of old age.

The first *objective* of the study includes the grounding of heuristic productivity of the use of theoretical and methodological apparatus of social synergetics, mediating the philosophical discourse of the phenomenon of old age in the aspect of personal gerontological identification. The second objective is to identify models of old age as ways of personal gerontological identification, give their social and philosophical characteristics, as well as to analyze the process of these models formation in the light of social synergetics.

The object of the research is the philosophical comprehension of the old age phenomenon in modern society. The hypothesis of the research is stated as follows (Vincent: 2008, pp. 331-339). In young and mature ages, the individual determines his/ her preferential attitude to reality of existence and to him/herself in this reality in two ways: either through external self-determination (in this case the most important premise is the fundamental category of "having"), or via internal self-determination, which is realized through the fundamental category of "being".

2. METHODS

The methodology of the research is based on methods specific to sociological and philosophical studies: social, analytical, systemic, critical-reflective, and logical-semantic.

The object of the study is the phenomenon of old age. Being a complex, multifaceted, and transitional phenomenon in a qualitative meaningful plan, it is considered through universal methods of social synergetics. In particular, when constructing models of old age, the synergetic theory of attractors, the concept of order parameters, and other basic synergetic concepts (open system, bifurcation transition, etc.) are actively used.

Philosophical comprehension of old age has passed a long history. The contribution to the development of this problem was made by the classicists of the world and national philosophy and served as the theoretical basis of the research: K. Jaspers (Jaspers: 1994, p. 214), M. Heidegger, I.A. Ilin (Ilin: 1993), I.I. Mechnikov (Mechnikov: 1988, p. 328), V. Frankl (Frankl: 1990, p. 368), and E. Fromm (Fromm: 2008, p. 304). They regarded old age not only as a phenomenon inherent in the being of an individual person but as the main being element of the organism called society. There are also studies of L.I. Ancyferov (Ancyferov: 2005) which

are popular in modern psychological gerontology.

The works of such foreign and domestic researchers in the field of social synergetics as I. Prigozhin (Prigozhin: 1986, pp. 45-75), G. Khaken (Khaken:1999, pp. 11-26), and E.N. Knyazeva (Knyazeva: 2000, pp. 161-178) also served as a base for the current study. The theoretical and practical significance of the study can be viewed in the following understanding. The provisions and conclusions of the work greatly expand theoretical understanding of the studied phenomenon. The results of the research may serve as a theoretical and methodological basis for improving the activities of state bodies and public organizations in implementing social policy with respect to elderly people. The results to which the author has come can be used in pedagogical practice for such courses as "Anthropology" (meaning and value of human life), "Culture Studies" (spirituality in the life of the old man, life and value orientations in the elderly and old ages, the concepts of old age and death), and "Social Philosophy" (old age as a social philosophical phenomenon).

3. RESULTS

Having emerged as a branch of physics, synergetics became a cross-disciplinary direction of science, exploring general patterns in various phenomena. Its arsenal includes such properties as integrity, nonlinearity, disequilibrium, instability, self-organization, temporality (high sensitivity to the passage of time), which have become universal tools in hands of a modern researcher in the spheres of social and humanitarian processes.

Proximate prerequisites for a synergetic interpretation of social processes come from the founders of the modern general theory of self-organization suggested by I. Prigozhin (Prigozhin: 1986, pp. 45-75) and G. Khaken (Khaken:1999, pp. 11-26). These researchers cautiously applied the ideas of nonequilibrium thermodynamics and synergetics to political science, economics and sociology, though originally these terms were developed within the framework of physics and chemistry.

Today the older generation of a small proportion in the population structure turns into a large part of the demos and this fact cannot be ignored, thus attracting the attention of researchers to the study of this complex phenomenon. The position of modern society to force out old people as those being unfit for activities in the social arena is not relevant and does not correspond to reality, which means that this way of thinking must be abandoned.

Traditionally, old age is associated with the growth of self-reflection, the desire to give an integrative assessment to the whole life path, the loss of illusions, the approach of some finale and, and at the same time, with the attempt to change or compensate something in the remaining time. Thus, according to the opinion of V. Frank: "A man leading a prolific life does not become a decrepit old man, on the contrary, mental and emotional qualities developed in the course of life remain the same, although the physical strength is weakening" (Frank: 1990, p. 368).

In our opinion, old age is a bifurcation transition that allows us to learn new relationships and realize accepting ourselves in these inevitable circumstances. Ideally, the crisis of bifurcation passes positively, when the individual acquires wisdom, staidness, clarity of judgments and a greater ability to act effectively, meaning that the crisis has an ascending trajectory. This crisis is associated with those changes that occur when an individual begins to grow old, as well as with the realization of these changes and the subsequent reaction to them. The opposite scenario of old age is associated with degradation, mental disorders, and loss of vital interests.

Prestigious and fashionable values are associated with youth, power, success, and progress. The representatives of the older generation do not always keep up for all these benefits of civilization. In any case, such aspirations are frequently perceived by society in an ambiguous way, being either condemned, causing a smile or assessed with a frank negative and aggression ("All in good time").

The theme of the life path in the individual scenario of man was repeatedly comprehended by the classics

of philosophical thought. In particular, K. Jaspers pointed out that “genuine old age seeks for forms and implementation, as well as successful in its destiny”, in contrast to the infantile old age, the copies the face of youth, thereby undermining its authority among young generations (Jaspers: 1994, p. 214).

He is echoed by a well-known philosopher E. Fromm asserting that “a human nature possesses the features of both consumer and existential orientation”. It is not possible for a philosopher to neglect any of these two life needs as they are closely interrelated with each other. The first mode relates to the satisfaction of bodily needs; the second with the self-realization of the spiritual nature of a human being. When stated a question “What is the most important thing in life: to have or to be?” Fromm answers “To be”. In other words, a philosopher is for the person actively manifesting in various spheres of life, for the implementation of all the potentialities of a man, and not just for consuming (Fromm: 2008, p. 304).

Today’s reality is that old and elderly people are remembered at best in connection with the need to pay tribute and respect during some conventional events and anniversaries, and unfortunately, there is a strategy of forcing the old aged out beyond the limits of public consciousness, as being “inadequate for work”. A person is deprived of many social statuses and therefore falls into a situation of liminality, a qualitative transition. What was previously taken “for granted” now requires considerable effort; the old man is forced to ground social beings (the same necessity arises for the physiological way of existence and existential being) both for him/herself and for society as well.

We assume that this process can be described by means of two basic models: fictitious old age (when there is no real alignment of an adequate, qualitatively new social position of the old person) or genuine old age (when physiology, existentialism, and sociality are harmonized). We have defined the specific ethos of each of them.

Following the principles of synergy, any unstable system (personality is meant here) moves to certain attractors (in particular, gerontological ones). In the future, the system inevitably evolves to a stable state and can remain as such until it returns to an unstable state due to some reasons. This movement is primarily determined by the domination of one or another order parameter in the life activity of a person.

We will concentrate our attention on the study of invariant, general order parameters controlling the aging process. For this purpose, one must take into account the unique origin of the aging process for each individual person, which is determined by individual order parameters. We believe that both in young and mature ages an individual determines the attitude to reality and himself/herself either through external (where the fundamental category of “having” becomes the most important premise) or internal self-determination, which is implemented via the fundamental category of “being”.

When a man reveals the life double-natures phenomenon of “having” and “being”, one person chooses possession, the other becoming. In the first case, the order parameter governing the movement towards the gerontological attractor of fictitious aging is an empirical “Me”. This order parameter defines an empirically horizontal layer of human being, focuses on the data that is delivered by the outside world. In this case, the behavior of a person with a dominant empirical “Me” is subdued to the influence of other persons and things. The preference is given to the objects of the external world and to their possession.

In this case, the individual deliberately “runs away from old age”, competing with the younger generation and proving to both others and to him/herself that it is possible to escape from the aging process. The consciousness of a fictitious old man perceives this life stage as a tragic one because of all sorts of transformations that inevitably accompany it. It is difficult for a person to adapt to new circumstances like illnesses, custody, narrowing of living space, dependence on people around him/her. A person lives either in a chronological past, appealing to the fact that “it used to be good before” or lives by the future understanding it through the idea of a soon coming of death which will solve all the problems without any gain.

A small digression: we can assume that physical transformations are most acutely perceived by women due to the visual characteristics of change and maintaining the competitiveness of the body that is keeping fit becomes more and more difficult. In general, men experience the loss of attractiveness with fewer degrees. In the other case, the order parameter, which controls the movement towards the gerontological attractor of

an original aging is "Me" in a very deep sense.

At the beginning of the 20th century, an outstanding biologist and philosopher I.I. Mechnikov in his works, primarily in "Studies of Optimism" (Etyudy Optimizma), proclaimed an "optimistic philosophy", arguing that "the sense of life" can be developed. "... Therefore, young people who are prone to pessimism must always be persuaded that their state of mind is just temporary and that, according to the laws of human nature, there will come the times when this state will have to give way to a more lucid world outlook". The meaning of human life, according to the philosopher, is to discover and develop his natural abilities as fully as possible, thereby achieving a harmonious human existence (Mechnikov: 1988, p. 328). Successful soul searching, the assertion of one's own values, allows a person at the stages of youth and maturity to see an idea (goal) in his/her old age that he/she would like to correspond to, having reached a venerable age. Then a positive evolution of an elderly person is possible, ensuring the safety of their connections with society.

This is the opinion of not only philosophers, but also of researchers in the field of psychology: "People whose life path is characterized by daring, creativity, and success constructively refer to the old age contributory factors like deterioration of the physical condition and appearance of various diseases" (Ancyferov: 2005). Science has proved that creative activity is the most important factor that opposes the involution of the individual.

History knows wonderful examples of creative longevity: "I.E. Repin worked to a very old age and only death at the age of 86 interrupted his service to art". "Verdi composer wrote one of his operas Falstaff at the age of 80". The great sculptor Michelangelo completed the decoration of St. Peter's church in Rome at the age of 80. French scientist Shevrel completed his scientific work in chemistry when he was 102 years old. Russian commander Alexander Suvorov carried out his famous cast across the Alps at the age of 70" (Barashnev:1976, p. 97).

something in life, to weigh something on the scales of being. To enjoy recognition and respect... Each of us should gain something in life; the person should be "acknowledged"; must acquire a calm self-confidence ..." (Lederer: 2015, pp. 25-42). In this sense, the goal of old age is to achieve the integrity of the "Me" concept: the acceptance that all the previous goals have been achieved and there are no debts to society and oneself.

How can one explain that one person achieves a substantial, wise old age, filled with special meanings, the other loses the old age form that he/she once had, but does not acquire a new one? In the opinion of the French philosopher and poet C. Peguy, "this happens under the condition that a being who experiences aging humbly accepts it". Adoption of aging inevitability, as the author writes, allows a person to reveal his "luminous possibilities". "A deep understanding of life must necessarily include this metaphysical (and physical) fatigue as a positive condition of human existence" (Vizigin: 2007, pp. 36-55). We agree with the philosopher as it is pointless to struggle with what is inevitable since anyway physical extinction will occur sooner or later. It is important to be ready for obvious transformations, so that old age does not become a tragedy but only a new full stage of life existence, filled with spiritual meaning (Myskin: 2018, pp. 89-95).

The previous researches on the studied issue of old age problems in terms of philosophical and sociological aspects were viewed by such scientists as K. Jaspers, M. Heidegger, I.A. Ilin, I.I. Mechnikov, V. Frankl, E. Fromm, and L.I. Ancyferov introduced a lot of ideas on anility and how to resolve the problems that people come across with while aging period. However, the analysis of scientific works devoted to the above-mentioned problem demonstrates a lack of ideas helpful for resolving the investigated issue.

4. CONCLUSION

Summarizing the philosophical study, we can say that the use of synergetics with regard to the phenomenon of old age is appropriate and counterproductive, in connection with the following circumstances. First, the reception of metaphorical borrowing allowed approaching to the understanding of a problem that rational means cannot be explored at the initial stage (Schiepek: 2016, pp. 181-208). Secondly, synergetics

allowed us to unite existence and becoming, owing to which we could trace the formation mechanisms of genuine and fictitious old age.

The above-mentioned models of old age i.e. fictitious and genuine old age do not exist in pure form, in reality, they are quite interrelated and intertwined. The elements of both models can be presented in one person at the same time. However, for a better understanding of the old age phenomenon in contemporary socio-cultural realities, it is important to have a general idea of choice spaces, the spaces of self-determination of a person who is in the final stage of life (Oseledchik et al.: 2016).

The model of anility is conditioned by the previous evolution of a man. Prerequisites and conditions that accompany and form a person during his life will certainly influence on the process of aging. Ideally, a person emerging from the crisis is enriched with a sense of inner unity, with clear judgments and a greater ability to act effectively. In this case, old age will be filled with essential meaning (Barton, & Levstik: 2004) .

In conclusion, it should be noted that the problem of old age is far from being resolved by now, and it is impossible to solve it to the end. The phenomenon of old age, as well as the phenomenon of a human, is refracted in its essence at least in two ways: through appeal to the eternal, on one hand, and to the transient, temporary, on the other. Perceiving the eternal is apophatic, the transient is revealed mainly through the cataphatic path of knowledge that is by means of society, culture, personality, etc. Therefore, the mere reference to all these moments makes the problem of old age actual, continuously actualized, turning it into a fertile research topic.

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VIZIGIN VP (2007). Nitshe i Marsel: "Smertboga" i kriziskultury. No. 4, pp. 36–55.

BIODATA

E.V SALIMULLINA: Born on 05 April in 1986. received higher education at Elabuga State Pedagogical Institute of Kazan Federal University, Republic of Russia. Positions that held are Senior Lecturer, Bachelor of Science, Elabuga Institute (branch) of Kazan Federal University, Kazan, Republic of Russia / Faculty of Psychology and Pedagogy, Department of Pedagogy (main employee).

M.S ILINA: In 1997-2007 received higher education at Elabuga State Pedagogical Institute of Kazan Federal University, philological. Teacher of English and German. Positions are Associate Professor, Elabuga Institute (branch) of Kazan Federal University, Kazan, Republic of Russia, Faculty of Foreign Languages, Department of English Philology and Intercultural Communication (main employee).

E.M. VILDANOVA: Born on 20.12.1982. In 2000-2005 received higher education at Kazan State Pedagogical University, Faculty of Foreign Languages, Foreign language with an additional specialty. Teacher of English and French. Positions that held are Associate Professor at KFU, Institute of International Relations, Department Higher School of Foreign Languages and Translation, Department of European Languages and Cultures (main employee).

G.S. MULLAGAYANOVA: Gulfiya.S. Mullagayanova. Received master of science from Pavlodar University: Pavlodar, KZ at philology in 2004, and Doctor of philosophy degree from Tobolsk State Social and Pedagogical Academy: Tobolsk, RU in 2010. Works for Naberezhnye Chelny Branch of Kazan National Research Technical University A.N. Tupolev, Republic of Russia, Candidate of Philological Sciences, Head of the Department of Humanitarian and Social Disciplines.

L.I. DYACHENKO: In 2009, Dyachenko L.I. defended her thesis for the degree of candidate of philosophical sciences. The dissertation was performed at the Department of General Philosophy, Faculty of Philosophy, GOU VPO Kazan State University named after V.I. Ulyanov-Lenin. " Since 2010, Dyachenko L.I. has been the assistant professor of the department of humanitarian and social disciplines of the Naberezhnye Chelny branch of KNITU-KAI. The results of the scientific and pedagogical activity of Dyachenko L.I. reflected in more than 50 publications. Articles are at the intersection of a number of sciences: philosophy, gerontology, sociology, psychology, cultural studies.

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The graphical method of pauses detection in English speech signals

El método gráfico de detección de pausas en señales de habla inglesa

E.V. MARTYNOVA

ORCID: <http://orcid.org/0000-0001-5883-0718>
katerinamarty@yandex.ru
Kazan Federal University, Kazan, Russia

G.R EREMEEVA

ORCID: <http://orcid.org/0000-0001-6673-542X>
guzel.ixanova@kpfu.ru
Kazan Federal University, Kazan, Russia

G.F VALIEVA

ORCID: <http://orcid.org/0000-0001-6349-0201>
fae_gulnara@bk.ru
Kazan Federal University, Kazan, Russia

ABSTRACT

This paper is devoted to the problem of pauses detection in English speech signals. The aim of the current study is to create a new method of speech pauses detection that has no drawbacks other algorithms suffer from. The analysis of it suggests the opportunity to use the graphical method in real-time applications. The article provides a new vision and a new solution of pauses detection problem. The result of the study – the graphical method – may be applied to real-time signal processing, text-to-speech synthesis or used to enrich knowledge about the specified problems.

Keyw

ords: English, graphical method, language, speech.

RESUMEN

Este artículo está dedicado al problema de la detección de pausas en las señales de habla en inglés. El objetivo del estudio es crear un nuevo método de detección de pausas del habla que no tenga inconvenientes de otros algoritmos. Su análisis sugiere la oportunidad de utilizar el método gráfico en aplicaciones en tiempo real. El artículo proporciona una nueva visión y una nueva solución del problema de detección de pausas. El resultado del estudio, el método gráfico, puede aplicarse al procesamiento de señales en tiempo real, la síntesis de texto a voz o utilizarse para enriquecer el conocimiento sobre los problemas especificados.

Palabras clave: habla, idioma, inglés, método gráfico.

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1. INTRODUCTION

Every speech signal usually consists of not only speech but also of some noise parts that are no more than pauses of the speaker's speech in terms of low-quality recording. Pauses are emphasized prolongations – a phenomenon that plays an important role in prosody. Right pausing helps to convey emotions (Cahn:1990, pp. 1-2), control the overall pace of your delivery (Lutfullina, & Makhmutova: 2017, pp. 87-97), engage the audience and make speech understandable to it (Campione, & Véronis:2002, pp. 192-212).

As reasonable pauses placement and duration provide an accurate understanding of speech by a listener, many applications require the development of a reliable model of pauses duration. For instance, in text-to-speech synthesis problems rendering fluent speech appearing realistic to the human ear can be reached only by containing natural-sounding vocal inflection, rhythm and stress placement (Wu, & Lin: 2000, pp. 541-554). The model of pauses duration is also essential for the inverse problem – speech recognition – for proper words and sentences distinction.

In order to produce a model of pauses duration, it is needed to find out how to divide the signal into speech and non-speech parts (pauses) (Bobyreva: 2018, pp. 417-420). There is a vast amount of papers on pauses detection has been published (see survey in (Moattar, & Homayounpour: 2009, pp. 2549-2553)). However, each pauses detection algorithm with its advantages has some disadvantages too. Moreover, all of them seem to be rather mathematically complex and difficult for understanding.

Thus, the aim of the current study is to create a new method of speech pauses detection that has no drawbacks other algorithms suffer from.

2. METHODS

This study considers the analysis of speech signals at the time domain, basing on an idea of visual classification of signal frames into "pause" or "speech". The comparative research of the method quality is also proposed. It is assumed that the graphical method is not worse or even better than entropy-based algorithm («Robust entropy-based endpoint detection for speech recognition in noisy environments» (Nasibov, & Kinnunen:2012, pp. 8-11), and MULSE-based algorithm («A new robust voice activity detection method based on genetic algorithm» (Li: 2005, pp. 965-974)).

Many studies on pause detection problem have been done. The old methods were based on such features as short-term energy (Shen: 1998), zero-crossing rate (Farsinejad, & Analoui: 2008, pp. 80-84). These features were used due to their low mathematical complexity. However, they had a serious drawback: they strongly depended on a background noise level. So other methods such as spectral entropy-based algorithm (Sohn, & Sung: 1998, pp. 365-368), the method using highest-level statistics (Rabiner, & Sambur: 1975, pp. 297-315) were proposed. It is also offered to use supervised machine learning that usually takes a huge amount of computational resources: CART (Classification and Regression Tree) (Zellner: 1994, pp. 41-62), ANN (Artificial Neural-Network) (Kondrateva, & Nazarova: 2015, pp. 61-65). Besides, some algorithms are no more than the fusion of existing well-known methods (Shin: 2000, pp. 1399-1402).

As every proposed method has its own disadvantages, the current paper investigates a brand new algorithm – the graphical method of pauses detection in speech signals. There is a need to say it is usual to process signals frame-by-frame. It means that every signal has to be divided into frames (length of the frame is chosen depending on the task). However, the graphical method is processing sample-by-sample. Obviously, it means there is no division to frames, but the signal is been processed by each time that is called sample.

The graphical method is based on a suggestion that non-speech (pauses) frames of the signal are rectangular (see Figure 1).

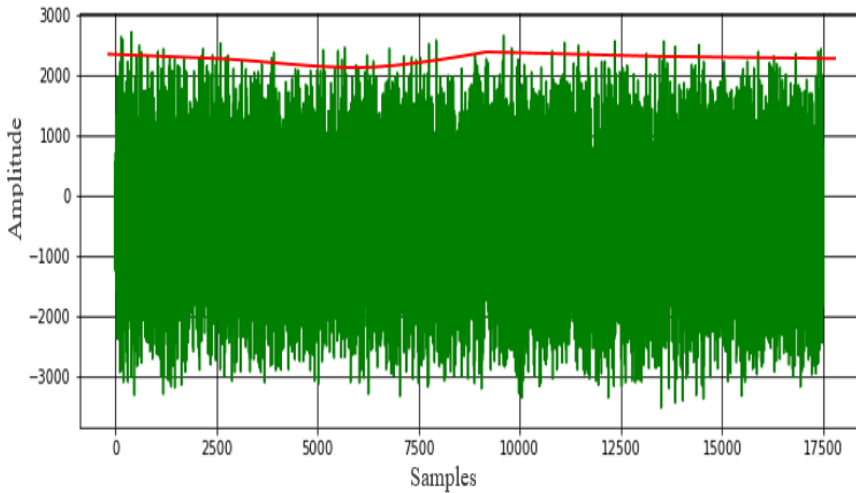


Fig.1. A pause frame of the signal

At the same time, speech activity frames are bodies of an irregular shape, one is illustrated in Figure 2. Speaking in mathematical terms, rectangular shape of the frame means that the envelope (marked by red in figures 1, 2) of this frame is an almost horizontal line. The derivative of such an envelope is zero or close to zero at each sample. On the contrary, the envelope of the bodies of an irregular shape (speech frames) can be whatever; consequently, generally speaking, the derivative of it is non-zero.

Thus, the graphical method is processing signals sample-by-sample at the time domain and is deciding for each of it whether it is a speech sample or a pause. The decision rule is formulated as: "if the derivative of the envelope is zero at the current sample, then the sample is considered as a pause; else it is a speech sample".

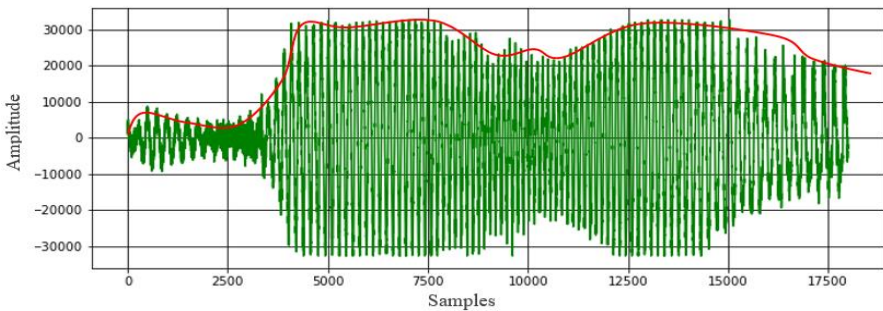


Fig.2. A speech frame of signal

3. RESULTS

The results of the study (the graphical method) may be applied to real-time signal processing, text-to-speech synthesis or used to enrich knowledge about the specified problems.

Method	The graphical method	Entropy-based algorithm	MULSE-based algorithm
The average work time	0.307 s.	0.203 s.	0.006 s.

Tab.1. The average time of work of the algorithms

To examine the accuracy of the methods, the (α, β) values for each of them have been computed. The results obtained are shown in Table 2.

SNR \ Method	The graphical method	Entropy-based algorithm	MULSE-based algorithm
500	(0.009, 0.039)	(0.024, 0.005)	(0.02, 0.006)
100	(0.014, 0.034)	(0.022, 0.006)	(0.019, 0.006)
25	(0.01, 0.03)	(0.014, 0.006)	(0.02, 0.006)
10	(0.004, 0.034)	(0.016, 0.005)	(0.017, 0.005)
1	(0.028, 0.028)	(0.01, 0.008)	(1, 0)
0.69	(0.018, 0.359)	(0.02, 0.002)	(1, 0)

Tab.2. The (α, β) values of the algorithms for different SNR

Here the α value means a Type I error (the probability of a speech sample to be mistaken for a pause sample) and the β value is a Type II error (the probability of a pause sample to be mistaken for a speech sample). SNR is the signal-to-noise ratio that is used to compare the level of a signal (actually, speech parts of it) to the level of background noise.

The average time of work the graphical method has is a bit more than the entropy-based algorithm and MULSE-based algorithm have. However, the proposed method is still acceptable for real-time implementation as the average time of work of it is 0.307 s.

The graphical method and the entropy-based algorithm are almost the same in terms of accuracy, i.e. judging by the (α, β) values. The graphical method is evaluated as the best on SNR 10-25. The proposed method tends to give a higher Type II error (β). At the same time, the entropy-based algorithm has a higher Type I error (α). A MULSE-based algorithm is worse in the sense of the (α, β) values. It has the α value equal to 1 when $SNR \leq 1$, which means each sample is taken as "pause" without depending on what it actually is.

4. CONCLUSION

The results of the testing of the graphical method showed the possibility of its real-time application. In terms of quality, the proposed method is not worse than the entropy-based algorithm and the MULSE-based algorithm. Moreover, it is the best among considered algorithms in conditions of SNR 10-25. The method is still good working even in conditions of low SNR (≤ 1), when the MULSE-based algorithm becomes unacceptable.

Thus, the graphical method of pauses detection in English speech signals is accurate enough and robust against low SNR conditions. In this, the average time of work of the method is only 0.307 s. that makes it possible to use this algorithm in practice.

Despite the promising results obtained, there are still challenges that need to be addressed. As the time of work remains a weak spot, the reduction of the computational complexity of the method stays as a recommendation for future research. Improvement of the accuracy of the method is also expected.

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BIODATA

E.V. MARTYNOVA: Ekaterina Vladimirovna Martynova. In 2006-2012 received higher education at KFU, FIA, teacher of a foreign language with an additional specialty second foreign language. Qualification is a foreign language with an additional specialty. Positions that held are Senior Lecturer, BS at KFU, Institute of International Relations, Department Higher School of Foreign Languages and Translation, Department of Foreign Languages (main employee). Knowledge of languages is English (Fluency), Spanish (Fluency).

G.R. EREMEEVA: Guzel Rinatovna Eremeeva. Born in 07/30/1980. Positions are Associate Professor (Associate Professor), Head University at Institute of International Relations, History and Oriental Studies, department Higher School of Foreign Languages and Translation, Department of Foreign Languages (main). Academic titles are Associate Professor (04/01/2019). Languages are Kazakh (Basic Speaker), English (Proficient Speaker), and Tatar (Independent Speaker).

G.F. VALIEVA: Gulnara Firdusovna Valieva. is a senior teacher of the department of foreign languages of the Institute of International Relations at Kazan Federal University. She devoted more than 8 years to work with future physicists, mathematicians and IT specialists. The author of the book "English for Information Security" and a lot of ELR's. Certified teacher of EduScrum. Annually gives master classes in educational centers and attends workshops and webinars.

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Critical thinking in STEM (science, technology, engineering, and mathematics)

Pensamiento crítico en CTIM (ciencia, tecnología, ingeniería y matemáticas)

O. ROGOVAYA

ORCID: <http://orcid.org/0000-0002-5403-9758>
olgarogovaya356@rambler.ru

The Herzen State Pedagogical University of Russia, Russian Federation

L. LARCHENKOVA

ORCID: <http://orcid.org/0000-0002-4229-5500>
larchenkova1.lud@mail.ru

The Herzen State Pedagogical University of Russia, Russian Federation

Y. GAVRONSKAYA

ORCID: <http://orcid.org/0000-0001-7336-943X>
julia_gavrinskay@mail.ru

The Herzen State Pedagogical University of Russia, Russian Federation

ABSTRACT

The purpose of this study is to determine the place of critical thinking in the training of future teachers. To conduct the study, a survey of 200 full-time bachelor students of the Herzen State Pedagogical University of Russia was organized. All students study in Natural Sciences. The study analyzed several integrated tasks that can be aimed at the development of critical thinking. According to the results, critical thinking plays an important role in the educational process, which must be taken into account in the training of future teachers.

Keywords: Critical Thinking in STEM, Teaching Critical Thinking, Teaching Education.

RESUMEN

El propósito de este estudio es determinar el lugar del pensamiento crítico en la formación de futuros maestros. Para llevar a cabo el estudio, se organizó una encuesta a 200 estudiantes de licenciatura a tiempo completo de la Universidad Pedagógica Estatal Herzen de Rusia. Todos los estudiantes estudian en ciencias naturales. El estudio analizó varias tareas integradas que pueden estar dirigidas al desarrollo del pensamiento crítico. Según los resultados, el pensamiento crítico juega un papel importante en el proceso educativo, que debe tenerse en cuenta en la formación de futuros docentes.

Palabras clave: Enseñanza de la Educación, Enseñanza del Pensamiento Crítico, Pensamiento Crítico en CTIM.

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1. INTRODUCTION

What is critical thinking? One of the earliest definitions is "critical thinking abilities required to analyze, process, and evaluate arguments" (Schlecht: 1989, pp. 131-140). There are "higher-order thinking" and "critical thinking". There is a difference between low-level mental activities such as "memories" or "high-level" mental activities. Therefore, we can conclude that critical thinking is high-level thinking and has the following features: analysis, evaluation, rationality, and reflection. It is self-correcting and context-sensitive, and it allows judgments about the world (Nystrom: 2000, pp. 8-33; Jeevanantham: 2005, pp. 118-129).

By encouraging critical thinking, we teach the student what we believe to be right, but we encourage the student to scrutinize the evidence and judge for himself or herself the veracity of our statements. Encouraging critical thinking means that teachers respect students' rights to certain intellectual research processes (Poce et al.: 2012, pp. 47-63). Critical thinking is a major goal in higher education and also one of the key competencies included in the European reference framework (Hoskins & Crick: 2010, pp. 121-137). It is seen as a set of skills that are needed to contribute to student success during the study and in the workplace (Partnership for Twenty-first Century Skills: 2003). That is why Universities strive to develop students' critical thinking skills.

In modern discussions about the nature of higher education, the concept that emerges most widely is the idea of critical thinking. The obvious importance of critical thinking is evident in many academic teaching practices (Chanock: 2000, pp. 95-105). In many academic assignments and abstracts intended for students, a basic intellectual task is often based on the idea of critical evaluation in some way: critically analyze X or give a critical discussion of Y (Barrie, & Prosser: 2004, pp. 243-246).

For example, chemistry as a science has a pluralistic constitution, which can be characterized by epistemological, ontological, methodological and axiological aspects. The discipline has a dual character, as it has features of Natural Sciences and technology. The goals of a chemical enterprise are inextricably linked to basic human goals and objectives. A variety of social, political, economic, environmental and ethical implications of chemical thinking and action have been analyzed in several studies on the history and philosophy of chemistry.

Critical thinking is a central element of problem-solving at all levels of science, technology, engineering, and mathematics (STEM) education (National Research Council: 2006). In both primary and advanced classes, students are encouraged to identify important spatial relationships related to scientific concepts and to predict how the transformations of these relationships affect physical and biological systems.

The application of critical thinking in the STEM curriculum has resulted in a learning environment that attempts to support and train this type of thinking in a variety of disciplinary contexts. Projects range from those that try to teach the skills of fundamental visual spaces through sustainable practice to those that create critical thinking through strategy selection. Such efforts have not yet led to significant improvements in STEM achievement or degree achievement, although several individual projects demonstrate the prospect of improved thinking in the context of spatial abilities (Behar-Horenstein, & Niu: 2011, pp. 25-42; Utemov et al.: 2018, p. 12).

Everything discussed above makes it possible to draw some conclusions:

- (1) Critical thinking involves more than just the mastery and application of certain skills in logic.
- (2) Critical thinking includes the ability to think critically and the propensity to apply it extensively. It includes both emotional and cognitive components.
- (3) Many of the definitions of the scientific approach put forward suffer from a narrowly conceived view of the nature of scientific research and the actual behavior of scientists.
- (4) Greater use of critical thinking in natural science students can be achieved by studying the Natural Sciences in the context of social, economic and applied problems in which they can learn to apply critical standards in a science-related context (Dumitru: 2012, pp. 143-147).

Thus, we can say that critical thinking plays an important role at all levels of science education. Based on this, we can highlight the objectives of this study:

- To survey students to identify possible problems associated with critical thinking in teaching science;
- To analyze possible tasks that future teachers of chemistry and physics can use to develop critical thinking in their lessons;
- To form possible ways of solving problems.

2. MATERIAL AND METHODS

2.1. Research design

Based on the goals, it was decided to conduct an empirical study, which consisted of a survey of students. The study used the methodology of quantitative research to collect and analyze the interpretations and values of the questionnaire. The survey was a questionnaire aimed at asking general questions related to critical thinking. In the second part of the study, some tasks in chemistry that require the use of critical thinking were analyzed.

2.2. Participants

The ban empirical study was organized and conducted, which consisted of a survey of 200 full-time students-bachelors of three departments of the Herzen State Pedagogical University of Russia. The number of interviewed men and women was approximately equal (46 percent of men and 54 percent of women). The age of respondents ranged from 20 to 21 years old. This was because students of this age have passed most of the curriculum. Target sampling (objective sampling) was considered to be the most appropriate sampling method. All students have trained in Natural Sciences pedagogical directions.

2.3. Research instrument

The first stage was a mini-survey consisting of eight questions. The survey was aimed at finding out whether students understand the concept of critical thinking and how they see its place in the educational process. The first question (Do you know the concept of "critical thinking?") is the most general and is asked to find out whether students are familiar with the concept of critical thinking. Even though this definition is quite common and can be used in everyday speech, some respondents may be unfamiliar with it.

The purpose of the second question (Do you use critical thinking in the classroom?) is to find out whether students believe that they apply critical thinking in the learning process.

The analysis of the received information helps people to learn better, as it is not mindless memorization. Critical thinking plays an important role in this process, allowing you to assess the incoming material. In the next question (Do you know that critical thinking helps you to learn the material better?) it is found out whether the surveyed students understand this.

Critical thinking is an integral part of the learning process, so future teachers should be taught how to use it in the classroom. The next question (Are you taught to apply critical thinking techniques in your future lessons?) is aimed at finding out whether students believe they are being taught to do so. As it is mentioned, critical thinking helps to evaluate the incoming information, which inevitably leads to the development of the ability to analyze, as well as increases the efficiency of assimilation of the material. In the fifth question of this survey (Do you think that critical thinking helps to learn the material better and develop the ability to analyze?) students are asked to assess whether this is the case.

In the next question (Is it fair to say that the project activity develops critical thinking?) respondents have to express their opinion on the level of involvement of critical thinking in project activities. Although the

importance of this type of thinking in the project is obvious, it is important to find out whether future educators are aware of it.

The purpose of the next question (Would you like to know more about critical thinking in learning?) is to find out how students are interested in applying critical thinking in their future teaching activities. Extracurricular activities provide ample opportunities to expand the educational process. The purpose of the last question (Is it possible to develop critical thinking in extracurricular activities?) is to find out whether students consider it possible to apply and develop critical thinking on extracurricular activities.

2.4. The participant's selection criterion

The survey was conducted among third-year and fourth-year students studying in the field of Natural Sciences. The criterion of this selection is because at this stage of training students have already passed most of the curriculum and practice at school. This allows them to be more knowledgeable about the topic.

2.5. Research issues and restrictions

The study involves only students receiving higher education. All respondents also live in the city of St. Petersburg and Leningrad region, which does not indicate the problem on a larger scale. That is why several problems and difficulties, identified in the study, and recommendations for their solution can be more applicable only to this group of respondents.

2.6. Data analysis

The analysis of the survey data was carried out in the STATISTICA system. This software, developed based on Microsoft Windows, allows you to visualize data in statistical analysis. The size of the error is 2 percent, about 4 questionnaires were incorrectly filled (some respondents did not answer all questions of the questionnaire or chose more than one answer option).

3. RESULTS

The results of the first question are expected to be high – 98% of respondents have said they are familiar with the concept of critical thinking. However, there is a small percentage of those who are not familiar with this concept. Quite a large percentage (78%) has reported that, in their opinion, critical thinking is used at the University. This may indicate that students understand how this type of thinking is related to the learning process and actively use it in learning.

In the following analysis, 71% of the students agreed that critical thinking helps to learn better. This may indicate that they are aware of the mechanisms of their work and their application.

Oddly enough, only 55% of respondents have reported that they are taught to apply critical thinking in their future teaching activities. The reasons for this rather low result can be two. Firstly, students do not simply realize that they are taught this technique. Secondly, they cannot explain the use of critical thinking in the classroom.

81% of respondents have agreed that the use of critical thinking allows them to learn the material better and develop the ability to analyze. This is another confirmation that students are aware of the mechanisms of critical thinking and its importance.

As for project activities, 74% of respondents have agreed that they develop critical thinking.

This result can be considered positive, as it suggests that students understand the principle of working on projects and all aspects of learning activities that it affects.

An expected high percentage (91%) of respondents has expressed their desire to study critical thinking in learning better. This suggests that students are aware of the importance of this type of thinking in learning, as well as seek to maximize their professional competence, using modern methods.

Many respondents (68%) have agreed that extracurricular activities can be used to develop critical thinking. This may indicate that students understand the importance of additional classes and consider them a full-fledged element of the educational process.

The purpose is to study the effect of various substances on human health.

The composition of fruits and vegetables includes various chemical elements and substances. 100 g of apples contain 86 g of water, 0.8 g of starch, 278 mg of potassium, 110 mg of copper, 26 mg of sodium, 16 mg of calcium, 11 mg of phosphorus, 9 mg of magnesium, 2.2 mg of iron, 2.0 mg of iodine, 0.047 mg of manganese, 2 mg of folic acid, vitamins A, B, C, H, K, PP. Apples are considered a useful product for humans. Vitamin C is involved in redox reactions, promotes the absorption of iron. Iron is involved in the transport of oxygen and the maintenance of immunity. Potassium is responsible for regulating the water and electrolyte balance. Plants can absorb from the soil saturated with fertilizers much more nitrogen compounds than they need for development, so sometimes due to improper cultivation apples contain nitrates, up to 30-50 mg. In the human body, nitrates under the action of the enzyme nitrate reductase are reduced to nitrites, which interact with hemoglobin in the blood, which leads to the oxidation of ferrous iron in it in the trivalent. This produces methemoglobin, unable to transfer oxygen to tissues and organs, resulting in reduced physical and mental activity. For an adult, the toxic dose becomes 600 mg.

What foods (of plant or animal origin) contain large amounts of nitrates?

How can I reduce the number of nitrates in vegetables?

Why spinach and parsley grown on the same soil contain different amounts of nitrates?

What nitrogen-containing fertilizers are best used to reduce environmental risks?

Task 1. Chemistry and Ecology

In this task, students are invited to speculate what chemical elements a person receives from food and whether "useful" products are always useful. Additional questions can also be added here (What form do these elements appear in? Is it the form of any chemical compounds?). Also, students can be given tips from biology, explaining the metabolism in the body.

Thus, this task allows students to develop critical thinking, as it requires the knowledge of chemistry and ecology and the ability to draw conclusions and analyze the available and received information.

The purpose is to determine the size of the particles in the solution.

Students are encouraged in several situations (experiments): 50 ml of dilute AgNO_3 solution was placed in the beaker No. 1, and 50 ml of dilute NaCl solution in the beaker No. 50. Point the laser pointer beam at the glasses with solutions. What are you looking at? (The solutions appear to be optically empty.) Drain the solutions and stir. What substance is formed? What indicates the formation of a new substance? Again enlighten the resulting solution No. 3 laser pointer. What are you looking at? (There is a trace of a light beam — the Tindal effect). Pour into beaker No. 4 is a bit of detergent for dishes or shampoo. Enlighten with a laser pointer. What are you looking at? (There is a trace of a light beam — the Tindal effect). What is the optical phenomenon associated with the Tindal effect? For particles of what size (compared to the length of the light waves of visible light) is characterized by light scattering? Give examples of the effect of Tyndall in nature (the sun's rays in the forest, the light of a lantern in the fog). Based on the obtained data, it is necessary to conclude the particle size of the substance in glasses No. 1, 2, 3 and 4.

Task 2. Chemistry and Physics

To perform the task, students should know the phenomenon of diffraction scattering from the course of physics and chemical reactions of deposition and be able to analyze the obtained information. Also, performing experiments and receiving certain reactions, students should be able to think and draw conclusions based on

them. Such tasks also develop critical thinking, as they carry the reproduction of memorized material and push to own reflections.

The purpose is to study sucrose as a source of energy in the human body.

One of the main sources of energy in the body is sucrose. It's an organic compound, a disaccharide, consisting of glucose and fructose residues. Its formula is $C_{12}H_{22}O_{11}$. The thermochemical equation for the oxidation of glucose



The human body can turn into useful work only 25 percent of the energy released during the oxidation of food. If the pancreas produces an insufficient amount of insulin, a hormone necessary for the absorption of glucose in the human blood increases its amount, and the cells suffer from its deficiency. Chronic increase in blood glucose levels leads to the development of diabetes. Students are invited to explore and describe the transformation of sucrose in the body, to answer questions:

1. What compounds are formed as a result of the conversion of sucrose in the human body? What substances are involved in these reactions? Make the equations of the corresponding reactions.
2. How much sugar should a person weighing 60 kg eat to make up for the energy cost of 210 kcal per hour walk? Will this energy be enough to lift to the 10th floor (40 meters)?
3. What foods contain large amounts of sugar? What will give a frozen person more energy for warming – a portion of sweet ice cream or a glass of hot water? Caloric content of 250 calories per 100 grams.

Task 3. Physics, Chemistry, and Biology

This task also involves critical thinking, allows students to group and reduce information, highlight the most important, analyze the situation based on the data, and draw conclusions, expand the information based on the abbreviated version. Also, students learn to analyze and compare different phenomena.

Thus, it can be concluded that critical thinking plays an important role in the educational process, which must be taken into account in the preparation of future teachers.

3.1. The popularization of the idea of critical thinking

As critical thinking has many positive aspects, leading to better assimilation of the material, forming the ability to think independently, draw conclusions, etc. it is necessary to develop the idea of its use in education. For this purpose, special lectures can be held for educational institutions that prepare future teachers and for schools.

3.2. The special training of teachers

The application of critical thinking should be introduced in the training of future professionals, which requires special training for students. For this purpose, elective courses can be organized or a separate time can be given to regular classes. This will allow students to understand the importance of this type of thinking, as well as better understand how to apply it in the learning process. Also, existing teachers can be organized with refresher courses.

3.3. Changes in the curriculum

Instilling critical thinking and ideas about its importance is best to start as early as possible. To do this, changes can be made to the curriculum or extra-curricular activities, providing more relevant tasks in different subjects.

A review of the literature has shown that there are small differences in critical thinking interventions in different areas of knowledge. As for the goals of this thinking, it can be concluded that the vast majority of articles are devoted to teaching critical thinking skills, not dispositions. While humanitarian and interdisciplinary studies show this clearly, analysis and assessment seem to be the most commonly used critical thinking skills in the STEM, social, and Biomedical Sciences (Tiruneh et al.: 2014, pp. 1-17; Pakdel, & Ashrafi: 2019).

Another conclusion is that most interventions in all areas use the immersion approach, and the infusion approach is the second most common approach. This indicates a tendency to support the encouragement of embedding critical thinking in specific subject areas as a way to help students become critical thinkers rather than teaching it as a separate subject. It becomes apparent that improving critical thinking in students is more likely when learning these skills is explicit rather than implicit (Behar-Horenstein & Niu: 2011, pp. 25-42; Nooradi: 2017, pp. 71-75).

Providing a useful framework for studying the disposition of critical thinking, there is currently no tool based on triad theory. However, one published tool that quantifies the disposition of CT is the California inventory of critical thinking (CCTDI) (Facione et al.: 1994, pp. 345-350). In developing this tool, the authors adhere to the principles of the theory of triads and note that critical thinking occurs as a result of combining abilities, sensitivity, and aptitudes.

The total score represents the sum of seven subscales. Seven subscales include the desire to know the truth, readiness for new things, ability to analyze, ability to systematize information, interest, self-confidence, and maturity (Romanish: 1999, pp. 63-72).

After receiving permission to conduct the study from our Institutional Review Board, we contacted colleagues from each geographical region in their educational institutions and invited them to participate. Copies of the CCTDI, accompanying answer sheets, and a cover letter explaining the administration procedure were then mailed. Participation was voluntary.

In addition to the requested biographical information (gender, grade, and current GPA), all responses were anonymous. We followed the same procedure with the Chinese population. Tests and completed answer sheets were returned to researchers for tabulation. All sheets were evaluated, summarized and analyzed (Zheming: 2000, pp. 1-3; Mohammadi, & Yekta: 2018, pp. 1-7).

The results showed that the estimates from the USA sample were systematically higher than those from China for the four location subscales. Two areas deserve special attention: maturity of critical thinking and self-confidence. It can be said that the personality of CT-Mature approaches problems and makes decisions knowing that some problems may not have a uniquely defined solution. Thus, problems are poorly defined and judgments are often based on standards, contexts, and evidence that exclude certainty (Facione et al.: 1995, pp. 1-25).

Another study was conducted in 2017 and was aimed at finding out how critical thinking affects students' decision-making (Kanbay, & Okanlı: 2017, pp. 313-321; Laureano et al.: 2018, pp. 4-7).

All first-year students (93 people) were invited to participate. The researchers did not choose to select a sample from the population. Thus, the sample included the whole population and included 93 students who were randomly distributed either in the educational group ($n = 44$) or in the control group ($n = 49$). The data were collected in two stages. First, preliminary tests were conducted to assess critical thinking and problem-solving skills in educational and control groups, and both groups were found to have the same critical thinking and problem-solving skills. The education team was then given twelve weeks of critical thinking training, and the same tests were repeated by an instructor known to students but not involved in the study to ensure the safety of data collection (Bowles: 2000, pp. 373-376; Soldatova, & Pogorelov: 2018, pp. 105-124).

In this study, the impact of critical thinking training on problem-solving skills was discussed for similar educational and control groups that initially had similar critical thinking and problem-solving skills. Even though there was no significant difference between the average indicators of critical thinking in the educational and control groups in the preliminary testing, their post-testing was significantly different. The evaluation of critical thinking in the educational group increased, and the evaluation of critical thinking in the control group

decreased. There was no significant difference between the average estimates of problem-solving in the control group. However, the average score for problem-solving after learning in an educational group fell (indicating greater confidence in their problem-solving skills), while the score in the control group grew. This shows that appropriate education can improve critical thinking and problem-solving skills (Fero et al.: 2010, pp. 2182-2193).

Critical thinking skills can be improved by learning them. It has been found that there is a link between critical thinking and problem-solving and that critical thinking skills improve problem-solving skills. The results of this study suggest that the curriculum should be reorganized to prioritize the use of critical thinking to include a course specifically dedicated to its skills and that methods should be explored to raise critical thinking skills in younger students to a higher level (Kaya et al.: 2017, pp. 72-77; Kalogeropoulos et al.: 2020).

4. CONCLUSIONS

Thus, it can be concluded that critical thinking plays an important role in education, as it can be applied in all areas of knowledge, as well as in everyday life. This suggests that it needs to be developed. According to the results of the survey, critical thinking plays an important role in the educational process, which must be taken into account in the training of future teachers. Future teachers are not only familiar with this concept, but also interested in learning more about it for application in their educational practice.

Some recommendations can be applied for this purpose. The first recommendation is based on the popularization of the idea of critical thinking. For this purpose, special lectures can be held for educational institutions that prepare future teachers and for schools, which will help to promote the idea of the importance of critical thinking for existing teachers. The second recommendation includes the special training of teachers. For this purpose, elective courses can be organized or a separate time can be given to regular classes. The refresher courses and courses aimed at the introduction of critical thinking in the educational process can be organized for existing teachers. Changes in the curriculum can also play a positive role, as it is better to start promoting critical thinking and ideas about its importance as early as possible. To do this, changes can be made to the curriculum, providing more relevant tasks in different subjects. Also, extra-curricular activities can be organized to meet this need.

Further research could also be undertaken among students-masters or College students in a broader context. Such studies can also be conducted among citizens of other countries. The findings and results of the study can be used as a basis for other surveys or for comparing statistical data from different years.

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BIODATA

O ROGOVAYA: Olga Rogovaya lives in Saint-Petersburg, Russian Federation. Olga Rogovaya has a Ph.D. She works as ahead of the chemical and environmental education department of The Herzen State Pedagogical University of Russia. The research interests of the author are environmental chemistry, physicochemical properties of bottom sediments of freshwater bodies, decolonization of teacher education. A recent study of the author is "Actual problems of chemical and environmental education".

L LARCHENKOVA: Liudmila Larchenkova lives in Saint-Petersburg, Russian Federation. She has a Doctor of Science (Pedagogics). She works as a professor of the Department of methods of teaching physics at The Herzen State Pedagogical University of Russia. The research interests of the author are methods of teaching physics, methods of teaching problem solving, cognitive difficulties of students in the study of physics. A recent study of the author is "Technolinguistica-Program complex support for teaching English vocabulary".

Y GAVRONSKAYA: Yulia Gavronskaya lives in Saint-Petersburg, Russian Federation. She is a Doctor of pedagogy. She works as a professor of the Department of chemical and environmental education of The Herzen State Pedagogical University of Russia. The research interests of the author are actual problems of chemistry and ecology, research methodology in education, modern problems of science and education. A recent study of the author is "Designing a master's program in chemical education based on professional standards".



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Comparative study of the positive value of unlawful testimony in civil proceedings

Estudio comparativo del valor positivo del testimonio ilegal en procedimientos civiles

M. HASANZADEH

ORCID: <http://orcid.org/0000-0002-3851-6489>
m.hasanzadeh@qom.ac.ir
University of Qom, Iran

H. ESMAILY

ORCID: <http://orcid.org/0000-0002-6493-9100>
esmaily_133@yahoo.com
University of Qom, Iran

ABSTRACT

In the Islamic judicial system, testimony is one of the most important arguments to prove a claim. The validity of testimony depends on the credibility and the number of witnesses. If the testimony lacks the requisite terms and conditions, its validity is shaken. In this paper, we examine the "positive value of unqualified testimony" and refer to its jurisprudential background after presenting the contradictions and ambiguities of domestic law regarding the positive value of such testimony. From the nature of the jurisprudence's testimony, it can be concluded that this type of testimony lacks any positive value.

Keywords: Islamic, Jurisprudential, Testimony, Validity.

RESUMEN

En el sistema judicial islámico, el testimonio es uno de los argumentos más importantes para probar un reclamo. La validez del testimonio depende de la credibilidad y el número de testigos. Si el testimonio carece de los términos y condiciones requeridos, su validez se ve sacudida. En este documento, examinamos el "valor positivo de un testimonio no calificado" y nos referimos a sus antecedentes jurisprudenciales después de presentar las contradicciones y ambigüedades de la ley interna con respecto al valor positivo de dicho testimonio. Por la naturaleza del testimonio de la jurisprudencia, se puede concluir que este tipo de testimonio carece de valor positivo.

Palabras clave: Islámica, Jurisprudencial, Testimonio, Validez.

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1. INTRODUCTION

The arguments to prove the lawsuit has an important role to play in the length of proceedings and the more transparent and precise the rules of the case, the higher the efficiency of the judicial system. The present study argues only from the evidence to prove the case to the testimony, which is not elaborate and presented in civil proceedings (Garrett & Neufeld: 2009, pp.1-97).

There is more or less detailed information on the absolute nature of the testimony and its legal effect in the books and articles published, but there is no evidence of inadmissible testimony other than scattered material in support of the evidence.

The same is right in the laws of our country. Materials do not have sufficient transparency and precision (Yarmey: 2001, p.92).

The Positive Circle of Testimony in Civil Law before the Reforms of 1991 and 1991 was limited to some minor claims that were reduced but not eliminated after the reforms and enumerating the requirements required to bear witness. The Civil and Criminal Procedure Rules, while stating the need for unconditional testimony in other cases, make it necessary to "hear more" in other materials, but it is not clear how much "positive information" the affirmative value is the rate.

The explanation and correction of these articles need to be studied in its jurisprudential background and, if necessary, comparative in other countries' jurisdictions (here in France).

1.1. A positive value of unqualified testimony under Iranian law

Law on Civil Procedure:

In the old law of 1318, certain conditions and numbers were not specified for the witness, and the scope of his confession was limited to some minor cases, which were also limited to the court's discovery.

Therefore, there was no requirement for the witness other than the status of the witness, and if the witness did not have the legal status, his testimony could not be heard or given fair value. In other cases, testimony was heard, but the value was ultimately up to the court (Rogers & Allard: 2004, pp.1-5).

The new law also seems at first glance to recognize the value and effect of the testimony as with the old law with the court, but this appearance must be overlooked because enumerating specific and implicit terms in Articles 230 and 233 has independent proof value for testimony and imposition. It comes to the judge's mind. If we accept the value of the testimony depends on the court's opinion, firstly, the value of the evidence of the unqualified witness is equally valuable, and if not, it means imposing a qualified testimony on the court, then this question. To what extent is the value of unqualified testimony raised? Can the judge base his vote on it? Some argue that "unless it is certified by certain statutory requirements (such as productive faith and status) or their number and gender are not in legal order," it is a matter of judging the extent to which it is within the jurisdiction of the court "without distinguishing between The abovementioned claims exist in Article 230 CC and those in Article 1312 BC (Shams: 2015, p.141).

Civil law:

- 1- Article 424 AH: It is the opinion of the court to determine the degree of value and confirmation.
- 2- Article 412 AH: A certificate shall not be heard except by persons who, under civil law, have a substantive obligation to testify.
- 3- Article 241 AH: Determine the value and impact of the certificate with the court.

With frequent and incomplete amendments and omissions added to the complexity of the issue, the situation in civil law is more complicated.

On the one hand, the Guardian Council has considered the invalidity of Article 1309 to be inappropriate in relation to the official document. On the other hand, Parliament has removed Articles 1306 and 1307 and 1308 and 1310 and 1311 and omitted Articles 1309 and 1312 It was a continuation of Article 1309, and the

addition of conditions such as justice to testimony put the affirmative value of testimony in a confusion. It was logical that if the Guardian Council repealed Article 1309 because it "deems the law unworthy of official documents," it would also repeal its related articles, including Articles 1306 to 13012. Repealing some of the materials and leaving others to the legislature is ambiguous. This objection also applies to the approach of the Islamic Consultative Assembly in amending the law and should have removed Article 1312, in addition to Articles 1306 to 13011.

Civil Code 1314 also stipulates that a child's testimony is heard for "additional information" contrary to Article 412 of the old Civil Procedure Code, while failing to define the "positive information" value of a guarantee of non-existence of other conditions, including justice and The multiplicity of witnesses is not mentioned as if only in the absence of witnesses the testimony could be heard, and in other forms there is no license to hear (Martire & Kemp: 2009, pp.225-236).

The ambiguities existing in these cases have not been summarized, and other such ambiguities still exist as to whether we can say that Parliament did not abolish Articles 1309 and 1312 as a definite limitation on the testimony of official documents. Whether testimony, conditions, or not, it has no effect on official documents except in the scope of Article 1312. The debate on the value of testimony against an official document is vital in that it is prohibited to enforce Article 1309 BC. Judicial citation and denial have the power to prove that it is in a dispute contrary to the provisions of the official document, in other words, if we testify only in Article 1309 is valid and has no effect on the official document, then it should be said that the value of unqualified testimony cannot be invoked as a judicial authority, as Article 1324 BC states: "Emirates which were assigned to the judge are: The circumstances of the case may be invoked in the event that the claim is proved by the testimony of a witness or completes other evidence. "Thus, accepting the validity of Article 1309 BC gives rise to a preference for a document to testify also to the validity of the judicial authority. It is a good guarantee for the validity of the official document (Peters: 2005) because although the Guardian Council, contrary to the decision of the Council, Article 1309 of the Civil Code "in the sense that religious martyrdom sees no value in the documents as" contrary to Shariah law and annulled the Parliament with amendments 14 / 8/1370 Article 1309 maintained with the previous text. Some rights hold that the power of suspicion arising out of the evidence of testimony, for various psychological and social reasons, is not as suspicious of viewing and reading the document. Authentic writings can not invalidate it.

Then, the invalidity of the testimony is contrary to the provisions of the entire valid document, and even with the confirmation of the judicial authority, the certificate is not capable of counteracting the valid document (Katouzian: 2008, pp.62-60).

Therefore, whether or not the testimony qualifies as a prima facie case, the principle is to refuse to testify against official documents or documents of official document validity, except within the exceptions provided for in Article 1312 of the Civil Code (Bahrami: 2013, p.155).

It should be noted that the territory of Article 1309 BC is limited to the provisions of the contents of the official document, that is, what is stated in the official document. So it is executed when the validity of the legal action itself is in question. For example, where it is claimed that one party to the transaction, or a third party, has committed wrongdoing at the expense of the other party, he or she has been mistaken or defective in the transaction (Katouzian: 2011, p.308).

In short, the document's formality does not guarantee its validity and has no effect, and only validates the assignment of the document to its signer and the occurrence of the document's content (Nesheiwat: 2004, p.251).

Some other jurists also argue that Article 1309 BC remains in effect and that judicial practice affirms this fact (Shams: 2015, p.155). Does this view hold that if a certificate cannot substantiate the claims against the contents of the official document, then how can one prove the wrongness of the document or the intellectual fabrication? For example, if the seller stated at the time of setting up the document that he had received half of the transaction, but the regulator of the document incorrectly or intentionally stated receiving all of the transaction in the document, what can the seller do to prove this error? To cite?

Others disagree and believe that what is credible in Islamic jurisprudence is, in fact, subject to the terms of the witness. That is to say; the witness is given such difficult circumstances that in practice, the less fortunate will be accepted. However, if the testimony is fulfilled with all its conditions, it can be a definite documentary of the verdict, so that with the testimony of the Comprehensive Testimonies of the Conditions, the official document can be deprived of its validity (Diani: 2015, p.209). Some have complained to Islamic lawmakers why, unlike other law schools, they have given so much credence to the testimony. This objection does not appear to be true because of the harsh conditions for testimony that are otherwise ignored in Islamic law. Testimonials are also very limited and are less common than customary systems (Agric: 2014, pp.334-335).

Other cases of ambiguity in the law are the hearing of minor witnesses. As noted, the legislator only considers non-adult testimony to be "necessary information" and has remained silent about the lack of other conditions. Can "valuable information" be regarded as valuable by some jurists from the channel of judicial science and judicial authority (Shams: 2011), or should the absolute discredit of this kind of testimony be considered given the confidentiality of the evidence?

Penal Code:

Although the subject of the investigation is civil proceedings and is not related to criminal law, since there was no mention of the witnesses in the case and Article 233 of the Act referred to the terms in the law, it is therefore inevitable that Let us also discuss the position of this law. Now, with the repeal of the Code of Criminal Procedure of the Public and Revolutionary Courts and the replacement of the Criminal Procedure Code of 2013 and the new law referring to the Islamic Penal Code of 2013, we have to refer to the recent law.

Article 177 of the Islamic Penal Code mentions the conditions of the witness, which are mostly the same as those outlined in jurisprudence for the witness (Sheikh Ansari: 1994).

Articles 16 and 175 of the Act stipulate that if the testimony is of relevance, the judge must give its opinion (which refers to the relevance of the testimony to the conditions outlined in the law), except where the Judge of Science contradicts it. However, testimony cannot be denied. Of course, one must distinguish between the judge's knowledge and the judge's confidence, unlike the judge's knowledge, the judge's confidence cannot prevent the admission of testimony (Black: 2012, pp.499-532).

The same position can be accepted in civil proceedings in the first place, and Article 241, which considers the judge to be entitled to recognize the value and impact of the certificate. It is interpreted in this context because when in criminal proceedings the criminal judge has too much freedom to Discovery is valid and can, therefore, decide to evaluate and reject or accept their evidence, but testimony is imposed on him in a civil trial that does not include any of these freedoms. In criminal proceedings, the call to conscience is the last question to be answered, and the means of persuading conscience are of the utmost importance (Zaraat & Hajizadeh: 2009, p.288).

In the criminal trial of a judge, unlike a legal judge, he does not intimidate the arguments presented by his companions, and he comes up with a reason to persuade conscientious objectors (Ashouri: 2009, p.16).

Article 162 of the Islamic Penal Code states that if a substantive argument lacks legal and legal conditions, it can "serve as a judicial authority" if combined with other laws and regulations in the United Arab Emirates. This has been prevalent in legal writing, and many jurists have held this view (Goldozian: 2015, p.216; Tadin: 2012, p.343; Zaraat & Hajizadeh: 2009, p.451; Fazaeli: 2015, p.450). In the case-law of the country it is new, and as we have said before in Article 156 of the old Code of Criminal Procedure and Article 1314 of the Civil Code and Article 211 of the New Code of Procedure in Kiev Ray has argued that inadmissible testimony is merely "more information" than knowledge of the judge.

As Hawim said, most jurists who have referred to this issue have termed "further information," the last word of the "judicial authority", and the legislative practice over the past years has been inconsistent with the chart of value-added witnessing, particularly in Article 197. The Islamic Penal Code, contrary to Article 171 of the old Code of Criminal Procedure, states that if a witness does not have the necessary qualifications, the

judge will not consider it a religious testimony, while Article 171 states that the judge must reject it (Ramadan: 2009). Since the jurisprudence of our jurisdiction is based on the opinions of jurists, finding a solution to ending these conflicts is no other than referring to its jurisprudential history.

In the jurisprudence of martyrdom, the most crucial proof is to the extent that the word *binah* in the famous rule "*al-Bina Ali al-Mada'i* and *al-'min al-i mankar*" specifically means martyrdom (Maraghey: 1998, p.650). For this reason, in most jurisprudence books, "judgments and testimonies" are included in one chapter or independent books of the same name.

In spite of this importance, the jurisprudence school does not specifically address this issue, and if there is any, it is sporadic and should be searched through the texts.

Martysani states that "Whenever the Judge doubts the testimony of the witnesses," it is desirable that they are heard separately from each other in terms of time and place. The case of the investigator is different from what they are saying. Their testimony is void, and it is advisable to advise them in the event of doubt and to order interruption and certainty in research and practice (Warren: 2010).

As to when the judge subtracts between witnesses, sheikh Ansari says: "If the witnesses are mystics and peacemakers who are unaware of the slander and wrongdoing, they are either tormented or individually questioned for minor issues. However, if they are non-competent, the judge suspects that they are separated and asks the details of the case so that the witness will no longer be informed if they agree that he will vote and Ella rejects their testimony [so far as those who believe that the testimony of witnesses whose jurisdiction is not known, but if they are unanimous But I say that there are drawbacks to this ... because to breathe the separation between intuitions, the reality is not revealed to us either formally or definitively because the same amount of intuition is possible. After the question is unanimous, they are equally likely to be different, though their testimony may be correct.

Then we have to give the verdict of the deceased presented by the claimant and the verdict to swear by the referee, which is again probably and does not give confidence (incorrect witness statements). "That is why it is necessary to cultivate witnesses here" (Sheikh Ansari: 1994).

It seems that the sheikh refuses to accept the testimony of the suspected witnesses if they are unanimous and finds that they need to be cultivated. That is, they basically do not value witness statements and only have binary value if they are cultivated.

The late Mohammad Hassan Ashtiani, where the witness is being cultivated by two other witnesses and two other witnesses, and therefore two reasons for witnessing to a conflict, says: Does the case stop (for lack of evidence) or The appearance of the jurisprudence is a second opinion because their meaning is to stop, to stop the binary from being appropriate to the binary, as there would be no endowment if there was no binary at all (and by oath). (This is correct) (Ashtiani: 1983) It is observed that he does not consider the testimony of the witness to be inadequate at all, and if Bluff's justice is not obtained, the principle leaves the matter to Yemen.

Sayed Kazem Haeri also assumes that the judge's sensory science is untrustworthy, but the judge himself has seen the alleged case, and there is no more comprehensive evidence to answer the question of whether the judge can rely on his knowledge as another witness. Two witnesses (judge and witness) mediate to prove the case after several comments and rejects it: Binet disclaims the judge's statements, so the testimony of the judge as a witness cannot be accepted, and the oath cannot be taken (Haeri: 1994). As he observes, he has no value in witness testimony even to the extent that he wishes to make a judge's conjecture and immediately makes the case.

"Faddah Lemmaat Ordinary Declaration on the Argument of Al-Hujayyah al-Qazayyah Lalbineh Connecting Al-Nubah Alimin"

Also, in discussing the justification of the judge's science, one of the arguments he cites for lacking the justification of the judge's science is the principle of cracking down on them. He defines the principle as follows: It does not cause science, although it is annexed to other proofs, so it cannot be cited as a rule.

Perhaps the most explicit statement is made by Allamah Naraqí in answer to the question of whether "the principle of the obligation to accept the testimony includes the testimony of a just person" after rejecting narratives in the document that may be useful.

Certainly, lacking in the evidence of the fact that the testimony is inaccurate and does not consider it credible and explicitly states that the news of the testimony is summarized, so its unit does not affect.

2. METHODS

In interpreting the vague and contradictory points of law, it should be interpreted according to the intellectual origin and as closely as possible to the wishes of the law-maker (Sobhani: 2006), not according to the reader's intentions, although some consider it justice, (Katoozian: 2004) What Article 3 of the QDM calls "credible Islamic sources".

If we apply the exponential interpretation method to the interpretation of ambiguous legal material, we will find that the "inadvertent witness testimony" even as one of the sources of the judge's knowledge is devoid of any positive value because in jurisprudential texts and consequently There is no mention in the rules of the case that this type of testimony has a positive value. Testimony is one of a kind, in all its circumstances. However, the legislator stated in Article 162 BC:

Ann al-Binah but the meanings of al-laghwi and ho ma in discovering al-lashin and ybin and lashkhn al-lahh-ah al-lahhad her meanings al-maslat fi al-akhbar and ho al-shahd al-tahd al-mahd al-desm against descriptions in the case of mansour al-sadiq al-asam al-salam »

"Whenever substantiated evidence (such as confession and testimony) lacking legal and legal requirements can be invoked as a judicial provision provided that it, together with other laws and Emirates, causes the judge's knowledge," as he observes The legislator may have affirmed the testimony of non-religious witnesses, but the judge has left it up to the judge to decide on its affirmative power (Darvishzadeh Kakhaki: 2014, p.185).

It seems to be influenced by later legal authors if we define testimony as "news of an event" (Katouzian: 2008, p.14). This telling of the truth to the judge must be such as to give rise to knowledge for to be a judge and the Shari'ah for the sake of expressing the verses and narration when he has given this knowledge to the judge in all his terms. In fact, because the judge himself does not sense the alleged claim directly and has no knowledge of the other person's knowledge He can accept it if the narrator has conditions such as plurality and justice, and if the testimony of one or two persons who lack justice causes the judge to have knowledge of why the law-maker has been in vain. Has this situation decreed?

The explanation of what is referred to as "the science of the judge" in jurisprudence is that the judge in the ordinary way, whether intuitive (direct) or conjectural (indirect), becomes aware of what is at stake. The ordinary way of behaving in extraordinary ways, like science, is defined as the unseen, meaning the judge himself has seen or heard the claim. Guess means that he arranges for some sensory things and infers them from things that are not directly sensed and may require the use of an expert to find them (Abu'alfaraj: 2011, pp.140-165) — for example, knowing that the signature in the event of a court hearing that the judge himself has observed, it is different from the signature of the following contract to determine the non-indebtedness of the claimant. Of course, some have argued that the judge's intuition is scientific, although it is more stable and persistent in terms of jurisdiction than conjecture, but it can be probable that, in judicial authority, intuition means that in court Others can also be proved, not merely the intuitive sense of the judge's knowledge (Mouzen Zadegan: 2000, p.208). That is to say, in court, to become a definite mirror of horror, to become an indisputable science for everyone at the trial (Shahroudi: 1999, p.59). The basis of this view is the rejection of the credibility of the judge's science, but due to the reasons that have been put forward by most Imamite jurists to prove the judge's knowledge, this view cannot be accepted (Khorsandian: 2003, p.34).

In jurisprudence, however, conjecture science is generally accepted only within the context of expert opinion and is of no value except in the form of conjecture. So, when it comes to judging what constitutes a judge's knowledge, it is intuitive or conceivable to be expert, and how else can we call an unqualified testimony none of which is worthy of the judge's knowledge?

The inconsistent testimony with Article 255 of the Code which considers the information obtained from the investigation and examination of the place to be valuable to the judge's science is inaccurate because "Emirates are material and non-subjective by the investigation, examination or examination of the place by a judge, expert or Proving the reason is verifiable" (Goldozian: 2007, p.54) while testimony is not material and non-material.

Judicial bodies are material and objective affairs, which is an example of the judge's knowledge,

(...) that the judge said was Conditions, indirect and using these material things that he is certain to ascertain, become unknown while the testimony lacks objective and material conditions, and Yzy to judge it because it does not impact adversely that he seeks to win because they are unknown unknowns. In other words, what is proven by the testimony of the judge is not definitive science, and in fact, testimony is one of the traditions of customary science that in jurisprudence equivalent to customary science is a suspicion that the author of legal terminology defines as It is said that it is stronger than the usual suspicion and of the strength and durability, it is often left unanswered, and because it has a certain dominance, it is called the dominant suspicion (Jafari Langroudi: 2013, p.437).

In other words, it cannot be said that it is a matter of testifying to the facts, but in the cases of al-Haddad and al-Fajjad al-Yajd, my rational principle is, however, al-khabil al-kh**o** al-kh**o** al-al-alam

It is consistent because there is a great deal of doubt about the testimony, which is why, according to Article 241 ADM, which stipulates that "recognition is the value and the influence of a certificate of testimony" there is no need for a specific reason to testify, but instead to persuade conscience. The Judge is the Criterion (Rahni & Kavousi: 2014, pp.8-11). Article 1324 CC defines the jurisprudence: "Emirates that are assigned to a judge are the circumstances of the case ..." and jurists say: "The result is that the mind is based on the natural course of affairs." It takes from signs and circumstances to find a reasonable suspicion of its unknown existence until it reaches the satisfaction of the conscience that is most likely to have actually been attained ", regardless of the phrase" most likely "The above definition does not seem correct, and the judge must be knowledgeable about the verdict, and the mere probability of the verdict is insufficient, careful in this definition and other matters concerning the judiciary. The judiciary is composed of two elements:

1. Material, empirical, and external conditions and signs in the subject in dispute.
2. Judge's inference.

As to the first element, the circumstances of the case must be external, empirical and material in a way that the judge has sensed and learned and wants to draw conclusions from them rather than quoting them (witness lacks). Conditions) that if so, the condition of "external reality and materiality" would not exist.

Examples include failure to provide commercial offices by the merchant in the event that the other party is cited, failure to provide a document acknowledged to have been admitted by the confessor, failure to attend a meeting, and Or refusing to write a judge by drawing on empirical, material and external events (which is non-presentation and non-presentation) can attain the authenticity of the disputed matter rather than the event itself which was not present and He did not feel the need to find out about the science of just one person even though he was justified and to document his vote. As we can see, the UAE mentioned in these articles is a result of the abandonment of the verb, but the question arises whether they are legal or legal UAE? Some argue: Although the title 'can' is used in the conventional language to express authority, it reinforces the notion

that the foreseen material in such articles is 'judicial' and that the court in evaluating The violation that has taken place has full jurisdiction but reflects more on the fact that the cited statute is legal because it is binding on the justices and many judges find it mandatory and that there is no conflict between being able to compete. "They see and refuse to be regarded by the book as lacking in authenticity" (Katouzian: 2011, p.355; Katouzian: 2000, p.666) It seems that the acceptance of this opinion would have the drawback that in this article its application has been left to the discretion of the Judge in the light of the particular circumstances of each case and this respect the judicial authority. Paragraph 3 of Article 21 of the Code of Transnational Civil Procedure may support this view (Ghamami & Mohseni: 2013, p.108)

Dr. Shams considers the UAE to be more judicious about the abandonment of the verb in this material than the UAE judiciary and to prove his point about the word "can" used in these articles. He has gone on to cite all these cases except for the jurisdiction of the court. He maintains: "that the Emirates are imposed on the magistrate and have no authority in invoking them; The text puts the judge in the grasp of these "free" signs " (Darvishzadeh Kakhaki: 2014, p.188). It should be noted that the law firm recognizes the judge's adherence to testimony because it may be subject to fraud and error only under certain conditions (justice and multiplicity). How is it that the lawmaker intended to violate and deny and, in some cases, to render the judge subordinate to an unqualified witness?

Whenever it is found that the reason for the dispute is with one of the parties to the dispute and refuses to give unjustified reasoning, the court may infer that the result is in the negative.

Concerning the term "further information" it is a mere imitation of Article 205 of the Code of Civil Procedure of France without regard to the difference in the principles of testimony in the law of the two countries. How much more. Given the foregoing, it does not appear to be regarded as one of the foundations of the science of the judge, but merely for the purpose of disambiguating and finding the blind spots in other arguments. Perhaps realizing that inadvertent witness statements do not affect jurisprudence has led lawmakers to use the vague phrase "more information", and why has the legislator not explicitly considered it valuable to the judge's science, such as investigations and local examination?

We are aware that in jurisprudence, testimony lacks any positive value and cannot be of the essence of a judge's science. Therefore, legal materials must also be interpreted in this regard. It is also noteworthy that, except for Article 176 of the recently adopted Islamic Penal Code, other laws also do not accept unconditional testimony as to the judge's knowledge. As mentioned in the preceding line, although most writers tend to refer to the term "further information" used in licensed material as the legal and judicial knowledge of the UAE, this does not seem to be accurate, as we have said. That is the judge's understanding of the details of the allegation that have already been substantiated by other evidence, but the details remain vague that the hearing of this type of testimony can now clarify those details. It is not difficult to accept this view as it is similar to Article 1312. For example, the principle of paying for religion and its amount has been substantiated by other evidence (confession), but there is some uncertainty as to who paid or what the money was.

The passage of Article 176 of the Islamic Penal Code, which considers unconstitutional testimony from a judge's science to be valid, appears to have been more influenced by existing doctrine than by jurisprudence. This type of testimony is not only contradictory with jurisprudence, but also contradictory with practical expediency, as it opens the door to proving false claims, especially in a society where there are less morality and virtue, and perhaps for personal reasons. Refuse to testify unjustly. It is inappropriate to value a single witness, especially if there is less supervision of judges. Some authors have referred to these materials, and the Qur'an has repeatedly emphasized the lack of judgment on suspicion.

Following this view, the positive effect of testimony is balanced. If the conditions of the testimony are cumulative, it can be voted on without citing the false testimony (Golpayegani: 1980, p.162; Shams: 2015, p.141), and if the conditions are not available, it may be dismissed without concern and therefore necessary. Not fearing the probability of the testimony being untrue and its effect on the judiciary and despite numerous

legal and jurisprudential interpretations, he generally considered the absolute non-necessity of the testimony (Tavakoli: 2006; Zaraat & Hajizadeh: 2009, p.291).

It may be said that Article 241 A, who leaves the judge's hand in recognizing the value and impact of the certificate itself, implies that the judge has the power to accept or reject a testimony without testimony (Shams: 2011, p.244). But this is unacceptable because, in addition to being an explicit contravention of the well-known jurisprudential text, it is also contrary to the express provision of Article 230 AH. If the legislator had accepted the judge's discretion or acceptance, why did he tighten the terms of the witnesses? It is not accepted that the legislator has strictly adhered to the terms of the testimony and has accepted the assessment of the testimony that is not qualified.

3. RESULTS

It seems, despite the authors' opinion, that Article 241 should be interpreted as referring to the "value discovery" of the existence or non-existence of a testimony which, if the circumstances are right, the testimony has value and does not have the meaning of a "certificate of influence" recognition. Is the testimony content consistent with the allegation, and is it true? The witnesses may be qualified to testify, but the affirmative evidence of the affirmative action may not be the same as the claimant claiming the property and the witnesses testifying to his possession of the property.

1- Or the verbs of the Amennavah Amenneba Ajnebnavas are often the most pronounced of the verses of the 12th verse of Sura al-Hajjar.

It is observed that this interpretation does not leave any disparity between the material that would make it difficult for a witness to exist under Article 241, which leaves the judge with the determination of the value and impact of the testimony.

2. Comparative review:

Articles 1341 to 1348 of the French Civil Code have the word "Oral Reason" and Articles 199 to 221 of the Code of Civil Procedure have a "Third Party Statement," which is one of them. These general headings include any statements made by third parties and compared to our country's rights, including on-site examination and testimony.

The skepticism of the country's martyrdom rights has led to a tiny circle of testimony that is limited to a small number of lawsuits. The hubbub, shouting, humiliation, and rhetoric are perceived by this skepticism.

Article 205 of the Code of Civil Procedure provides that the conditions for having and surviving (child-adopter) not being a party to a physical or divorced divorce and Article 211 provide for the witness to be sworn in, which is a minimum requirement.

Article 205 provides: "The statements of any person may be heard as witnesses, except for persons who cannot testify in the judiciary ... The statements of survivors of marriage may never be heard as evidence in the light of the claims made by the court. One couple used it for divorce or physical recreation.

Article 211 states: "Persons who are heard as witnesses shall take an oath to declare the truth."

The laws of the country have not provided more conditions for witnesses, but the country's judicial procedure has added a condition of conviction for non-compliance with some penalties such as robbery and fraud. Sufficiency is not enough for the testimony to be inadequate, but the conviction must have been justified; secondly, a conviction for any crime does not invalidate the testimony, but merely some of the major financial crimes given the crimes mentioned above.

Although the definite scope of testimony in national law is limited, it is not limited to review and audit by the judge. Numerous articles give the judge the right to inquire, examine and evaluate testimony, including Article 179 of the Code of Judicial Procedure: "When the parties are present, the judge may rely on his understanding of the facts of the case". 215 also states: "The magistrate may re-examine witnesses and, if necessary, do so in the presence of an expert."

These two limitations on the admission of testimony do not give rise to any particular sensitivity to the requirements of the witness because the testimony is not imposed on the judge and the judge, however, has the right to re-evaluate the testimony.

Article 211 Concerning the Oath of Testimony, "... persons who are heard without an oath shall be informed of their obligation to state the truth."

Article 205 also provides: "... the statements of persons who cannot be heard as witnesses may be heard without an oath."

It is clear from the preceding that this is the only survivor of divorce proceedings whose testimony is not in any way open and the judge cannot summon them for a hearing, which may be due to the protection of family interests and the avoidance of family members from testifying against each other. Of course, this restriction only applies to divorce proceedings (Yuslan & Rosanto: 2019, pp.18-24).

Therefore, given that there are no specific conditions for evidence (precisely the condition of justice) and other conditions do not have a significant effect on keeping the testimony of the deceitful and the shameless in its jurisdiction. This can depend on the fate of the dispute on suspicion and probability, and on the other hand, on the probability or tyranny of the judge and on the moderation, we have spoken about in Imamiyah jurisprudence and testimony, so it seems to be of value. There is a better way to prove our country's rights.

4. CONCLUSION

Repeated amendments to testimony rules have led to ambiguity in the value of unqualified testimony, and in some cases, value it as "more information" than the lesser one generally considers "more information" to be one of the instances in the UAE that can result from Judge science. This theory is accepted in the Islamic Penal Code, the latest development in this field, but it seems not to be fair, even though jurisprudential texts emphasize the utter worthlessness of such testimony. This practice can lead to the fate of the lawsuit for obvious reasons. Probably. In French law, too, for being alien to the requirement of justice for the witness, there has been a minimum requirement for a witness to testify, given that such testimony was not reliable and that the judge had the absolute right to testify because of the lack of justice. Therefore, the rights of the two countries are not comparable, and the French law is not recommended.

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BIODATA

MEHDI HASSANZADEH: Mehdi is an Associate Professor of Qom University, Department of Private Law. He holds bachelor's degree in 1996, his master's degree in 1999, and his doctorate in 2004 in private law from the University of Tehran. He has more than 28 compilations on various subjects of civil procedure. He has a bachelor's and master's and doctoral teaching in Qom and Azad University. His main interest is research in civil procedure.

HOSSEIN ESMAEILI: Hossein has a PhD student in private law at Qom University of Qom city of Province. Born in 1984, he holds a bachelor's degree in law from Kashan University and a master's degree from Allameh Tabatabai University. Present articles on the legal nature of Sukuk, a reduction of exchange in contracts. The subject of his doctoral dissertation is "The Citation Ability and Relativity of credit in evidence". He has a teaching experience at Ayatollah Boroujerdi University and has a keen interest in civil procedure.



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Critical thinking skills of undergraduate students of educational sciences at Tehran universities

*Habilidades de pensamiento crítico de estudiantes universitarios de ciencias de la educación en las
universidades de Teherán*

Z NICKNAME

ORCID: <http://orcid.org/0000-0002-5462-8077>

z_niknam@yahoo.com

Kharazmi University, Faculty of Psychology and Educational Sciences, Iran

A ROYAFAR

ORCID: <http://orcid.org/0000-0003-3244-4418>

a.royafar@gmail.com

Kharazmi University, Faculty of Psychology and Educational Sciences, Iran

ABSTRACT

The present study aims to investigate the critical thinking skills of students in the educational sciences of Tehran universities. The population of study is undergraduate students of educational sciences of Tehran universities and the sample is 200 students of educational sciences selected using the stratified random sampling method. Data were collected using the California Critical Thinking Skills Test and analyzed using the one-sample t-test and multivariate analysis of variance. The results showed that the total score of critical thinking among undergraduate students of educational sciences was lower than the assumed mean value.

Keywords: Critical Thinking, Curriculum, Educational Sciences, Tehran Universities.

RESUMEN

El objetivo del presente estudio es investigar las habilidades de pensamiento crítico de los estudiantes de ciencias educativas de las universidades de Teherán. La población del estudio son estudiantes universitarios de ciencias educativas de las universidades de Teherán y la muestra es de 200 estudiantes de ciencias educativas seleccionados mediante el método de muestreo aleatorio. Los datos se recolectaron usando la prueba (CCTS) y se analizaron usando la prueba t de una muestra y el análisis de varianza multi-variante. Los resultados mostraron que la puntuación total del pensamiento crítico entre los estudiantes universitarios de ciencias de la educación fue inferior al valor medio supuesto.

Palabras clave: Ciencias de la Educación, Currículum, Pensamiento Crítico, Universidades de Teherán.

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1. INTRODUCTION

One of the biggest goals of any education system is to accomplish critical thinking. Critical thinking is, by definition, any type of guided thinking that evaluates, rectifies, replaces and reconstructs phenomena and deals with higher levels of learning, i.e. analytic learning. The essence of critical thinking consists of suspended judgment and/or a healthy and constructive doubt and belongs to the category of thoughtful and rational thinking. The ability to think critically is one of the key factors in accomplishing a successful life and a prerequisite for exercising individual independence. For Gothman, critical thinking constitutes a central and core ability that protects individuals against indoctrination and belief induction. According to Kaviani Mehr, Salimi, and Liaghat (Kaviani Mehr et al.: 2015, pp. 86-99), rational (critical) thinking helps people in making decisions concerning difficult choices they confront in different spheres of life and being trained in critical thinking makes people think and act rationally in different circumstances.

Therefore, the promotion of critical thinking skills is an important principle in higher education and enables universities to train students with better and improved ability to analyze and reason. Halpern (Halpern: 1999) believes that the teaching of critical thinking should be the main goal of higher education and curriculums, educational activities, and higher education policy-making should be centered around this fundamental faculty. Halpern, a prominent curriculum planning theorist, emphasizes the role of developing critical thinking skills, and their inclusion in curricula, in order to have knowledgeable students and human beings and holds that the sole propose of education should be to enforce students' debating, arguing and reasoning skills so as to enable them to differentiate personal beliefs from facts, sophistication from logical reasoning and competence from incompetence. This is important in cultures that have been bombarded with information from all sides and especially true for universities, which embody, and champion, the development of critical thinking (Vojdani: 2015, pp. 133-152; Pakdel, & Ashrafi: 2019).

Curriculums that focus on teaching critical thinking challenge students' epistemic assumptions regarding the nature of knowledge and the process of acquiring knowledge, and criticize the absolute sovereignty of science which underpins a higher level of intellectual growth and enhances scientific thinking. It also needs to be a priority of higher education policies due to the ever-changing world of today and the era of information explosion we are living in. Iran's higher education system, influenced by the growing scientific and technological developments in the world and its challenges, has passed the Third Plan and the Fourth Development Plan Law in its educational policymaking, which focuses on the promotion of knowledge and scientific thinking, developing the scientific spirit and enhancing the educational and scientific status of the country, encouraging the spirit of research and development, and promoting creative thinking and the development of knowledge as a vision for all-round progress (Hashemi et al.: 2014, pp. 99-123).

People who think critically seek valuable information, not immediate information, while those who are incapable of critical thinking rely on immediate external information, rather than their thinking process, to validate their thinking. Learning activities need to be defined accordingly to be able to offer appropriate learning environments that nurture critical individuals and contribute to the development of students' thinking skills (Radulovic, & Stancic: 2017, pp. 9-25). To this end, many educational centers and universities have incorporated thinking models, definitions, and related educational policies into their general education curriculums and it is no surprise that words such as analytical thinking, rational (logical) thinking, problem-solving, and creative thinking are repeatedly mentioned in the texts and literature related to curriculum planning and/or the goals of training courses (Han, & Brown: 2013, pp. 110-127).

2. MATERIAL AND METHODS

Studies have shown that critical thinking skills can contribute to self-efficacy (Motaghi et al.: 2017, pp. 46-59), emotional intelligence (Vahedi et al.: 2015, pp. 47-57), information-seeking behavior (Khowsrojerdi, & Ghorban-Jahromi: 2007, pp. 133-151; Nooradi: 2017, pp. 71-75), self-directed learning (Ghanbari Hashem Abadi et al.: 2013, pp. 15-21) academic achievement (Nosrati: 2017, pp. 5-26) and social skills (Paivio: 2014). In general, the necessity and importance of critical thinking for students can be summarized as follows:

1. Equipping students with critical thinking skills will help them realize that scientific discoveries and advances per se cannot guide society, but that it is the society and its individuals who must control and guide scientific discoveries and advances in the best possible manner (Gunn et al.: 2008, pp. 165-183).

2. Critical thinking enables students to effectively evaluate and organize the information acquired through reading books, the Internet, and the university on current theories, existing standards and the methods used, and to gauge their validity, authenticity, and reliability through reasoning (Jawarneh et al.: 2008).

3. Critical thinking enhances students' research, problem-solving, decision-making, utilizing different perspectives, and lifelong learning capabilities. Taken together, these capabilities empower students to solve national, scientific, and practical problems (Jawarneh et al.: 2008; Glicken, & Merenstein: 2007, pp. 54-57; Mohammadi, & Yekta: 2018, pp. 1-7).

4. Critical thinking enables students to not only have enough knowledge and information about their specialty but also to make more informed decisions about society, politics, changing world issues and the ethical challenges of daily life in today's complex world and provide the right solutions for them (Abrami et al.: 2008, pp. 1102-1134; Stapleton: 2011, pp. 14-23).

5. Critical thinking enables students to understand how different norms can affect their thinking and how to fully evaluate, and test, their ideas based on research and reasoning. This way, critical thinking skills develop students' scientific and logical literature to better understand and cope with, the world (Gunn et al.: 2008, pp. 165-183).

This is survey research in methodology:

2.1. Population, the sample, and the sampling method:

The population of this study is undergraduate students of the educational sciences from select universities in Tehran (students of Allameh Tabatabai, Shahid Beheshti, Farhangian, Tehran, Kharazmi and Al-Zahra Universities). The sample is 200 students of the mentioned universities who were selected by using the Cochran sample size formula based on the stratified random sampling method.

Variables	Groups	Number	Gender	
			Female	Male
Universities	Farhangian	20	10	10
	Allameh Tabatabai	36	16	20
	Shahid Beheshti	36	19	17
	Tehran	36	21	15
	Kharazmi	36	20	16
	Al-Zahra	36	36	-
Total		200	122	78
Sum total		200		

Table 1: Participants by gender and university

2.2. Data collection tools:

California Critical Thinking Skills Test – B (CCTST-B) with 34 multiple-choice questions and three subscales of analysis (9 questions), evaluation (13 questions) and inference (12 questions) was used to measure students' critical thinking skills. The test was designed by Facione and the theoretical basis for its design and development was the definition offered by the American Philosophical Association (Facione: 1990; Laureano et al.: 2018, pp. 4-7). To score the test, there is a standard key with one correct answer and one score for each question and the range of the subjects' scores will be, in total, between 0 and 34 throughout the test.

3. RESULTS

As mentioned earlier, the sample size was 200. The age of the participants in the study is reported in Table 2.

Group	Minimum	Maximum	Mean	Standard deviation
Undergraduate Students of Educational Sciences	19.0	29.0	21.365	1.4041

Table 2: The age of the participants

As can be seen from the table, the age range of the participants was between 19 and 29 years. The mean age was 21.36 and the standard deviation was 1.40. Table 3 reports the frequency distribution of participants' gender by the type of curriculum. 122 (61%) of the participants were female and 78 (39%) were male.

Groups	Frequency	Percentage
Female	122	61.0
Male	78	39.0

Table 3: Frequency distribution of participants' gender

Question 1: What is the level of critical thinking skills of undergraduate students of educational sciences at Tehran universities?

Variable	Aspects	Mean	Mean difference	t	df	sig
Undergraduate Students of Educational Sciences	Analysis	3.9900	-2/01	-10/89	99	0.001
	Evaluation	5.6700	-1/32	-6/25	99	0.001
	Inference	4.2400	-2/76	-16/11	99	0/001
	Total score	13.9000	-6/09	-13/44	99	0/001

Table 4: The results of one-sample t-test on students' level of critical thinking skills

To investigate this question, the one-sample t-test was used. Based on the results in the table above, a statistically significant difference can be seen between the actual mean and the assumed total score and the aspects involved in students' critical thinking. Given that the critical thinking questionnaire cut-off score for the total score was 20 and the scores for the three subscales of analysis, evaluation, and inference were reported at 6, 7, and 7 respectively (Assadi et al. 2013, pp. 1-7), therefore, these values were considered as the assumed mean (Kalogeropoulos et al.: 2020). As can be seen from the table above, the actual mean value in all three aspects of critical thinking, as well as the total score of students, is lower than the assumed mean value. Therefore, it can be asserted that the level of critical thinking skills of undergraduate students of educational sciences at Tehran universities is low.

Question 2: Is there a difference between the level of critical thinking skills of undergraduate students of educational sciences in different universities of Tehran?

Source	Variables	Sum of squares	Degrees of freedom	Mean squares	F value	Significance	Eta squared
University	Analysis	160.314	5	32.063	13.885	.001	.269
	Evaluation	160.534	5	32.107	8.408	.001	.182
	Inference	74.762	5	14.952	6.139	.001	.140
	Total score	991.292	5	198.258	15.205	.001	.287
Error	Analysis	436.425	189	2.309			
	Evaluation	721.725	189	3.819			
	Inference	460.362	189	2.436			
	Total score	2464.388	189	13.039			
Total	Analysis	3739.000	200				
	Evaluation	7596.014	200				
	Inference	4142.000	200				
	Total score	42585.036	200				

Table 5: Results of Multivariate Analysis of the Impact of Group (University Type) on Critical Thinking Components

Multivariate analysis of variance was also used to investigate this question. As can be seen in the table above, the significance level for all components and the total score are less than 0.05 ($p < 0.05$). In other words, the data in this table indicate that there is a significant difference between the students of different universities in Tehran in the different aspects of critical thinking. The significant F ratio in the table shows that there is a difference in the level of critical thinking skills of undergraduate students of educational sciences of different universities in Tehran (the value of dependent variable varies according to factor levels) but the location of this difference is not given. Therefore, the Tukey post hoc test was used for closer examination, which allowed us to compare the means one by one. Table 6 reports the results of this test for the total score of critical thinking.

The dependent variable	University (I)	University (J)	Mean difference (I-J)	Standard deviation error	Significance	
	Kharazmi	Allameh Tabatabaei	-2.9722*	.85514	.008	
		Tehran	-.8333	.85514	.926	
		Shahid Beheshti	-1.6389	.85514	.395	
		Al-Zahra	-6.2500	.85514	.000	
		Farhangian	-4.8111	1.01181	.000	
	Critical thinking	Tehran	Tehran	2.1389	.85514	.129
			Shahid Beheshti	1.3333	.85514	.626
			Al-Zahra	-3.2778	.85514	.002
			Farhangian	-1.8389	1.01181	.457
			Shahid Beheshti	-.8056	.85514	.934
Allameh Tabatabaei		Al-Zahra	-5.4167	.85514	.000	
		Farhangian	-3.9778	1.01181	.002	
		Shahid Beheshti	-4.6111	.85514	.000	
		Farhangian	-3.1722	1.01181	.024	
		Al-Zahra	1.4389	1.00705	.709	

Table 6: The results of the follow-up Tukey post hoc test to investigate the two-way difference of students' critical thinking according to their universities

The above table data for the two-way comparison of students' critical thinking scores in different universities of Tehran according to the means obtained for each university (Tables 4-5) show that:

There is a significant difference between the level of critical thinking of the students of Allameh Tabatabaei University and Kharazmi University. This difference is in the interest of the students of Allameh Tabatabaei University.

There is no significant difference between the critical thinking level of students of Kharazmi University and Tehran University.

There is no significant difference between the critical thinking level of students of Kharazmi University and Shahid Beheshti University.

There is a significant difference between the level of critical thinking of the students of Al-Zahra University and Kharazmi University. This difference is in the interest of the students of Al-Zahra University.

There is a significant difference between the level of critical thinking of the students of Farhangian University and Kharazmi University. This difference is in the interest of the students of Farhangian University.

There is no significant difference between the critical thinking level of students of Allameh Tabatabaei University and Tehran University.

There is no significant difference between the critical thinking level of students of Allameh Tabatabaei University and Shahid Beheshti University.

There is a significant difference between the level of critical thinking of the students of Allameh Tabatabaee University and Al-Zahra University. This difference is in the interest of the students of Al-Zahra University.

There is no significant difference between the critical thinking level of students of Allameh Tabatabaee University and Farhangian University.

There is no significant difference between the critical thinking level of students of Shahid Beheshti University and Tehran University.

There is a significant difference between the level of critical thinking of the students of Tehran University and Al-Zahra University. This difference is in the interest of the students of Al-Zahra University.

There is a significant difference between the level of critical thinking of the students of Tehran University and Farhangian University. This difference is in the interest of the students of Farhangian University.

There is a significant difference between the level of critical thinking of the students of Shahid Beheshti University and Al-Zahra University. This difference is in the interest of the students of Al-Zahra University.

There is a significant difference between the level of critical thinking of the students of Shahid Beheshti University and Farhangian University. This difference is in the interest of the students of Farhangian University.

There is no significant difference between the critical thinking level of students of Farhangian University and Al-Zahra University.

4. CONCLUSIONS

Today, experts in the field of education agree that critical thinking must not only constitute one of the goals of education but must be an integral part of it, for critical thinking is that type of thinking that leads to the best solution through analysis, evaluation, selection and application and this is what the world needs today. Given the findings of the current study, from the results of the critical thinking test, which is a well-known criterion-based test, and after comparing the scores obtained by undergraduate students of educational sciences, it can be concluded that the critical thinking skills of these students stand at a low level.

The result is not unique to this study and most previous research in other disciplines supports this fact. There can be different potential reasons for this issue. In addition to individuals' diverse family backgrounds, the unpreparedness of society to present and criticize favorable and unfavorable viewpoints and, in short, an overall absence of the spirit of questioning phenomena in society, the prevailing conditions governing the educational system (especially in higher education) are not conducive to the development of students' intellectual capacities. The reason is that curriculums and/in educational systems focus more on preserving and reproducing existing knowledge and less on nurturing 'excellent' mental skills such as problem-solving, creative thinking, and critical thinking.

In other words, the fact that the educational system is, mostly, content and textbook-based, knowledge is presented and offered in the form of definitive facts. Educators focus on, and encourage, the literal reproduction and reiteration of the information recorded from the textbook and classroom sessions lead to students being superficially content with the minimum degree of mastery required to obtain acceptable scores and reluctant to analyze, distinguish and critique phenomena.

In addition, since in the humanities, evaluation is by nature associated with judgment and appraisal, the generally insulated intellectual space in the society, and the resultant distrust thereof, and the fact that there may be costs and consequences for making one's views public, may deter students from entering this field, i.e. the humanities. It should not be overlooked that in addition to the impact of students' family backgrounds and their talents and capacities, as well as the impact of previous educational measures and practices on the learner, the individual may sometimes 'think' based on the type and circumstances of the situation in which he or she finds him/herself.

The degree of importance of a situation in relation to the individual and his or her feelings and perceptions about that situation, their personalities and traits, their self-esteem and their intellectual potency to be able to

critically weigh phenomena and their perceptions of the acceptance of their views are important factors that contribute to critical thinking, or lack thereof.

Therefore, providing appropriate and supportive classroom settings to encourage students to engage in critical thinking is an unquestionable and serious requirement. Otherwise, one may have sufficient knowledge in a subject, have a positive attitude to critical thinking and may have good reasoning and analytical skills and awareness but due to a lack of opportunity to practice, s/he may not be able to display and use this capability. Knowledge, attitude, and practice are three essential elements of thinking.

Thus, lecturers, besides doing their utmost to 'impart' knowledge to the students, should themselves be familiar with critical thinking skills and, in turn, familiarize students with these skills. Knowledge and skill go hand in hand to enable the mobility of thought in an interactive and open-ended context. If the environment in the classroom is rigorous and authoritarian and different opposing ideas are not allowed to be put forward and discussed, and there is no conducive environment for the discussion and exchange of thoughts, critical thinking will neither begin nor develop. Interactive classroom settings and participatory teaching-learning processes are among the most effective factors in enhancing critical thinking. Students' attitudes and personalities are also effective in fostering critical thinking. Students who have been raised in a system that encourages and rewards obedience, silence, and acceptance are hardly able to question, criticize, and scrutinize phenomena and are reluctant to think critically or may even find their expediency in silence and acceptance, in which case, we regret to acknowledge that the efforts of the lecturers to develop and cultivate critical thinking will not succeed.

Another important point to keep in mind is that to teach critical thinking skills, a balance must be struck between the lesson content and the teaching process, for with the current volume of the course content and the limited classroom time available, it is not easy to develop these skills. Many course contents are unnecessary and repetitive, in which case, by identifying and applying the curricular priorities needed by students in each discipline and subject, their intellectual abilities can be developed. Providing the opportunity to practice critical thinking skills not only offers learners diverse learning experiences but also helps them feel content with having accomplished these skills. The subject area, of course, is also effective in learners' willingness to engage in critical thinking and its enhancement. In disciplines in which there is greater consensus and there is a high degree of certainty, compared to other disciplines and subject areas that are prone to diverse opinions, viewpoints and schools of thought and practice, students may have less propensity for critical thinking.

In sum, given the philosophy of higher education and its important mission, which is to nurture independent thinkers, and considering the fact that critical thinking has failed to find its due place in Iranian higher education, it is recommended that educational experts and policymakers, especially in higher education, take the issue of critical thinking more seriously, as it indeed is, and take the necessary steps to develop this important intellectual skill.

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BIODATA

Z NICKNAME: Zahra Niknam, Ph.D. in Curriculum Planning, Tarbiat Modarres University; MA in History and Philosophy of Education, Tarbiat Modarres University; BSc in Applied Physics (Area of interest: Molecular/Atomic Physics), Iran University of Science and Technology; Positions: Education Expert at Education Research Institute, October 2010 to present; Research Expert, Institute for Curriculum Research; Teacher, Ministry of Education; Assistant Professor, Kharazmi University.

A ROYAFAR: Amir Royafar, BA in and Education Management and Planning, Shiraz University; MA in Curriculum Planning, Allameh Tabatabai University; Publications: Essay: "Content analysis of Iranian high school history books based on Bloom's revised Cognitive Targets Classification in the cognitive domain"; Book: Dictionary of Educational Sciences (Persian/English, English/Persian); Positions: Staff Training Expert, Shahid Beheshti University of Medical Sciences.



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Language barriers to effective communication

Barreras del lenguaje para una comunicación efectiva

I.A.S ABUARQOUB

ORCID: <http://orcid.org/0000-0002-6195-6263>

lbrahim.abuarqoub@aa.u.ac.ae

Jordan University, Faculty of Arts, Hashemite, Kingdom of Jordan

ABSTRACT

Globalization and communication technology are bringing the world closer together in a global village, including language barriers. The things that prevent us from understanding each other's constitute a common challenge to individuals, groups, international companies, governments, nations, and the whole world. This qualitative study aimed at exploring the factors that cause language barriers, their types, and their impact on effective communication and our life as well as ways to make people aware of the importance of overcoming them. The study concluded that language or semantic barriers arise from different subjects such as meanings and uses of words, symbols, images, gestures, languages and dialects.

Keywords: Communication, Language Barriers, Semantic Barriers, Understanding.

RESUMEN

La globalización y la tecnología de la comunicación están uniendo al mundo en una aldea global, incluyendo barreras del idioma. Las cosas que nos impiden entendernos constituyen un desafío común para las personas, los grupos, las compañías internacionales, los gobiernos, las naciones y el mundo entero. Este estudio cualitativo tuvo como objetivo explorar los factores que causan las barreras del idioma, sus tipos y su impacto en la comunicación efectiva y nuestra vida, así como las formas de sensibilizar a las personas sobre la importancia de superarlas. El estudio concluyó que el lenguaje o las barreras semánticas surgen de diferentes temas, como significados y usos de palabras, símbolos, imágenes, gestos, idiomas y dialectos.

Palabras clave: barreras del lenguaje, barreras semánticas, comprensión, comunicación.

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1. INTRODUCTION

Human communication is a social interaction process. It is an essential part of our daily life. It is a process of creating, exchanging, sharing ideas, information, opinions, facts, feelings, and experiences between a sender and a receiver. Communication is fundamental to the existence and survival of individuals, groups, societies, and nations. Language is the most common tool of communication. It plays a vital role in helping people build a bridge of relationships. At the same time, language acts as a destroyer of bridges of human relations because it separates people from each other. Language continues to remain a barrier to convey our messages to people in the globalization and communication era. Language barriers are a common challenge in international business, aviation and social settings. They affect our daily life.

Language barriers are the root causes of many problems or obstacles in health care, aviation, maritime, business, and education. For example, (a) Effective communication between healthcare providers, patients, and families is critical for providing safe and quality healthcare. The results of a Canadian study about the negative impact of language barriers on quality of care and patient safety: Patients and interpreters described experiences where language barriers contributed to more inferior patient assessment, misdiagnosis, delayed treatment, incomplete understanding of patient condition, risks of medication errors and complications and prescribed treatment (Bowen: 2015). In the second example, Aviation researchers emphasize that over 60% of aircraft incidents are caused by human error (Sexton & Helmreich: 2000, pp.63-68).

The failure of crews to communicate effectively is one common type of error. According to the Aviation Safety Reporting System (ASAS) of NASA (National Aeronautics and Space Administration), over 70% of the first 28,000 reports received were found to be related communication issues (Drury et al.: 2005). Therefore, ineffective communication is a global threat to aviation safety. The third example, increased globalization is forcing a growing number of business managers and employees to interact across linguistic boundaries (Lauring: 2008, pp.343-361). A German study titled "language Barriers in Different Forms of International Assignments" has connected language barriers to a series of organizational behavior phenomena. The results showed that language barriers have effects on the multinational corporation as follows: effects on employees' emotions, social identity formation, trust formation, power relations (Tenzer & Schuster: 2017, pp.63-100). The fourth example, the findings of a study about the impact of language barriers on the customers of English as a Second Language, suggests that language barriers generate negative emotional and cognitive responses and prevent the customers from taking specific actions such as seeking necessary information or complaining about a service failure. (Meuter et al.: 2015, p.371).

The fifth example, language barriers, lack of communication, and miscommunication onboard merchant vessels is the primary cause of accidents at sea every year. During 1990 there were four Canadian pilotage incidents where ineffective communication between the Pilot and the Master had severe consequences. (a) In July 1990, the Enerchem Fusion ran ground, due to problems in confirming the Master's intentions of taking over the conduct of the vessel from the pilot. The vessel was carrying 8,000 tons of petroleum products, and although a severe pollution incident was avoided, the vessel was declared a constructive total loss. (b) Similar problems in communication intentions between The Master and the Pilot resulted in the grounding of the Lake Anima, a Norwegian chemical tanker. (c) During 1191 two further incidents resulted from a failure in the communication of intentions between a Master and a Pilot. The Irving Nordick grounded in the St. Lawrence River suffering structural damage. The lack of adequate information exchange between a Master and Pilot were contributing to an accident. The Yugoslavian Malfnska also ran ground because although both Pilot and Master had calculated the vessel's position, neither had consulted with the other, and the master did not know the pilot's intention. (Granek et al.: 2013, pp.e129-e135) There is an overwhelming international consensus on the negative impact of language barriers on our lives.

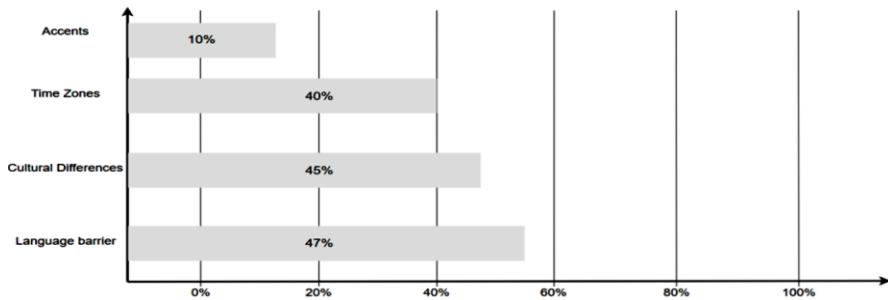


Figure 1. Global obstacles to communication (AIM Strategies Virtual Team Trends Report.2013-05-28)

Communication has numerous definitions (Marume et al.: 2016, pp.26-32):

- 1- Sharing: of meanings, ideas, opinions, facts, feelings, experiences, information between a sender and a receiver.
- 2- Meeting of Minds: mutual understanding or agreement between the sender and the receiver on common issues. Communication occurs only when the message has been understood, and understanding occurs in the mind of the receiver. So we should speak to people according to their level of understanding to get our message across to them.
- 3- Understanding: effective communications happened when the receiver understood the message.
- 4- Getting feedback: feedback or response is critical to ensure that an accurate understanding of the message has occurred. A simple definition of communication is that the process of exchanging ideas, feelings, opinions, facts, information, and experiences between the sender and a receiver verbally (spoken, written and nonverbally, sign-language, and body language.) through a channel of communication. To understand the human communication process, one must understand how people relate to each other.

Communication takes two forms:

A-Verbal Communication: the exchange of ideas, thoughts, feelings, opinions, and experiences through spoken or written words.

B-Non-Verbal Communication: the exchange of ideas, thoughts, emotions, opinions, feelings, and experiences through sign language and body language (facial expression, eye-contact, voice, hand movement, posture).

The Communication Process is composed of the model or map of the communication process that shows the relationships between the elements or components of the communication process.

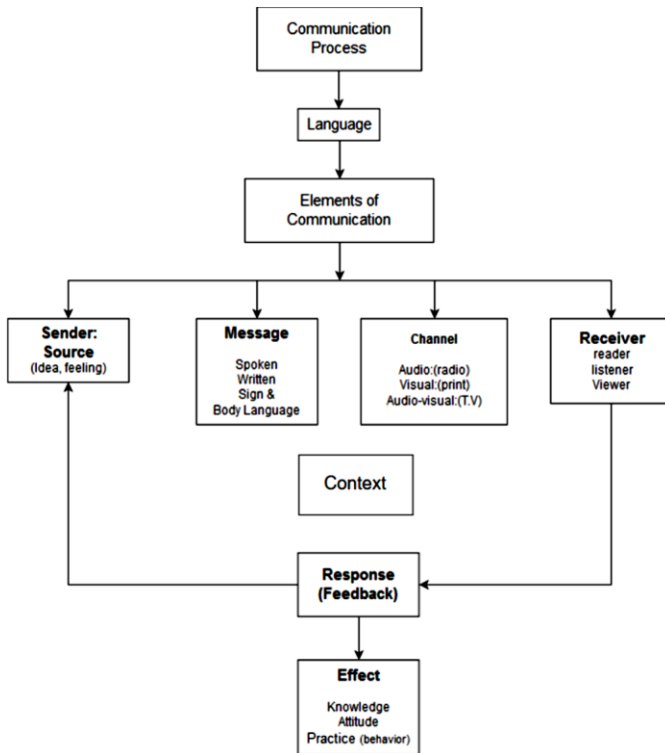


Figure 2. Presents the communication process, and how does communication take place?

The steps or elements or components of the communication process:

- 1- Sender (Source): The initiator of communication and the originator of a message. He is responsible for being sure the message is accurately received and understood.
- 2- Encoding: a process in which the ideas to be conveyed are translated into a code or set of symbols or some other format of expression.
- 3- Message: the idea, information, opinion, fact, feeling, etc. It is the heart of the communication process. It can be a Spoken, written word, sign language, and body language.
- 4- Channel: the medium used to convey the message to the receiver. The media of communication include radio, newspaper, telephone, TV, and internet.
- 5- Decoding: is the process of translating the message into a language that can be understood by the receiver.
- 6- Receiver: The receiver is the individual or individuals to whom the message is directed. (Listener, reader, and viewer).
- 7- Feedback: the response or reaction of the receiver to the sender's message. It may be verbal, non-verbal, or both. It can be either positive or negative. Therefore. Feedback is a must to ensure that messages have been understood and received and helps the sender and the receiver obtain mutual understanding.
- 8- Effect: the sender communicates in order to influence the receiver's knowledge attitudes and practice or actions (KAP).

The environment or circumstances in which communication takes place. How does the communication process happen?

- a- The sender has an intention or idea or feeling and meaning that exists in his mind. He encoded them into a message.
- b- The sender transmits his message through the right channel to the receiver.
- c- The receiver gets the message, decodes and interprets it based on his understanding of the meaning of the language and reacts or responds by sending feedback (new message) to the sender. Thus, he becomes a sender.
- d- The original sender now becomes a receiver and reacts to the response of the sender (receiver). Based on the results of the communication process, the change may happen in the knowledge, attitude, and behavior (action) of the receiver. Communication is an interactive process; its effectiveness is judged by how closely the receivers' understanding matches the sender's intention.

It is a communication between two or more persons in which the intended message is appropriately encoded, delivered through an appropriate channel, received and adequately decoded and understood by the receiver or receivers. (Effective Communication) It is a two-way process. It is crucial for communicating successfully with others. It enables people to build and maintain relationships and accomplish goals, jobs, and tasks.

The primary characteristics are as follows (Jureddi & Brahmaiah: 2016, pp.114-115).

- 1-Using language that is appropriate to others' level of understanding.
- 2- making sure others receive the information or knowledge.
- 3-Developing relationships with others.
- 4- Talking with others in a way that facilitates openness and honesty.
- 5-Completeness of the message.
- 6- Clarity of the message.
- 7- Integrity of the message.
- 8- Conciseness of the message.
- 9- Consideration of physical setting and the recipient.
- 10- Courtesy to be maintained.
- 11- Correctness of the Message.

Merely speaking, effective communication is the process of sending the right message to the right receiver through the right channel at the right time and place with the right feedback.

Barriers to Effective Communication are obstacles or problems that breakdown the communication process because they prevent the flow of information between a sender and a receiver. There are numerous barriers to communication, and these may occur at any stage in the communication process. They can be classified into the following categories: mechanical, physical, psychological, social, noise, religious, cultural, and language barriers.

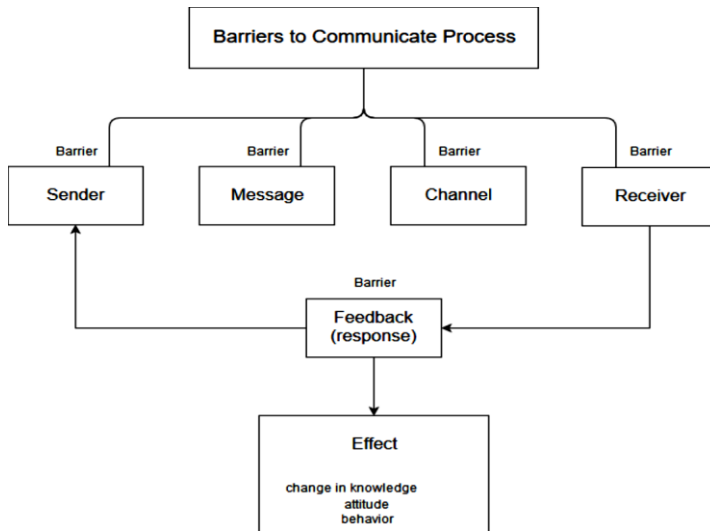


Figure 3. Barriers to effective communication as described

Language is the most powerful tool of communication. Its function includes the: communication of ideas, thoughts, opinion and emotional expression, social interaction, using the power of sound, recording facts, expression of identity. However, at the same time, a common barrier to effective communication. Language or semantic barriers arise when many words have more than one meaning, and a sender and a receiver try to communicate in a language, which themselves do not understand properly. So, communication is not always successful. There may be some faults or obstacles in the communication system, which may prevent the message from reaching the intended receiver or its destination. Language barriers are generally arising in five areas: the way a message is originated and sent by a sender, environmental interruptions, and the way it is received and understood by a receiver. Language barriers are significant because they are often an impediment to building relationships with others. They can cause misunderstandings that lead to conflict, frustration, offense, violence, hurt feelings, and wasting time, effort, money, and lives of the people.

Summary, language barriers are semantic problems that arise during the process of encoding and/or decoding the message into words and ideas, respectively. They are one of the main barriers that limit effective communication. They are the most common communication barriers which cause misunderstandings and misinterpretations between people. They indicate difficulties that two people, who do not share a common language, face when they are trying to communicate with each other. They can also refer to the complete absence of communication between the two people who speak different languages.

The study aimed at exploring and understanding the factors, which create language barriers in a real-life, identify the nature of communication, critically examine the impact of language barriers on effective communication, our way of exchanging messages, making people, groups, governments and nations aware of the importance of overcoming them and making recommendation based on the study results for improving the effectiveness of communication.

The study focuses on the importance of language or semantic barriers to communication, their types, causes, impact on our lives, and how to deal with them effectively in order to get our messages across.

Research says that effective communication is difficult to achieve. In today's globalized world, effective communication is essential to building relationships between people by using verbal and non-verbal language as a tool of communication. Nevertheless, language can act as a bridge in communication with people, and a barrier (wall) which prevents people from exchanging simple, clear, and accurate messages. In the

communication era, language barriers divide and separate us by creating misunderstandings, misinformation, distortion, fatal errors, frustration disasters, conflict, and violence among people globally. Language barriers waste our efforts, time, and money. This study aims at identifying language barriers, their types, and discusses their impact on human communication and ways of overcoming them.

The study focuses only on language barriers to verbal communication.

2. METHODS

This qualitative study presents research aiming to explore factors, which cause language barriers in real life, give examples about the effectiveness of language barriers on communication, and discuss shown to reduce or overcome the language barrier of communication.

Research Questions:

- 1: What is the definition of communication?
- 2: What is the impact of language barriers on the communication process?
- 3: What are the barriers to effective communication?
- 5: What are the root causes of communication failure?
- 7: How can we overcome language barriers?

The Root Causes of Language Barriers:

The difference in Language: is the most obvious barrier to communication as two people speaking two different languages cannot communicate with each other. For example, an American goes to Egypt. He does not understand Arabic, and most people in Egypt do not understand English. So, when an American speaks, communication is worthless as the Egyptians do not understand it.

3. RESULTS

The Accent:

The use of words or phrases of people belonging to different places or regions may differ in meanings, interpretations even if their language is the same, which may lead to various kinds of conflicts and disasters? For example, in 1977, the deadliest air disaster happened in the Canary Islands. Two 747 jets, one Pan AM, one KLM collided on the runway at Tenerife airport, killing 583 travelers. Language played a significant role in the disaster. The co-pilot of a KLM radioed the control tower in a heavy Dutch accent " we are now at takeoff. " air traffic controllers interpreted the message that to mean the plane was ready to go but stopped short of the runway. However, the KLM plane had started its take-off run and rammed into a PAN AM on the same fog-laden runway. The tower did not understand the message and told KLM to stand by. Investigations showed that the primary language of the crew of KLM was Dutch, the air controllers' primary language was Portuguese. All were speaking English, but they used English as a second language that contributed to a lack of communication or misunderstanding between them. After reviews of cockpit recorder transcriptions determined that KLM pilot's use of non-standard phraseology during the critical moments leading up to the accident contributed to disaster (Lee: 2003).

Poorly Misunderstood Language messages can confuse:

Miscommunication between the air traffic controllers and pilots is a safety threat globally. Although English is the international language of aviation, even when the pilots and air traffic controllers both speak English fluently, there are failures in the ways they hear it. For example, in November 1996, the pilot of Saudi Arabia Airlines Boeing 747 misunderstood an air traffic controllers' directive to descend and instead climbed, colliding with Kazakhstan National Airways cargo plane near Delhi, India killing 349 travelers (Cheng: 2015). It was

primarily blamed on a language barrier, involving pilots whose first language is not English. To avoid such a lack of understanding, which caused a fatal disaster, the pilot of the Saudi plane should have asked the controller to repeat the instructions for the second time, until understood.

Misusing Words:

Sometimes the sender misuses words, which may distort the message and lead to misunderstanding distorts the message. The sender should be accurate and familiar to both the sender and the receiver to avoid misunderstanding. For Example, The British Broadcasting Corporation (BBC) editorial guideline regarding reporting terrorism states:

We must report acts of terror quickly, accurately, fully and responsibly. Terrorism is a difficult and emotive subject with significant political overtones, and care is required in the use of language that carries value judgments. We try to avoid the use of the term "terrorist" without attribution. When we do use the term, we should strive to do so with consistency in the stories we report across all our services and in a way that does not undermine our reputation for objectivity and accuracy. The word "terrorist" itself can be a barrier rather than an aid to understanding. We should convey to our audience the full consequences of the act by describing what happened. We should use words which specifically describe the perpetrator such as "bomber", "attacker", "gunman", "kidnapper", "insurgent", and "militant". We should not adopt other people's language as our own; our responsibility is to remain objective and report in ways that enable our audiences to make their own assessments about who is doing what to whom (Li et al.: 2010, pp.385-391).

To avoid misunderstanding and get his message across, the sender should use accurate and familiar words to the receiver.

Using Abusive Words:

No one can bear rude language. For example, (a) In the Arab society calling a person "you pig" means "you are dirty" is an offending word. (b) The administration of- the Arab Bank based in the Hashemite Kingdom of Jordan- started establishing branches in the Palestinian occupied West Bank, but it was faced with a big language barrier that prevented it from using the word "Client "because it means" Traitor" or "spy" for the Palestinians the one who cooperates with the Israeli security. So, it used an alternative word "The beneficiary of the services". The use of rude words or expressions will provoke negative emotions. (c), When Russian President Vladimir Putin met British prime-minister Tony Blair in St. Petersburg in 2000, he spoke about Chechens' insulting attitude to Russians and illustrated this by an abusive slogan in Russian in a Chechen military camp:

Above us is Allah" and" under us goats" Blair was obviously puzzled as he could not see anything very insulting in translation. But the Russian word for "goat" is very rude when it is used about people. Blair could not see the insult because, as Chechens live in the mountains, above them is "Allah" and under them are mountain goats (Ter-Minasova: 2008, pp.297-342).

It sounds rather poetic than insulting. The sender should avoid rude words or expressions because they may hurt the feelings of the receiver and provoke emotions.

Using Jargon:

They are overcomplicated technical terms or unfamiliar words or abbreviations used by professionals like doctors, engineers, pilots, scientists to enhance communication by simplifying a particular concept to the receivers. For example: (a) in the computer jargon, 'to burn a "CD" means "to copy the data on a CD". To a common man, the word 'burn' may have a very different connotation.

(b)Grammar and spelling: Language barriers may arise when the sender makes errors in grammar and spelling. These mistakes can create communication problems in written communication. For example, a

person makes a mistake of typing "done", "don" " buy" "bye" "meet" " meat" "Lead" "lead" "red" "Read". They are understood by their context or pronunciation. The spelling and grammar checker of the computer does not label it as wrong as "don " is also a correct word. But the word can change the whole meaning of the sentence or make the sentence not understandable. To avoid such mistake, the sender must use dictionary to verify spelling, use spell-checker computer to ensure that spelling is correct or ask someone to proofread your writing(c) The 300-word language of aviation which consists of 300 words and terminology is a combination of professional jargon and plain English. It was created to avoid pilots and air controllers mishearing and misunderstanding each other and avoid potentially fatal accidents taking place. e.g. "roger" This means "message received and understood", "Wilco ": An abbreviation of "will comply", it means the pilot has received the message and will comply." Affirm", means "yes", and pronounced "AY-firm". (Lunenburg: 2010, pp.1-10) So, the sender should avoid using jargon and unfamiliar words or terms because they lead to misunderstanding and confusion and accidents. Following several such air traffic accidents. The International Civil Aviation Organization (ICAO) suggested English should be the international language of aviation, and that pilots and air traffic controllers - must have basic knowledge of it and take exams (Fischer et al.: 1996).

Using Slang Words:

Informal words and phrases used in communication that often exclude specific groups. Avoid idiomatic expressions or slang. American English is full of idioms. An idiom is a distinctive, often colorful expression whose meaning cannot be understood. From the combined meaning of its individual words, for example, the phrase "to kill two birds with one stone." Slangs leads to the misunderstanding of the message. The sender must not use slang in order to reduce misunderstanding.

Using Impolite Words:

Usage of rude or slang language can impede all the efforts of communicating verbally. Communicating in a foreign country can be confusing if no one speaks your language or any other language that you know. Similarly, it can be frustrating not to understand the meaning of certain words that the locals use. Even when they try to speak English, you may find some of the things they say impolite. For example, the Thais often use the common word "farang" when they speak to western people. This word may sound negative to Westerners. It makes them feel looked down upon and angry because Guava in Thai is called "farang ". The same word is also used for white people." Farang" is a Thai form of the Arabic word "Ifrañji", which means white travelers, so Thais call white people "farang" regardless of their nationality and social status. To a Thai person, the word "Farang" does not have any negative connotations. (Wiener & Rivera: 2004, pp.93-101) The sender should not use words and expressions that belittle or hurt the feelings of others.

Misinterpretation of Words:

Semantic problems often arise because of the gap between the meaning as intended by the sender and that as understood by the receiver. This happens when the receiver does not assign the same meaning to the word as the sender had intended. Words can express a variety of meanings depending upon their, i.e., in the context in which they are used nature. For example, the word 'yellow' when used as an adjective can have multiple connotations depending upon its usage. 'Yellow', besides being a primary color, also stands for 'freshness', 'beauty', 'sickness', 'decay', " yellow cow for Jews" means "holy cow "and" yellow traffic light " means "caution". " Yellow race" means "Mongolians", "Yellow emperor". "Emperor of China". Hence, the receiver is free to interpret it in any of these ways based on his imagination, educational background, and experience. But for communication to be perfect, it is essential that the receiver must assign to it the same meaning which the sender had in his mind while encoding the message. Therefore, there is always a possibility of misinterpretation of the messages. Mostly, such problems arise when the sender does not use simple and clear words that can convey the exact meaning to the receiver.

Choice of Wrong Words:

A single word has different meanings for different persons. If both the sender and the receiver choose different meanings for the same word, then it causes a semantic barrier. Improper words may result in unclear or distorted messages and create a bad impression. For example, In Arabic Culture, the word" red

man"(communist) or a" man dressed in red "or a "man with a red face". Or a " bloody man". So, if people do not understand the words, they cannot understand the message. The sender should choose his words carefully in order to build gaps, build relations, and create understanding.

Using Ambiguous or Vague Words or Phrases:

They are not clearly or explicitly stated or expressed. Ambiguity arises when the sender and the receiver of the message assume different meanings to the same words, phrases, and sentences or use different words to convey the same meaning. A sender often assumes that the receiver can understand the meaning of these words, phrases, and sentences as he does. For example, The Israelis misinterpreted the text of the UN resolution 242 article (i)" Withdrawal of Israeli armed forces from territories occupied (the West Bank and Gaza) in the recent conflict.

"That calls for the total withdrawal of the Israeli army from the Palestine lands occupied in1967. The Israeli argument is that the withdrawal phrase in the Resolution was not meant to refer to a total withdrawal, because there is no word "all" or "the" before "territories" in the withdrawal phase. (Taylor et al.: 2013, p.35) The wording of the withdrawal phrase is vague or ambiguous, so it was misinterpreted by Israel because it was not clearly or explicitly stated. But anyway, it must be placed in the context of the rest of the resolution that calls for a total withdrawal of the Israeli Army from the Palestinian occupied lands in 1967. (b) Vague Phrases, such as: "It will be there as usual." or "The same as last time." The phrase "as soon as possible" could mean a couple of minutes or hours to the sender and a day or two for the receiver. (c) The word "Pope " is vague because there are two Popes for the Christians: Pope for the Western World and a Pope for Coptic Christians people in Egypt in the East. To avoid such misunderstanding, the sender should use clear, precise language, stating exactly times and locations and names. Choosing ambiguous words or terms to convey your message will lead the receiver to confusion and misunderstanding. You can avoid any ambiguity by repeating the term or using alternatives. Ambiguous communication means open to many different interpretations.

Language Barriers in the Same Langue:

A language barrier can appear when the sender and the receiver do speak the same language. People speaking the same language can have difficulty understanding each other if they are from different regions of the same country. Dialectical and accents differences, the use of slang and regional colloquialisms can create numerous problems that may lead to misunderstanding and gaps in communication. For example, an incident described as a type of the risks of not speaking the same language, the crew of a Lot Polish Airline Boeing 737 struggled to communicate with British air traffic controllers after their electronic flight displays went blank in instrument meteorological conditions following a departure from London Heathrow Airport. The Polish pilots are unable to communicate their problems to the British air controller. (Werfelman: 2008, p.3) Another example, the use of slang makes communication ineffective, such as the use of the word "grass" to describe marijuana in America can act as a barrier for the people who do not know the slang meaning.

Religious Language Differences:

Language barriers generally result from the lack of understanding between the followers of the three religions. For example, an American Christian, an American Jew, and an American Muslim all worship one God, but they have different names for God. "God" for Christians," Elohim or Yahweh" for a Jew, and "Allah" for a Muslim. Each one of them has a different concept for God. The sender should use dialogue to communicate with the receiver in order to overcome misunderstanding.

Regional Dialects:

People speak the same language, but dialectical differences can create misunderstanding and gaps in communication because the meanings, implications, and interpretations of words are different. For example, India uses over. Major languages, each spoken in one particular region and each language has a number of dialects and regional variations which might not always be mutually understandable. (Narayan: 2013, pp.236-8) Another example, although Arabs speak a common language (Arabic), some of them might have difficulty

understanding the meaning of the message and the feedback. This might also be a cause of obstacles in communication. Americans think Asians have an accent, and Asians think Americans.

No clear speech:

People who speak soft or in a small voice or heavy tongue or unclear words cannot be understood. The sender might be saying something, whereas the receiver might understand something. Though speaking common language, people might have difficulty understanding the meaning of the message and the feedback. This might also be a cause of obstacles in communication. For example, God delivered the message to Moses and asked him to preach it to Pharaoh first then to the Egyptians, but he could not get his message across because he was suffering from problem in his tongue that prevents him from speaking well. So, he asked God to cure his tongue." Moses said: " O my Lord, expand me my breast, ease my task for me, and remove the impediment from my speech, so they may understand what I say (Abdullah YA, p.370). Then he asked God to appoint his brother Aaron a mouthpiece (spokesperson) for him to be able to communicate his message effectively. " And my brother Aaron—he is more eloquent in speech than I. So, send him with me as a helper, to confirm (and strengthen) me, for I fear that they may accuse me of falsehood." (Ibid, p.22-473).

Using taboo words:

Some people may find it difficult to express their emotions or ideas, and some topics may be completely 'off-limits' or taboo. Taboo topics may be politics, religion, sexuality and sex, racism and any opinion that may be seen as unpopular.

Faulty Translation of Words:

A translator is a person who makes a written transfer of a message between two languages. Effective translations must be done with accuracy, clarity, and impartiality. For example, the literal translation of Kentucky Fried Chicken: KFC's slogan "Finger-lick in' good" in Chinese is "Eat your fingers off." (Cho et al.: 2007, pp.309-329) The lack of sufficient knowledge in a language can cause misunderstandings, which may lead to big losses in money, effort, time, and potential customers internationally. To solve this problem, companies should hire competent translators in the language and culture of the customers. But for communication to be perfect, it is essential that the receiver must assign to it the same meaning which the sender had in his mind while encoding the message. Therefore, there is always a possibility of misinterpretation of the messages. Mostly, such problems arise when the sender does not use simple and clear words that can convey the exact meaning to the receiver.

How to Overcome Language Barriers?

Language barriers prevent people from sharing their ideas, thoughts, and feelings, experience, information, and expectations, give feedback or communicate effectively. Here are some of the main solutions to reduce or eliminate them (Drury & Ma: 2002):

- Choose familiar words and language to the receiver to avoid miscommunication.
- Avoid using vague, ambiguous, or confusing words, terms, jargon, and phrases, idiomatic expressions, or slang.
- Avoid using difficult words, complex sentences, unnecessary information. Use short, simple sentences.
- Check meanings. When communicating across cultures, never assume that the other person has understood.
- Think in terms of your receiver.
- Use your receiver's language.
- Keep your message simple to promote effective communication.
- Use simple, clear, accurate, and correct and familiar language.
- Avoid slang or use of culturally or technically specific expressions or terminology.
- Select your words carefully. Choose simple words, phrases, and short sentences.
- Use language appropriate to the level of understanding of the receiver.

- Use familiar language to the receivers.
- Ask for clarification.
- Frequently check for understanding by asking for feedback.
- Politely ask for clarification and avoid any assumptions.
- Avoid idioms, technical terms or jargon.
- Use plain language where possible.
- Hire qualified interpreters and translators.
- Hire bilingual employees.
- Use repetition because people need to hear things more than once to understand and remember it.
- Use verbal and non-verbal messages appropriately.
- Be respectful: Language barriers can be frustrating. They require patience, understanding, and consciousness.
- Used visual methods of communication to explain complicated concepts such as pictures, diagrams, photos, graphics, charts to help the receiver understand what the sender is trying to convey. "A picture is worth a thousand words."
- Individual linguistic ability is important to train your people.

4. CONCLUSION

Communication is the process of exchanging ideas, feeling, information, knowledge, facts, opinions, and emotions between a sender and a receiver. Effective communication is sending the right message to the right receiver at the right time via the right channel in order to change the receiver's knowledge, attitude, and behavior. Language barriers are things that prevent people from understanding each other. They are a common challenge to individuals, groups, international companies, governments, nations, and the whole world. The study concluded that language barriers are factors that block or significantly distort effective communication. They arise from different meanings and uses of words, symbols, images, gesture, languages, dialects, accents, linguistic ability, technical terminology or jargon, volume of voice, ambiguous words, mispronunciation of words, faulty translation, wrong interpretation of messages, misunderstanding of messages, complicated messages and different individual linguistic ability of the sender and the receiver, poorly understood and poorly explained words and messages.

Language barriers can create problems of miscommunication such as misunderstanding, misinterpretation of messages, distorted messages, misinformation, confusion, mistrust, uncertainty, frustration, weak and wrong feedback, aviation and marine accidents and disasters, deaths, tension, conflict, violence among people. They can Leads to Factors that hindering effective communication. The best strategy to promote effective communication and get messages across is to bridge the language barriers by: using simple, clear, concrete, accurate, familiar and meaningful words, avoiding grammatical and spelling mistakes, giving and receiving feedback, hiring bilingual workers and qualified and licensed translators, minimizing the use of jargons, avoiding ambiguous words, regional dialect and, confirming understanding, using translation machines, avoiding shouting and sarcasm and mimicry, explaining confusing messages to people. The future of individuals, groups, societies, and nations depends mostly on their ability to communicate effectively with others in a globalization and communication era.

Recommendation: Based on the above findings, we recommend the following:

- More studies on language barriers and their effect on customers.

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BIODATA

IBRAHIM AHMAD ABUARQOUB: Ibrahim Ahmad is a full professor of Mass Communication, Faculty of Arts, Social Work Department - Jordan University, Hashemite Kingdom of Jordan. He has a Ph.D. in Mass communication from Northwestern University of Illinois -USA in 1988, A master's degree in Linguistics from State University of New York in 1983. His research interest is Human Communication, Mass Communication, Psychological Warfare, Communication Campaigns, Crisis Communication, and Media Campaigns.



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Local wisdom on Java manuscript in Banyuwangi: study of Indonesia culture's value

Sabiduría local sobre el manuscrito de Java en Banyuwangi: estudio del valor de la cultura de Indonesia

A.A ROFIQ

ORCID: <http://orcid.org/0000-0003-0552-210X>

arifainurrofiq@uinsby.ac.id

State Islamic University (UIN) of Sunan Ampel, Indonesia

S. ANSHORI

ORCID: <http://orcid.org/0000-0003-4763-7618>

sodiqanshori@ecampus.ut.ac.id

Open University, Indonesia

D. SAMBADA

ORCID: <http://orcid.org/0000-0002-2390-8009>

dwisambada@ecampus.ut.ac.id

Open University, Indonesia

S. UMARELLA

ORCID: <http://orcid.org/0000-0001-7344-7151>

samadumarella@ianinambon.ac.id

IAIN Ambon, Indonesia

D.E INDRIANI

ORCID: <http://orcid.org/0000-0002-5433-6656>

dianindriani79@stkipgri-bkl.ac.id

STKIP PGRI Bangkalan, Indonesia

ABSTRACT

An attempt to study Indonesian culture in the Java region is being made to explore the values of wisdom found in one of Banyuwangi's most influential manuscripts. This study reveals richness culture value written on Lontar Yusuf as java manuscript, which mostly influenced by the Islamization process using content analysis. The aim of this cultural research on selected java manuscript is to study literary works that are part of indigenous Indonesian culture; explore the culture of Banyuwangi, mainly to search the local wisdom behind this cultural heritage that could be used for the counseling purpose.

Keywords: Counseling, Java manuscript, Local wisdom, Lontar Yusuf.

RESUMEN

Se está intentando estudiar la cultura indonesia en la región de Java para explorar los valores de la sabiduría que se encuentran en uno de los manuscritos más influyentes de Banyuwangi. Este estudio revela el valor de la cultura de riqueza escrito en Lontar Yusuf como manuscrito de Java, que fue influenciado principalmente por el proceso de islamización mediante el análisis de contenido. El objetivo de esta investigación cultural sobre el manuscrito seleccionado de Java es estudiar obras literarias que son parte de la cultura indígena indonesia; explora la cultura de Banyuwangi, principalmente para buscar la sabiduría local detrás de este patrimonio cultural que podría usarse para el propósito de asesoramiento.

Palabras clave: Asesoramiento, manuscrito Java, sabiduría local, Lontar Yusuf.

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1. INTRODUCTION

Manuscripts containing these literary works are found written on "lontar" leaves, "lontar" fronds (*Rontal-Borassus Flabellifer*). All the traditional literary works found in Java are written in the Persian Arabic alphabet, indicating the process of Islamization in Indonesia through the pre-existing Hindu-Buddhist art activism, which already well established. Therefore, it is continued as much as possible to accommodate Islamic teachings or dogmas; this tradition influenced by Sufistic Islam or Indian Islam, where the spread of Islam through merchants from Gujarat, India (Relin et al.: 2018, pp.155-163). Manuscripts on palm leaves, which are often called "Gebang" found, but they are often only kept as family heirlooms, unreadable; even these people regard the manuscript as an ancient phenomenon.

Therefore, in this study, it is crucial to study the manuscript of "Lontar Yusuf" from Banyuwangi, which is one of the oldest manuscripts in Java and has a considerable influence on the culture of Banyuwangi. This research aims to study literary works that are part of indigenous Indonesian culture, exploring the Banyuwangi's culture and the local wisdom behind this manuscript as cultural heritage. In order, it can be utilized in counseling implementation, which is in line with the opinions of experts who recognize the need for educational counseling (Anoegrajekti et al.: 2018; PRASETYO et al.: 2018, pp.2003-2009) and enrich the greater knowledge of science.

2. METHODS

This study uses content analysis in a qualitative approach to examine the value of an object studied. The documentation analyzed, namely, text, images, symbols, and so forth. In this research, the object studied is "Lontar Yusuf." We examine the content of the messages contained in the book verses so that the meaning is as close as possible to the manuscript (Sebayang et al.: 2018; Beatty: 2012, pp.173-194).

Source of data in this research is a written source in the form of a textbook or book that is "Lontar Yusuf," and related books that are stored in the Library and Department of Culture and Tourism of Banyuwangi Regency. Also, the principal data sources are the people who are related to the primary data source by interviewing indigenous tribes from Banyuwangi called "Osing". Recording through interviews or participant observation is the result of a combined effort of viewing, hearing, and inquiring activities (Paramita et al.: 2018).

In this section, we describe the data collection techniques to find the text/books used as the source of the study data; the following activities are carried out:

Visiting the office of Library, Archives, and Documents of Banyuwangi Regency; to the Office of Culture and Tourism of Banyuwangi Regency; and to the Custom House or "Osing" Traditional Cultural House in Kemiren Village, Glagah Sub-district, Banyuwangi District.

The book of data source study is selected to be "Lontar Yusuf" book. The selection of books or scriptures based on the consideration that this book is used for the inherent of indigenous traditions which are close to the society namely "Mocoan" is like reading a religious book in traditional events, and the performance of art "Pacol Goang" that favored by "Osing" people in Banyuwangi. However, still, this book is untouched by cross-cultural research counseling as a contribution of the counselor in the Banyuwangi area.

For this research, data analysis is directed to conclude the cultural values or local wisdom which can be utilized in counseling. The procedures are. First, identified Data or chapter from "Lontar Yusuf" is numbered; secondly, Developing categories, whereas researchers as instruments, collect their data by performing observations or reading data sources repeatedly to obtain the necessary data. In this process, data that has the same meaning or message are grouped into one category.

The first four stages of content analysis research used randomly according to the situations and conditions developed during the study; the first four stages are:□

Data formation:

By reading and reviewing the books as a data source involving the initial reflection process, reading the introduction, reading the chapters carefully, and reading the chapters in-depth, data is generated.

By selecting the values of "Osing" culture in the book of Lontar Yusuf containing wisdom or counseling value, assisted by practitioners (Budayawan/humanist) and colleagues data is also generated.

Criteria determine practitioners as follows: "Osing" People, located in Banyuwangi; dabbling as a devotee of Banyuwangi art and culture. Peer is determined by criteria; "Osing" people can read and understand "Osing" language; minimum has undergraduate education and; understand "Osing" culture (Kumar: 2013).

The inference is needed to make findings of the study "Lontar Yusuf" according to the original and utilized in developing the counseling framework. The testing techniques chosen in this study are a triangulation of source and peer-debriefing [6]. Triangulation of sources using multiple sources is an attempt to match the truth of the findings contained in the data source with other sources or documents. In this study, the book chosen as the primary source is the book of "Lontar Yusuf." Peer debriefing is done by asking the person who is well informed about the methodological issues, and issues studied, the purpose of exploring the aspects studied, which the author may not have thought. Accordance with this, peer debriefing is done by requesting the help of a cultural research expert in "Osing" to examine the validity of "Osing" culture values contained in the book of "Lontar Yusuf."

In this research, the qualitative content analysis is done with the help of a matrix, which includes variables to be analyzed. Several stages conducted in this content data analysis, problem identification, research-focused including conceptual refinement and data coding, integrate all data findings with the interpretation of the researcher and key concepts in different drafts or formats.

3. RESULTS

There are 1.56 million people in "Osing" society, which are indigenous people of Banyuwangi, precisely in the village of "Osing" Kemiren Tour. Banyuwangi Regency is one of Besuki Residency District in East Java Province, located at the tip of Java Island between 8°00 - 8°45 south latitude and between 114°00-114°30 east longitude, adjacent to Situbondo Regency, Jember and Bondowoso districts, Indonesia Ocean and Bali Strait. Consist of 35 districts with an area of approximately 5.782,50 km².

The religious system of "Osing" society that majority, which is Muslims adheres to almost all their life activities with spiritual values and teachings of Islam. It results in Islamic art and culture, namely performance art from Aljin, a famous figure from "Osing" society, which brings Islamic literary products like Lontar Yusuf. It is then combined with other art forms such as comedy, gending, parikan, short drama, and even dance of Seblang Subuh originating from ancestral honor dance, in a form that strongly influenced by Sufism, the mystic of Islam.

Mocoan art is the art of recitation, also known as waosan or ngaji, a literature work by sung (Marrison: 2018, pp.83-91), which is born from the womb of the culture of the people of "Osing", a society that is considered as a native of Banyuwangi. "Mocoan or Mocopatan" recited from the Lontar Yusuf gives messages of criticism and advice of life values packed in Aljin performances combined with jokes that make the audience enthusiastic about continuing following this event to completion, which is called "Pacol Goang."

Mocoan art is the result of the acculturation process (cultural compound). The identifiable cultural elements within the compound are elements of pre-Islamic culture and elements of Islamic culture. The form of literary works represents Pre-Islamic cultural elements in the form of "Lontar," developed in the period before the arrival of Islam in the archipelago. While the characteristics of Islam in "Mocoan" represented by the contents of the story in "Lontar" Banyuwangi, which contains the story of Prophet Yusuf in Islamic teachings. Hence the "Lontar" used in "Mocoan" is called Lontar Yusuf. Cultural compositions in "Mocoan" cannot be separated from the activities of interpreting, uniting, and developing the "Osing" community from

time to time. Therefore, "Mocoan" cannot be said to be an Islamic or pre-Islamic product but has already become a product of "Osing" culture.

"Lontar Yusuf" is traded in "Osing" society as "Mocoan or ngaji," whether it is popular "Mocoan," which combined with another art, or a conservative Mocoan which is conducted in all 34 districts in Banyuwangi Regency. This conservative Mocoan is currently only found in several adjoining villages in Glagah and Giri Barat sub-districts in Banyuwangi. Mocoan conservative is conducted in a local "Mocoan" group called "Pirukunan Mocoan" or "Mocoan" unity.

The second use of "Mocoan" is the fulfillment of the promise called "Nadar," that is means after what a person's wishes have been fulfilled. "Mocoan" is also used in performing rituals such as in ritual ceremonies, sometimes "Mocoan" can also be done for request or forgiveness for the future (prospective). The Popular "Mocoan" is "Mocoan Pacul Gowang" or "Mocoan" popular, which involving the activities of singing trembling songs, staging jokes, and dancing in partially accompanied by musical instruments (PRASETYO et al.: 2018, pp.2003-2009).

The author of "Lontar Yusuf" is Ki Ageng Ronggo Janur, who is also the author of the Book titled "Ambyo" which is about the Prophet's stories. He is originally from the Demak Palace in the XVI century, written in the Ki Ageng Ronggo Janur's notes (Creese: 2016). Users of the "Lontar" book of Joseph (Lontar Yusuf) mostly do not care much about the origins of "Lontar" Yusuf and are interpreted as the work of the elders. Two opinions stated that "Lontar Yusuf" was from Surakarta in Central Java. While the second opinion, "Lontar Yusuf" came from the time of the Legendary God's messengers, who were the Islamic carriers who entered Java in the sixteenth century. These show that "Lontar Yusuf" perceived as a work originating from outside Banyuwangi.

All the traditional Javanese literary works in Banyuwangi are written in Arabic ala Persian alphabetical. Alphabet of "Lontar Yusuf" is written in the Javanese language named "Kawi" using Arabic ala Persian (Pegon). "Lontar" terminology means manuscript or literary work, papyrus here does not mean "Lontar" leaf as paper material for writing the book of "Lontar Yusuf." As other manuscripts, no title is found in the text of "Lontar Yusuf." Due to several things, i.e., the author does not include the title of the manuscript either in an autograph or classic manuscript; the copyist forgot to write the title or because the text is in the form of an anthology which covers various things.

The thickness of "Lontar Yusuf" consists of 122 sheets, including front and back covers, with 1-120 numbered contents in sequence. "Lontar Yusuf" as the primary data obtained from the private collection of the elder of traditional tribes "Osing" Banyuwangi in the village of Kemiren Glagah district Banyuwangi, because it is not available in the district library of the Banyuwangi Government. "Lontar Yusuf" is routinely copied and reproduced in Banyuwangi area for the use in conservative "Mocoan," however, it is not written in Latin or Javanese characters (Kurniasari et al.: 2019, pp.158-163).

The Book of "Lontar Yusuf" as it is in Banyuwangi is a Banyuwangi "lontar" which contains the story of Prophet Yusuf, one of the Twenty-five messengers of God according to Islam. The contents of the story of Joseph in "lontar," are not much different from the contents of the story of Joseph in Surah Yusuf, in the 13th letter of the 144 letters of Qur'an. This Special Letter is written in Qur'an at the end of juz 12 and the beginning of juz 13, with the number 111. The translation process is likely to be associated with the importance of Islamization committed by the saints in Java, from the historical data of Blambangan (another name of Banyuwangi), which states that in the sixteenth century there has been a process of Islamization in the center of Blambangan kingdom (Creese: 2016).

"Lontar Yusuf" contains the life story of Joseph's prophet from childhood to adulthood, from the age of 12 when he dreamed the sun, moon, and 11 stars bowed to him until he ascended the throne of Egypt after his explanation of Pharaoh's dream. The story of Joseph's life became the dominant story in "Lontar Yusuf." In addition to the story of Joseph, there are also names of the other Prophets and characters mentioned. The Prophets mentioned in the "Lontar Yusuf" namely Prophets of David, Prophet Moses, Prophet Solomon,

Prophet Salih, and Prophet Muhammad. The mention of some the Prophets often also uses the word prefix "Bagindho" means Your excellency (Haryono: 2018, pp.4923-4930).

While other figures mentioned in "Lontar Yusuf" is Ashabul Kahfi, a group of youth that is in the story as a group who spread kindness but must hide in a cave because of being hunted to be killed. This group of young men fell asleep for hundreds of years with a faithful dog until the time changed (Arps: 2005). The group woke up and found that the dog had become a skeleton, and their money was gone. From that event, they realized they had been asleep for hundreds of years, and began spreading kindness because they lived in a different era, whereas the people have changed. The story of the dog explains the linkage of "Lontar Yusuf" with the Islam belief, who believes in there are five animals that inhabit heaven; one of them is the dog, which is written in "Durmo" part of "Lontar Yusuf."

"Lontar Yusuf" contains a four-chapter called "pupuh", namely Kasmaran, Durmo, Pangkur, and Sinom. This finding is very different from the initial reference (pre-research) found by the author through the secondary data (previous research books) in which most of the "Mocoan" artists mention "Lontar Yusuf" contains six "pupuh", namely "Kasmaran", "Durmo", "Pangkur", "Kusumadiyo", "Arum- arum", and "Rancagan". It was later denied by the elder of "Osing" tribe who taught "Mocoan" "Lontar Yusuf"; It is not six Pupuh, but only 4 Pupuh, namely Pupuh Kasmaran, Durmo, Pangkur and Sinom, other Pupuh only ordinary verses.

In detail, "Lontar Yusuf" consists of 4 Pupuh and 581 couplets. Each couplet in the Lontar Yusuf's Pupuh has the following meaning of contents: "Pupuh Kasmaran" is Introduction about the evil of the Prophet Joseph's brother did on him, and the kindness of Joseph when facing problems. "Pupuh Durmo" is about the glory of the five animals that will go to heaven, and the beautiful queen Juleka charmed Joseph in her dream, and "Pupuh Pangkur" is about Tawheed forms a healthy person. Meanwhile, "Pupuh Sinom" is about the glory of the heart and the mastery of Joseph in interpreting people's dreams to solve the various problems of life; and when Joseph crowned as the King of Egypt.

"Lontar Yusuf" contains truth-values derived from the teachings of Islam in each "Pupuh," which is believed that is implemented by the people of the tribe "Osing" in Banyuwangi, to achieve happiness in this world and afterlife.

4. CONCLUSION

The importance of traditional values informal education is in line with Law No. 20 of 2003 on National Education System in Indonesia, which implies that in the National education, informal education plays an important role that will support the achievement of national education objectives. Thus, the traditional organization in every culture has an essential role in the national education system. In this regard, school counseling should be developed based on the nation's cultural values, which are the specific values of each ethnic culture in Indonesia.

As a Javanese literary work that tells the life of a prominent figure of the Prophet, "Lontar Yusuf" is very appropriate to be a role model in the life of today's society. It is undeniable that Javanese literature contains images of past lives, but it is instrumental if the wisdom value of the virtues contained therein is excavated, expressed, and disseminated to the younger generation. These specific cultural values are expected to be used as a guide for counselors, especially school counselors in Banyuwangi, in providing assistance services to students or counseling in schools so that no barriers / cultural biases between counselors and counseling that will determine the results of their counseling.

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BIODATA

ARIF AINUR ROFIQ: Doctorate in guidance and counseling, he earned a cum-laude Doctoral Program from Universitas Negeri Malang, Indonesia, in 2016 with world bank scholarship. He is a lecturer at UIN Sunan Ampel Surabaya, Head of Indonesian Counselor Association in East Java. His research interest focus is Education; precisely at psychology and counseling Education, his works were presented in conferences and published in accredited scientific journals.¶

SODIQ ANSHORI: Master in Civic Education, from Universitas Pendidikan Indonesia in 2007. Moreover, at his current career, He is a lecturer at Universitas Terbuka on Unit Program Belajar Jarak Jauh (UPBJJ-UT) Surabaya, Indonesia. His research interest focus is in the field of Education, precisely at Civic Education, in which some of his works were presented in conferences and published in accredited scientific journals and gain research funding from the ministry of Indonesia.¶

SAMAD UMARELLA: obtained a cum-laude Doctorate in Anthropology from Hasanuddin State University in 2016, He is a lecturer at IAIN Ambon, Indonesia, where He also becomes as Dean of the Faculty of Tarbiyah and Teacher Training. The focus of his research interest is in the field of Anthropology, precisely the Anthropology of Education, where his several works were presented in conferences and published in national and international journals.

DWI SAMBADA: He obtained a master's degree in Social Science from Yogyakarta State University, Indonesia, in 2001. In his current career, He is a lecturer at the FKIP Surabaya Open University, Indonesia. He also has a position as a Learning Aid Manager and UT Teaching Materials service, Indonesia. The focus of his research interests is in the field of Education, precisely in Basic Education, he has publications in accredited scientific journals and conferences.

DIAN EKA INDRIANI: She earned a cum-laude master's degree in Primary Education from Universitas Negeri Surabaya, Indonesia in 2014. Moreover, at her current career, she is a lecturer at STKIP PGRI Bangkalan, Indonesia, and as an Intellectual Property head and publication at IP center. She is also selected as DOAJ Ambassador for Indonesia. Her research interest focus is in the field of Education, precisely at Primary Education, and she is a member of Creative Commons and IGDORE.

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Critical thinking and reflective practice in the science education practicum in Kuwait

Pensamiento crítico y práctica reflexiva en el desarrollo de la educación científica en Kuwait

A. AL-HASHIM

ORCID: <http://orcid.org/0000-0003-1398-6270>

al-hashim123@yandex.com

Faculty of education Khaldiya Campus, Kuwait University, Kuwait

ABSTRACT

This is a speculative paper linking critical thinking to reflective practice in science education teaching practicum for the prospective teachers of science in Kuwait. The writer has identified that student teachers lack in a critical thinking approach to teaching sciences, promoting science literacy, and critically linking science to society and technology, definition of critical thinking has been interpreted in a context of reflective practice, with a redefinition of the factors contributing to unexamined, uncritically absorbed assumptions about teaching and learning. The paper has also shed light on how critical thinking can be evaluated in the teaching practice component.

Keywords: Critical thinking, reflective practice, science literacy, teaching practicum.

RESUMEN

Este es un documento especulativo que vincula el pensamiento crítico con la práctica reflexiva en la práctica de la enseñanza de la educación científica para los futuros profesores de ciencias en Kuwait. El escritor ha identificado que los estudiantes docentes carecen de un enfoque de pensamiento crítico para enseñar ciencias, promover la alfabetización científica y vincular críticamente la ciencia con la sociedad y la tecnología. La definición del pensamiento crítico se ha interpretado en un contexto de práctica reflexiva, con una redefinición de los factores, contribuyendo a suposiciones no examinadas, absorbidas sin crítica sobre la enseñanza y el aprendizaje. El documento también ha arrojado luz sobre cómo se puede evaluar el pensamiento crítico en el componente de práctica docente.

Palabras clave: alfabetización científica, pensamiento crítico, práctica docente, práctica reflexiva.

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1. INTRODUCTION

An informal investigation into the nature of science teachers' practice in the College of Education at Kuwait indicates that student teachers lack pro-environmental attitudes, which are presumably due to carelessness and a thoughtless way of thinking about the sciences.

Therefore, given that the core of education has assumedly been learning to learn (meta-learning) and learning to think for oneself and collaborative learning, thus learning critical thinking that is conducive to reflective practice in the area of environmentalism will be an essential goal of our teaching programs and teaching practice, especially in the area of science education. It is argued that the future now belongs to societies that organize themselves for learning, so nations that want high incomes and full employment must develop policies that emphasize the acquisition of knowledge and skills by everyone, not just a selected few (Marshall & Tucker: 1992), hence, the significance of future teachers' programs and practice. In pre-service teacher programs (PRESET), a tendency towards critical thinking and reflective practice is now replacing traditional methods of knowledge and skill acquisition, given the massive smorgasbord of knowledge available in the post-information era.

Critical thinking is a process of purposeful, self-regulatory judgment- a process that reasons consideration to evidence, context, conceptualizations, methods, and criteria (American Philosophical Association: 1990, pp.315-423). In this context; (Gunn et al.: 2008, pp.165-183)

The need to develop creative thinking and critical thinkers is growing progressively more important. Technological changes have improved communication, health management, and lifestyle. Unfortunately, rapid change comes with a cost as future citizens will be required to make even greater moral and ethical decisions for themselves, for others and the planet. As science educators, it is our responsibility to assist students in thinking critically about what science is what it represents, and whether its impact is for the greater good.

Therefore, the link between reflective practice, which is an *ad hoc* process of evaluation and reinforcement of skills and information acquired or in the process of acquisition, is closely linked to critical thinking. Those two processes of critical thinking and reflective practice in PRESETS provide an understanding of the methods, principles, theories, and ways of achieving knowledge, which is proper to the different intellectual realms. (Facione: 1998). In addition, these two processes furnish the student teachers with an encounter with the cultural, artistic and spiritual dimensions of life, and, hence, the evolution of one's decision-making to a level of principled integrity. However, the realization of ways prone to generating a proactive attitude towards sciences requires rigorous pro-science education programs for future teachers who will shortly take over the responsibility of educating the younger generations in the state of Kuwait.

As well, mindful scholarship requires that student teachers engage in the process of critical thinking learned through the teaching practicum. Furthermore, working in the science teaching practicum for prospective teachers of science in Kuwait should provide opportunities to promote reflective practice in ways that extend the prospective teachers' contributions to ecology, environmental awareness, science literacy, and social studies of science, technology, and society (STS). In this vein, critical pedagogy and reflective practice have come together to stimulate the current researcher to consciously examine the complexity of the student teachers' social position and critical perceptions of the ecological, environmental, and scientific situations covered in the science books in Kuwait schools.

We have an educational problem. It is not a problem about the shortage in information and data about environmental problems and challenges. The problem, as Whiston (2000) notes, "may be more of information overload rather than a paucity of data from which to choose". This was not the case a few decades earlier when environmentalists were struggling to assemble their information regarding the environment, ecology, and systems of interaction with our environment vis-à-vis science literacy and science role in society.

Therefore, this study seeks to lay the theoretical foundations of a teaching practicum for student teachers of science in Kuwait that takes as its basis critical thinking and reflective practice as the methodological approach to teaching science in Kuwait schools. The study based on an environmental consciousness survey that gathered data from seniors at the Faculty of Education at Kuwait University, the results of which indicate a necessary reshaping of teaching practica to be grounded in critical thinking and reflective practice.

The concept of 'reflective practice' has received considerable attention in the education literature, where it is described as the method *par excellence* to learn from field-based practicum situations and advance the art and practice of teaching, especially in the sciences. So influential are the writings on reflective practice, that it has now been identified as a prerequisite competency for pre-service and beginning practitioners around the world, and urge enough for us here in Kuwait to follow suit. To date, nearly no empirical studies have been undertaken to examine what reflective practice is, how individuals use reflective thinking, and how it contributes to learning, especially in terms of critical thinking. The discourse in the literature, particularly among science educators, has become increasingly muddled and justifies the question as to whether there is a shared and common understanding of the concept of reflective thinking.

Reflection requires critical thinking: I will call reflective practice, which involves critical thinking *critical reflection*. Time to think back over things, to ponder, to make connections, to analyze, assimilate, and make sense of a situation is what constitutes critical reflection. Science teachers and social studies teachers as well are primarily responsible for the students' awareness and perception of their environment and the role of science in society and hence the significance of science literacy involving critical reflection on society, and societal and environmental problems. However, as stated in the problem of this study, it is not appropriate to raise and develop scientific and environmental awareness through cramming information. Awareness, as used in the study, is not confined solitarily to a state of mental perception; it goes far beyond to include a mental attitude, which is pro-environmental and motivates the individuals to behave in a friendly fashion towards the environment. For developing this attitudinal system, critical thinking is instrumental. This is what critical reflection is supposed to play in our practicum, for reflection involves critically appraising situations and events that have occurred and trying to make sense of them so that practice can improve in the future.

Reflective practice based on critical thinking, or what I have already called *critical reflection*, is an interesting and important concept in the literature on teaching and learning in higher education.

Reflective practice involves thinking about and learning from our practice and the practices of others, to gain new perspectives on the dilemmas and contradictions inherent in our educational situations, improve judgment, and increase the probability of taking informed action when situations are complex, unique and uncertain. With ongoing reflection, our student teachers' practice can develop into a systematic inquiry that begins alone with a reflection on their own teaching and learning experiences but becomes collective when informed by interactions with colleagues, students, and theoretical literature. However, teaching practices in our practicum here in Kuwait often reflect an unquestioned acceptance of values, norms, and practices defined by others about what is "in the best interests" of students and teachers, and a lack of awareness of alternative practices set in an authoritative environment that lacks in critical thinking and critical reflection for later practices. Both uncritically assimilated practices and new alternatives need critical examination from several perspectives so that the learning and teaching strategies one uses are consistent with their values, beliefs, and assumptions about learning: this is the core problem that our practicum falls short of. In this context, (MacKinnon: 2006, pp.433-445) mentions words of a student

If I actually constructed the entire map, rather than taking your map to start with, you would see how my ideas flow one to the other; in a sense it doesn't matter how you might teach it, I may learn quite differently than you anticipated; my map would give you a window into how your lecture is "received" and processed; that could be a very useful tool for the instructor.

The following diagram illustrates this dilemma:

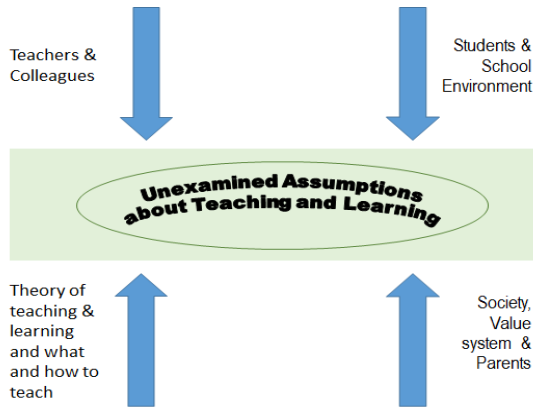


Figure 1. The Dilemma of Unexamined Assumptions

Student teachers have built-in assumptions about learning and teaching, which are usually absorbed in an unexamined fashion from four sources: 1) their educators and peers; 2) their students in the field practice and the school environment; 3) the theory that they study uncritically at the college of education as well as the content material and methods of teaching the subject matter; 4) and the whole underpinning value system prevalent in society or communicated by their pupils' parents in schools.

Reflective practice begins with critical reflection in which the science educator and the student-teacher or beginning science teachers question and examine their own subjectively held ideas and assumptions about learning and teaching. In addition, examining their own positive and negative learning experiences can help them understand why they are inclined towards specific ways of doing things and avoiding others. It helps them to develop and communicate the rationale that underlies the teaching and learning strategies they use or are recommended for them. The rationale is an organizing vision that provides direction, purpose, and meaning, prioritizing what is important in for teaching, and informing the actions they may take - a set of critically examined core beliefs, values, and assumptions about why they do what they do in the way that they do it.

Critical thinking is a process of purposeful, self-regulatory judgment. In this process, consideration of the evidence, context, conceptualizations, methods, and criteria are reasoned (Facione: 1990, p.423). The process involves specific skills, basic amongst which are analysis, inferencing, interpretation, and evaluation.

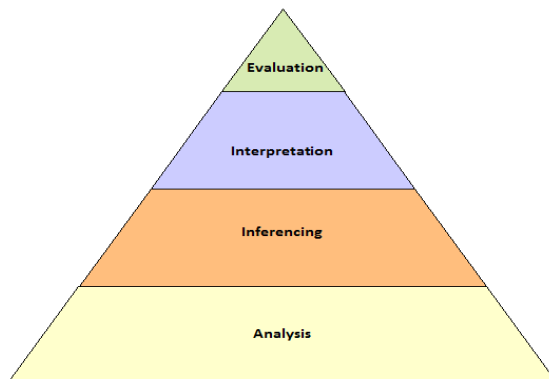


Figure 2. Core Critical Thinking Skills

The internal and personal process of defining phenomena, establishing criteria, evaluating information, and choosing what is probably right and "safe" to believe is essential to critical thinking. This involves the use of logic and inferencing skills, which are principally based on analysis and interpretation of science phenomena. There is some research to support the notion that reasoning can be taught, and that it is "possible to train such foundations of reasoning as to how to use dimensions to analyze and organize similarities and differences and how to identify the structure of simple propositions in science and technology vis-à-vis society.

Chance (1986) defines critical thinking as "the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments, and solve problems". Tama (1989) sees it as a way of reasoning that demands adequate support of one's life and an unwillingness to be persuaded unless support is forthcoming. Hickey (1990) adds that it "involves analytical thinking to evaluate what is read". Mertes (1991) elaborates on the previous definition by Hickey viewing critical thinking as a conscious and deliberate process that is used to interpret or evaluate information and experiences with a set of reflective attitudes and abilities that guide the rational beliefs and actions.

Scriven & Paul (1992) further elaborates on the concept explaining that critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and or evaluating information gathered from, or generated by observation, experience reflection, reasoning, or communication (Ennis: 1992). Scriven & Paul's definition complimented or explained by Ennis (1992) is similar in many ways to the model of critical thinking proposed by Facione in 1998. However, critical thinkers acknowledge that there is no single correct way to understand and evaluate arguments and that all attempts are not necessarily successful (Mayer & Goodchild: 1995).

Since critical thinking can be defined in several different ways consistent with each other, we should not put much weight on any one definition. Definitions are at best scaffolding for the mind. With this qualification in mind, here is a bit of scaffolding: critical thinking is thinking about your thinking while you are thinking in order to make your thinking better. Two things are crucial: 1) Critical thinking is not just thinking, but thinking which entails self-improvement and, 2) This improvement comes from skill in using standards by which one appropriately assesses thinking. To put it briefly, it is self-improvement (in thinking) through standards (that assess thinking).

Why do we look forward to a critically reflective approach to instruction? Oliver & Utermohlen (1995) see students as too often passive receptors of information. Through technology, the amount of information available today is massive. This information explosion is likely to continue in the future. Students need a guide to weed through the information and not just passively accept it. Students need to "develop and effectively apply critical thinking skills to their academic studies, to the complex problems that they will face, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes" (Oliver & Utermohlen: 1995).

2. METHODS

Assessment of the credibility of statements or other representations which are accounts or descriptions or a person's perception, experience, situation, judgment, belief, or opinions, and assessment of the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation.

1- Analysis: Identifying the intended and actual inferential relationships among statements, questions concepts, description, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions.

Evaluation and synthesis are two types of thinking that have much in common but are quite different in purpose. The evaluation, which partially equivalent to critical thinking, focuses on making an assessment on

judgment based on an analysis of a statement or proposition. Synthesis, which is partially equivalent to creative thinking, requires an individual to look at parts and relationships (analysis) and then to put these together in a new and original form. Research evidence suggests that this equivalent but the different relationship between critical/evaluative and creative synthetic thinking is appropriate. Huitt (1992) classified techniques used in problem-solving and decision making into two groups, roughly corresponding to the critical, creative dichotomy. The first set of techniques tend to be linear and serial, more structured, more rational and analytical, and more goal-oriented; these techniques are often taught as part of critical thinking exercises. The distinction corresponds to what is sometimes referred to as left-brain thinking (analytical, serial, logical, objective as compared to right-brain thinking (global, parallel, emotional, subjective) (Springer & Deutsch: 1993).

Given that critical thinking is the general method of all the sciences, mathematics, logic, philosophy, and other related intellectual activities, one could well spend the rest of one's life getting to know this activity and coming to better polish one's skills.

Corbet has specified critical thinking skills as follows:

1. Coming to understand that the smallest unit of "meaning" is not the CLAIM or SENTENCE or BELIEF, but the ARGUMENT.
2. Recognizing the thesis.
3. Recognizing the argument.
4. Recognizing and assessing the logic of the argument.
5. Practicing negative criticism which is to show or discover that some part of the argument is mistaken or otherwise inadequate.
6. Practicing positive criticism which is not simply to agree. Rather, it can be to shore up some part of the argument that is weak.
7. Positive criticism may also be to anticipate the most serious objections which are likely to be raised and to build a defense against them within the rules of critical thinking.
8. Understanding and using the distinction between theme (or topic) and thesis (or main belief).
9. Understanding and using the concept of a "prima facie" claim.
10. Understanding and using a counter-argument.
11. Understanding and using a paradigm case.
12. Understanding, recognizing and using the distinction between chronological order and logical order.
13. Understanding and using the distinction between the "context of discovery" the "context of proof."

To reiterate, critical thinking and reflective pedagogy are crucially central to science education. By itself, however, reflection is not necessarily critical (Marcus: 1988). And since there is not a particularly exclusive component, called critical thinking education in the teaching practicum of prospective teachers in Kuwait, it could pervade the teaching practicum of science teachers in the fashion of critical thinking skills and reflective practice formatted in exercises and activities to brush up on their active knowledge and their critical thinking skills in the sciences for science literacy purposes.

This could happen through collaborations in and beyond the teaching practicum to promote a vision of critical science and environmental education that extends from improving the teaching of science and science literacy, scientific concepts, and methods to the involvement of citizens in community-based research. More substantially, it is in the physical and biological science courses, students and teachers (or student teachers *in our case*) experience the rigor and practice of scientific inquiry through classroom and lab work. They learn to consider analytically the methods of describing, predicting understanding, and explaining physical and biological phenomena, i.e., the representations of the environment. In these courses, students confront the

social, economic, political, and ethical implications of science and ecology as well as the dilemmas that crop up due to misuse of science and technology.

We need to start with the present science education faculty and science teachers in schools who are our stakeholders in the process of teaching practice. Accreditation expectations are such that science educators must develop their own definitions of critical thinking, determine criteria, measure outcomes, and revise the curriculum in light of their own conceptions. However, science educators also need to achieve a consensus about methods and tools to be used for the evaluation of critical thinking. In this context, (Swafford & Rafferty; 2016, pp.13-17) "FCS educators help individuals use critical thinking to make informed decisions about daily life occurrences."

In this context also, Dexter et al. (1997) call for standardization of a conception of critical thinking and make an application in a manner that faculty could more readily utilize the theoretical information. For example, they accepted the APA Delphi study definition of critical thinking, a theoretical composite of multi-disciplinary perspectives. They applied this definition at the operational level for the six identified components, i.e., interpretation, analysis, evaluation, inference, explanation, and self-regulation. Competency outcomes were identified for each critical thinking component and for each differentiated level for each of the four educational programs. While standards differ at each educational level, Dexter et al. (1997) state the faculty needs to have a consensus about what behaviors demonstrate each of the six components of critical thinking. While admittedly a "cookbook" approach to teaching critical thinking, Dexter et al. state they are seeking to raise the "average level of student instruction . . ." by faculty who are not specialists in critical thinking. The change in focus to critical thinking needs to occur in a decentralized manner so that faculties are cognitively open to new paradigms and perspectives.

A great deal of attention has been devoted to the topic of reflection and the development of reflective practitioners (Barth: 1990; Powell: 2000, pp.96-111). Powell (2000) notes that "reflective practice is the practice of colleagues joining together to observe and analyze the consequences for students learning of different teaching behaviors and materials in order to gain insights that will result in the continuous evaluation and modification of pedagogy". To engage in critical reflection requires "moving beyond the acquisition of new knowledge and understanding, into, values, and perspectives". In other words, reflective practice of teaching is developing collegiality rather than new knowledge, and by collegiality, we mean a critical towards learning and teaching. Little (1982) who first introduce the concept of collegiality as a cornerstone of reflective practice, comprises four specific teacher behaviors:

1. teachers talk about teaching, and these conversations are frequent, continuous, concrete and precise;
2. teachers observe each other engaged in the practice of teaching;
3. teachers work on curriculum together, designing, researching and evaluating the substance of what is taught; and
4. Teachers teach each other what they know about teaching and learning. Craft knowledge is revealed, articulated, and shared.

Therefore, assisting adults in undertaking critical reflection is a frequently espoused aim of adult education (e.g., Marcus: 1988), but it is a goal that is not easily achieved. Usually, people do not engage in giving, receiving, and not to mention probing feedback, which is at the core of reflective practice and hence the impediment to reflective practice. Powell (2000) calls the reason for this "*leviathan inertia*" when teachers are profoundly resistant to change. Meyers in an experiment elicited different layman interpretations of what critical reflective practice virtually means: according to his informants,

- Critical thinking is a learnable skill with teachers and peers serving as resources.
- Problems, questions, and issues serve as the source of motivation for the learner.
- Courses are assignment centered rather than text or lecture oriented.
- Goals, methods, and evaluation emphasize using content rather than simply acquiring it.
- Students need to formulate and justify their ideas in writing.
- Students collaborate to learn and enhance their thinking (Meyers: 1986).

These straightforward ideas are easily applicable to classroom settings only when both administrators and teachers model an adult learning predisposition for their student teachers. Therefore, teachers must refocus their thinking away from individual mastery of the resources and the product of competency to a focus on teaching the process of information discovery within the learner's own contextual meaning, especially in sciences.

Lack of a common definition for critical reflection has also led to the interchangeable use of the terms reflection and critical reflection that may "tacitly belie the different ideologies which can underpin reflective practice". When discussing the origins of reflection in education, the ideas of Dewey, Schön, and Mezirow are most frequently mentioned but only Mezirow seems to emphasize the critical nature of reflection. When adult educators write about critical reflection, they frequently cite critical reflection as an element of Mezirow's work on transformative learning. The effect on students who are encouraged to engage in critical reflection is another issue that emerges in the literature. The phrase "tales from the dark side" (Marcus: 1988) is used to describe the experiences of a group of adult education graduate students who engaged in activities designed to foster critical reflection. They found that critical reflection led to self-doubt, feelings of isolation, and uncertainty.

Critical reflection in a group context can also be unsettling as described by Haddock, who "was confronted and challenged by others. . . and who then found it[difficult to avoid examining personal values and the extent to which they affect attitudes, beliefs and ideas which one holds on to". Adult learners who engage in activities to facilitate critical reflection must be supported in their efforts. Another issue related to the experiences of students who engage in critical reflection has to do with the kind of teaching that supports critical reflection. As described by Foley and Millar, it is labor-intensive and may require a restructuring of existing curricula. In addition, not all learners may be predisposed to engage in critical reflection, which can be problematic. Teachers should also be prepared to support adult learners as they struggle with the dark side of critical reflection, a role that they may find uncomfortable. Teaching adults to be critically reflective can be a rewarding experience that results in critical reflection on the part of the instructor.

3. RESULTS

The following model proposes a structure of a critical thinking paradigm associated with the reflective practice for student teachers at Kuwait who will be involved in science teaching with a particular reference to pro-environmental consciousness-raising predisposition and STS orientation:

This model proposes three aspects of critical thinking that must be considered all in one package: these aspects are affective, cognitive, and behavioral.

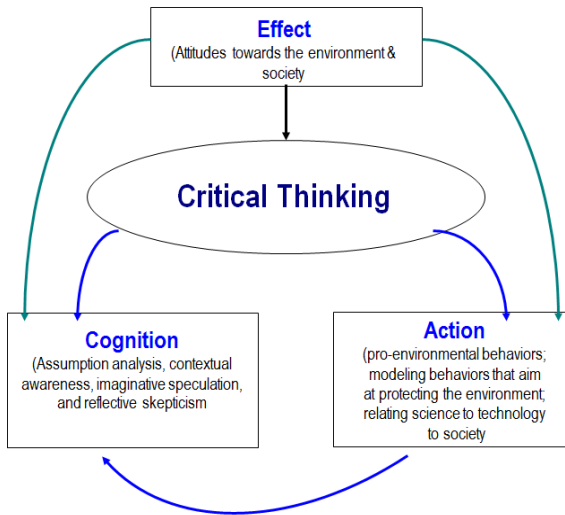


Figure 4. Standards for Intellectual Assessment

The model appropriates the definition by Mertes (1991) and Scriven & Paul (1992) in which included are beliefs and behaviors. The starting point is cognition. A stimulating piece of environmental / science- society knowledge presents an argument or proposition (Here is the level of cognition). Here, students are enabled to infer a conclusion from one or multiple premises. To do so requires examining logical relationships among statements or data.

There is then an affective disposition to use critical thinking that must activate the critical thinking processes, As a result of critical thinking a previously held belief is confirmed or a new belief is established. For critical thinkers are skeptical, open-minded, value fair-mindedness, respect evidence and reasoning, respect clarity and precision, look at different points of view and will change positions when reason leads them to do so. Finally, to think well is to impose discipline and restraint on our thinking-by means of intellectual standards in order to raise thinking to a level of "reflection and perfection" or quality that is not natural or likely in undisciplined, spontaneous thought. The dimension of critical thinking least understood is that of intellectual standards. Most teachers were not taught how to assess thinking through standards; indeed, often the thinking of teachers themselves is much "undisciplined" and reflects a lack of internalized intellectual standards. To think critically, must apply criteria. We need to have conditions that must be met for something to be judged as believable. Although the argument can be made that each subject area has different criteria, some standards apply to all subjects. "... an assertion must... be based on relevant, accurate facts; based on credible sources; precise; unbiased; free from logical fallacies; logically consistent; and strongly reasoned" (Beyer: 1995).

Having looked at what reflective practice is about; let us turn to the practical application of critical reflective practice. To put the model to practice, one borrows Taylor's "kitbag of strategies" for reflection which can include audiotaping, videotaping, creative music, singing, dancing, drawing, montage, poetry, painting, pottery, quilting - as well as writing. The important thing is that the form the educator/ teacher uses to express themselves provides them with space and opportunity to think back over an event and to apply the learning you gain to their future practice.

The following figure sums up the elements of critical reflective practice:

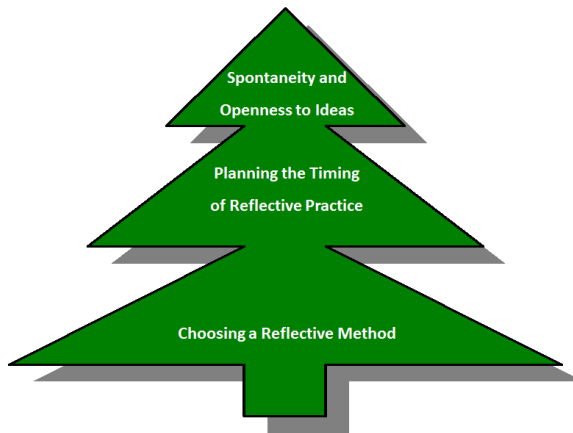


Figure 5. Elements of critical reflective practice

- Be spontaneous and open to new ideas:

Firstly, student teachers should be asked to be open and honest about what they think is right from a scientific point of view and tell it as they feel it. They should express themselves freely. These are their reflections and they are legitimate for them. If they are writing, they should be asked not to be constrained by the formalities of grammar, punctuation, spelling - it is more important to get to the heart of the issue by simply writing. As well, they should be asked to be open to ideas: sometimes they may find answers as they reflect, but do not jump on these insights as being absolute answers. They should try to leave ideas open and treat them as tentatively as possible. Jumping to conclusions may inhibit further insights and solutions, so be prepared for twists and turns in their thinking, and allow that some questions may have to remain unanswered for a while.

- Plan the timing of reflective practice:

Secondly, people function best at different times of the day - some are early birds, others prefer to work at night. Some people prefer to work under the constraint of time limits while others fail to do so. Time to reflect should be quality time for our student teachers.

- Choose a reflective method:

Student teachers need to keep a record of their practice diary (or notes) for review. Maybe there is something in the "kitbag of strategies" mentioned earlier that will suit them, or perhaps they prefer to reflect when they are studying science or teaching it at schools.

4. CONCLUSION

This paper has dealt with two major themes in the area of teacher education with particular reference to the case of science educators in their pre-service education programme, the practicum component provided by the College of Education in Kuwait. These are critical thinking and reflective practice as two interwoven processes involved in orienting the student teachers to develop benevolent attitudes towards the sciences in their pupils as well as brushing up on the student teachers' practices of teaching in the practicum component of the science teacher education component. It seems that in an age of informatics and explosion in science knowledge both science teachers and students of science have to develop critical thinking skills about teaching and learning processes. A tentative model for critical reflective practice as applied to science education is proposed in this paper.

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BIODATA

ABDULLAH AL-HASHIM: Abdullah is from Salford University, UK. He was assistant secretary-general of human and environmental affairs sectors with the cooperation council for Arab states of Gulf from 2006-2016. He received a Ph.D. degree in curricula and method of teaching science (Environmental Sciences) from University of Northern Colorado-USA and a Master of Science in environmental sciences from University of Northern Colorado-USA in 1979. He is a well social and environmental consultant, affiliated with some companies. He has good background of research published in reputable journals and also writer of four books based on environmental education.



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Investigating characters in the first three volumes of the novel "Fire without Smoke"

Personajes de investigación en los primeros tres volúmenes de la novela "Fuego sin Humo"

R NAMI SHARIF ABAD

ORCID: <http://orcid.org/0000-0002-3099-1699>
name.reyhaneh@yahoo.com

Islamic Azad University, Mashhad Branch, Mashhad, Iran

R ASHRAFZADEH

ORCID: <http://orcid.org/0000-0002-5392-9273>
ashrafzadeh@gmail.com

Islamic Azad University, Mashhad Branch, Mashhad, Iran

J MEHRBAN

ORCID: <http://orcid.org/0000-0003-2463-4246>
mehrban@gmail.com

Islamic Azad University, Mashhad Branch, Mashhad, Iran

ABSTRACT

Familiarity with various branches of literature, especially fictional literature, has been an appropriate setting for cultural and social change. Since fictional literature and characterization are one of the most interesting and important areas in the field of fictional research, and basically a story without character is not conceivable, this article examines personality in the first three volumes of the novel Smoke-free Fire Ibrahim and such things as personal descriptions (Direct and indirect), simple and comprehensive, the social class, the motive of the characters in our actions. In general, Ibrahim can be highly successful in characterizing his prose.

Keywords: Characterization, Nader Ebrahimi, Smoke-Free Fire, Story.

RESUMEN

La familiaridad con varias ramas de la literatura, especialmente la literatura de ficción, ha sido un escenario apropiado para el cambio cultural y social. Dado que la literatura y la caracterización ficticias son una de las áreas más interesantes e importantes en el campo de la investigación ficticia, y básicamente una historia sin personajes no es concebible, este artículo examina la personalidad en los primeros tres volúmenes de la novela Fuego sin Humo, Ibrahim y tales cosas como descripciones personales, simples y completas, la clase social, el motivo de los personajes en nuestras acciones. En general, Ibrahim puede tener mucho éxito en caracterizar su prosa.

Palabras clave: Caracterización, Fuego sin Humo, Historia, Nader Ebrahimi.

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1. INTRODUCTION

The story is considered as one of the most important and most effective literary types and the research on its structure and content is of great importance. Investigation and analysis of the story writing principles and techniques and quality of using the story's constituent elements enables the readers understand the main reasons of their enjoyment of the text and figure out the implicit significations and the contents of the study and find out the shortcomings (Kalogeropoulos et al.: 2020; Laureano et al.: 2018, pp. 4-7). Characters are elements of the story that advance the various scenes by their actions and behaviors and pursue the story's main subject in line with the writer's intended themes and motifs through creating incidents and events on the grounds of time and space. In showing the importance of characterization in a story, it only suffices to say that the foundation of the famous and credible novels is laid on their appropriate characterization and that it is the characters that grant value and credibility to the novel. It is generally believed that the "literary masterpieces and the events logically come about by the oppositions between the dispositions and abilities in the story. Therefore, the primary goal of many of the stories is showcasing the natures and characteristics of the characters" (Mirsadeghi: 2013).

The story "fire without smoke" is one of the most important narrative fictions by Ebrahimi. It has been written in seven volumes under the following titles: Galan and Solmaz, the holy tree, the great unification, the bloody realities, starting again, I would never be calm and every ending has a beginning. Nader Ebrahimi has published the first three volumes of the fire without smoke before the victory of the Islamic Revolution and they have been more appreciably welcomed in contrast to the next four volumes. In this story, a special sort of realism accompanying the myths has been showcased. A part of the Turkmen rituals' myths and nature of the desert have been narrated and described by the author in the story.

Based on this study, the readers are going to be made more acquainted with the characters and the constituent elements of the novel "the fire without smoke" and the grounds of the character-narration recognition in the story; the writer's understanding of the social environment in his periphery would be perceived and comprehended. Moreover, a more exact recognition of the trend of Persian novel-writing, especially social novel, will be presented.

The investigation of the characters in terms of dynamicity and stasis, closeness and comprehensiveness, behavioral characteristics as well as several psychological topics in the fire without smoke are amongst the primary objectives of the current article.

2. MATERIAL AND METHODS

There are articles written with various subjects regarding the fire without smoke, including the quarterly journal of the spring of literature that gives criticism and analysis of the structure and elements of the story "fire without smoke" by Alavi Moqaddam and Pourshahram in 2011.

Nader Ebrahimi was born in 1936 in Tehran. After the childhood period and acquiring preliminary education and then diploma, he entered Law college. After two years of education and quitting it uncompleted, he continued education in English and graduated with a BA degree.

Similar to some of the other contemporary writers such as Mirsadeghi and Golshiri, Nader Ebrahimi created works criticizing the intellectuals in the 1950s. After the victory of the Islamic Revolution, as well, no change is created in his beliefs and follows his former political ideology and engages in explicitly expressing his own perspective upon finding the political setting suitable (Ebrahimi: 2008).

About his writing style, Ebrahimi states that:

I do not see prose like a garment on the body of subject for the decoration by such a garment keeps

the body in strangeness and unfamiliarity. It is my weakness if the subject occasionally remains strange and inaccessible with content in my stories and the prose's decoration should not be blamed. (Ebrahimi: 1992).

In the stories written for adults, Nader adopts a realistic method.

The majority of the stories' protagonists are selected from amongst the society members. "Realist writer does not find it at all necessary to choose a certain and extraordinary person differing from the ordinary individuals as the protagonist of his story. He selects the hero of his story from amongst the people and from wherever the environment he prefers" (Seyyed Hosseini: 1961). It seems in the story of fire without smoke and as pointed out by Ebrahimi in the third volume of the novel that the protagonist (Alleny) of the story has a character like a writer and his wife (Farzaneh Mansouri) has been portrayed in the role of Maral.

3. RESULTS

This story deals with the discrepancies between YomutYomut and Goklan Tribes in Turkmen Sahara Region. It also explores the personal life incidents and political and patriotic fights by Alleny and his wife. In this story, Ebrahimi displays a special type of realism accompanied by myths that are parts of the ancient rituals of the Turkmen tribes and the nature of the desert narrated in the story in a poetical form by the author. In every corner of the story, the author uses eloquent words constructed and processed by him and influencing the conversation trends of the story.

The story begins with the adventures of a warrior and fighting youth called Galan who is the lord of the Yomut warriors and a wild, imprudent and autonomous, stubborn and revengeful poet and a headstrong enemy of the Goklans. In one of the fights, he falls in love with a girl from their tribe named Solmaz and marries her.

Due to the hatred he has of the Goklans' chieftain, Galan sets fire in a part of their harvests one night and this causes a harsh war and the eventual killing of Galan at the side of the water well. Solmaz revenges his brother for the blood of her husband and gets killed by Gomishanis. In the second volume, Galan's senior child marries to the daughter of his father's cordial friend Boyanmish and becomes the father of three sons and a daughter.

During his chieftainship, the children become severely sick and die because of the disease. He dispatches Alleny to the city to find a solution to this problem and become a doctor but the people from Incheboron, particularly the elders, and Yashuli Aydin who have had hatred for Ojas from childhood rise up in a fight against him. He leaves the clan of Ojas alone and rises against them. Amongst the events that happen to the family of Ojas is not taking part in the wedding ceremony of Palaz, son of Aq Oyler, with Ka'aba, setting fire on and injuring Palaz and Atmish, children of Aq Oyler. All of these events occur because of Yashuli Aydin's hatred and this causes a gradual decrease in the power of Ojas.

In the third volume that begins under the name of the great unification, Alleny returns from Gonbad. During this time, he has become completely knowledgeable in social and political matters and medicine. Yashuli asks many persons to kill him as soon as he returns but this is prevented from happening with the astuteness of Maral and cooperation of Atmish's friends.

Alleny encounters the opposition and unkindness of the people in the onset of his medical work due to their fearfulness of Yashuli and the holy tree to the extent that he decides to kill the enemy with its weapon. Thus, resorting to hypocrisy, he convinces the people to bring their patients to him, drives out Yashuli Aydin, and turns the place of the holy tree to a big garden.

Story Characters:

1. Galan Oja:

The senior child of Yazı Oja is the pivotal and main character in the volumes 1 and 2. Galan is a comprehensive and dynamic character. Besides being a cruel and blood-shedding and merciless warrior, he is also a poet. He exhibits a completely calm, cheering and good-humored personality when playing the sitar and composing poems. The paradox in his deeds makes his actions unpredictable within the framework of the story. Due to the same reason, he looks lively and happy in the course of the story. All of the important incidents of the story revolve around the actions of this character that plays a significant role in advancing the story events.

2. Solmaz Ochi:

One of the main characters of the story with an accentuated presence in the events and incidents thereof is Solmaz, daughter of Boyuk Ochi. She is a beloved that steals the heart of the lover and sets the ground for expressing of the romantic themes and, on the other hand, plays an effective role in corroboration of the story's main conspiracy (revenge).

3. Boyan Mish:

Boyan Mish is one of the deuterogamists of the story and he is the same age as Galan; he has a small body and he is chivalrous, main friend of the protagonist and assistor and intimate of Galan Oja in the story. He has a dynamic and comprehensive personality in the story.

4. Yashuli Aydin:

He is one of the deuterogamists of the story appointed based on the desert's traditions as Yashuli Inche Borun after the death of his father. He held the highest rank after chieftain amongst the people because he was a supporter of the holy tree and used to collect gold and silver coins and the other ablations and needs. Due to the existence of the holy tree and his support of it, the people highly respected him. Yashuli was one of the stubborn opponents of Ojas and found the future of the holy tree at risk with Alleny's travel to the city. He was determined to diminish the Ojas' power in the desert and persuade the people to rise against them. The author exhibits an anti-religion and sanctimonious characteristic of the clergymen by exhibiting this character. Aydin exemplifies individuals in the society who misuse religious sanctities as a cover for their unethical actions and take advantage of the people's beliefs for filling their own pockets with money. If this group repeatedly speaks of ethics, it is because they want to keep the people busy with it while they are themselves engaged in hedonism and revelry (Mohammadi, & Yekta: 2018, pp. 1-7).

5. Aq Oyler:

One of the effective and pivotal characters in the story is Aq Oyler whose decisions instigate reactions in the other characters of the story. Aq Oyler is an extrovert, orator, smart and politician man but he became an introvert going into solitude upon sending Alleny to the city to be a physician to treat the sick children of Inche Borun. This character is more introduced indirectly in the conversations between the story characters. The most effective method of expressing the feelings of the story's character is a conversation. It is via a conversation that the reader becomes familiar with the story's individuals and recognizes the ethical aspects and the personality characteristics of them. Aq Oyler, as well, has a dispatching personality and dispatches Alleny to the city to be a doctor.

This character plays a more prominent role in the third volume of the story. He is the son of Galan and the father of Alleny and somehow links the two main characters of the story (Iraji: 2015).

6. Aqsham Glen:

Aqsham Glen was the younger son of Galan and brother of Aq Oyler. He has an introvert personality; he is kind and opposes war and blood-shedding in the desert. His thoughts are focused on the unification between the two tribes of Yomut and Goklan. He hates his father for the reason that he used to kill others without reason and unjustifiably. He deserted Inche Borun and went to his mother's homeland because he did not look at it as his homeland. Peacefulness was amongst his most distinct attributes and his migration only had one reason, disordering the law of revenge and retaliation. "I go as a hostage to block their path of avenge and let them shed no blood for nothing on the earth" (Ebrahimi: 1992).

In describing the personality of Aqsham Glen, Ebrahimi has sought assistance from two methods: A) direct: "Aqsham was weirdly quiet and solitary. He used to put his head only on his brother's lap. He was sad but he did not cry. He was kind but he hid it ... He only showed his being an orphan" (Ebrahimi: 2008); B) indirect:

Aq Oyler was shouting at him. What kind of life is this? A person cannot live twice; one cannot taste life twice; one cannot have a selection chance twice; are you a human being or a leaf on a tree? Why don't you talk? Why don't you dart on your horse? Why don't you throw an arrow? Why don't you laugh? (Nooradi et al. 2017, pp. 71-75)

7. Palaz:

Palaz is one of the secondary characters in the story with introversion and non-participation in the political and social activities and tendency towards tranquility and avoidance of war and blood-shedding and satisfaction with the current status being some of his outstanding features. Inclination towards individual tranquility and being disinterested in taking risks are amongst the introvert persons' characteristics.

8. Atmish:

The younger son of Aq Oyler and younger brother of Alleny was a mischievous, blood-shedding and mutinous and avenging but very brave person. He was extraordinarily courageous. All of these characteristics lost their color with the presence of an element of love and gave rise to the creation of an opposite and very calm personality. "He changed his way and returned to his father to tell him that he would never kill any person anymore; I swear to the God that I would never kill a person" (Ebrahimi: 1992).

Nader Ebrahimi uses a combined (direct and indirect) method to present the characteristics of Atmish: a) direct: "Atmish sat on the horseback; what a horse-riding; it seemed as if he is Galan Oja but a smaller example of him with eyes like pomegranate buds" (Ebrahimi: 1992); b) indirect: in addressing Acylan he orders forcefully that "I did not hear what you said. Acylan nodded his head in confirmation; Atmish shouted answer me with your mouth, not with your head. Yes, I heard you" (Irani: 2001).

9. Alleny:

Alleny is one of the pivotal and key characters in the story from its third volume to the end of the seventh volume. He is a character looking for the freedom of human beings for he is himself an open-minded man. Although he seems to have no religion, he is not seeking for any immorality and capriciousness and debauchery. Unification of the desert and awakening the people of ignorance and superstition are his most important goals for the desert dwellers that caused Alleny to step on the path of fighting tyranny and oppression by the governing system. His decisions on the critical moments make the reader unable in exactly predicting his reactions. Alleny is to be enumerated amongst the comprehensive and dynamic personalities of the story (Miri et al: 2018, pp. 147-171).

10. Yasha:

One of the dynamic and comprehensive deuterogamists of the story is Yasha who is cured by Alleny and becomes a follower and assistant of him from the very early childhood. He demandingly seeks for superiority over the others. According to Adler, seeking superiority is one of the emotions originating from an inferiority complex. Yashuli Aydin and his servants had imposed such an inferiority complex on him and his family. Thus, he decides to continue education and spends all his day and night hours studying. Yasha is a young person disappointed with religion because all his feelings of inferiority have been imposed onto him by the religious agents of the society. Therefore, he behaves with utmost cruelty and wildness against the society's filthy individuals who have decorated appearance and tries destroying them. Yasha is an example of the society's sympathetic and suffered individuals.

There is only one way for correcting the world and that is killing all of the corrupt persons. Wrongdoers should be killed by any means; individually or group-by-group; no matter how large they are in number and this has to be done with extreme stone-heartedness and brutally, crazily and incalculably. (Ebrahimi: 1992; Paydar: 2018)

11. Arpachi:

One of the static and secondary characters is Sachley's spouse and Aq Oylar's son-in-law. He is undoubtedly one of the most suffered characteristics of the story and an assistant of Alleny; he helped in smoothing the road for Alleny's entry into Inche Borun. He is amongst the personalities sacrificing their lives for others and willing to tolerate any calamity but keeping their vow and promise. Arpachi had made a promise to Alleny to guard the white tent and let nobody enter it except Ojas and he even shot his father and allowed the stigma of patricide to be carved on his forehead but did not break his promise (Shariati: 2019).

12. Yamaq:

Yamaq is one of the forces assisting Alleny and he is an amicable friend of Atmish. He is a secondary and dynamic character. Unlike Alleny, he believed so much in religion and God. In the middle of the story, Yamaq changes his personality due to the bitter events that happen to him and the author offers persuasive proofs for this change. Yamaq feels deep attachment to four men in life: the first one is Atmish who was killed at the side of Chah Galan; the second is Ala who became a perpetually mourning man after the death of his wife; the third is Yasha who is very soon sentenced to execution for his engagement in the political fights and the fourth is Alleny for whom Yamaq feels deep attachment and concern; he expresses his inclination towards religion in the following words: "one of the reasons that has made me inclined towards religion is that I wanted to pray day and night to the God so as to keep Alleny safe and sound so that he might cure the people's pains" (Ebrahimi: 1992; Pakdel, & Ashrafi: 2019; Creech, & Bhavnagri: 2002, pp. 219-224).

Amongst the most important and most distinct characteristics of Yamaq, his being a man of war can be pointed out. In assisting Alleny, Yamaq attends the battlefield and he is a very skillful marksman.

13. Maral:

The most outstanding woman in fire without smoke is Maral. Nader Ebrahimi introduces her as a realist person like the other female characters of the story. Her existence fully reflects an original Iranian Turkmen woman. Maral is a nerdy, simple, humble and noblewoman with low expectations. Presenting such a person as Maral in the story, Ebrahimi intends to give a more accentuated role of the women in the political and social arenas. Thus, Maral enters the arena of politics by Alleny's encouragement, continues her schooling in midwifery, and becomes a physician. Maral is a multidimensional character. Thus, she exhibits various reactions on different occasions. She is very calm and reticent and she has a strange power in controlling her psychological and mental states. Maral is a dynamic, comprehensive and completely self-constructed character (Bozorgbigdeli, & Salehi: 2017, pp. 65-69).

4. CONCLUSIONS

The characterization method of the story is more in a combined form in such a way that the author has used direct and indirect descriptions wherever it is deemed expedient by the story's setting. Ebrahimi seminaly gives a direct description of the characters' personalities and subsequently provides the characters with an opportunity to expose themselves to readers' judgment and watch through their actions and reactions.

Thus, a large part of the characters' personality aspects is introduced to the reader within the format of conversation. In the course of the story, the required proportion between the characters' personalities and utterances is not seen in the beginning. In some of the cases, the illiterate characters articulate wise and well-calculated words going well beyond their understanding and perception and this is a weak point of the story in fire without smoke. Characters employed by Ebrahimi in the heart of his story are chivalrous, industrious, robust, stubborn, fanatic and patriotic and fostering great ideals in their minds. These ideals are also craved by the author and Ebrahimi expresses them through the words of the characters.

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BIODATA

R NAMI SHARIF ABAD: Reyhaneh Nami Sharif Abad is a Doctor of Philosophy (Ph.D.) student at Persian Language and Literature faculty at Islamic Azad University, Mashhad Branch, Mashhad, Iran. Her research areas are Persian Language and Literature, sentence structure, figurative language, sentence arrangement, Personification, Metaphor, Simile, Onomatopoeia, Oxymoron and Hyperbole.

R ASHRAFZADEH: Reza Ashrafzadeh is a Professor at Persian Language and Literature faculty of Islamic Azad University, Mashhad Branch, Mashhad, Iran. Hols teacher at of Islamic Azad University of Mashhad. His research areas are Persian Language and Literature, sentence structure, figurative language, sentence arrangement, Personification, Metaphor, Simile, Onomatopoeia, Oxymoron and Hyperbole.

J MEHRBAN: Javad Mehrban is an Associate Professor at the Persian Language and Literature faculty of Islamic Azad University, Mashhad Branch, Mashhad, Iran. Hols teacher at of Islamic Azad University of Mashhad. His research areas are Persian Language and Literature, sentence structure, figurative language, sentence arrangement, Personification, Metaphor, Simile, Onomatopoeia, Oxymoron and Hyperbole.



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Study of the subjunctive mood in literary text using a russian translation of Treasure Island

Estudio del modo subjuntivo en el texto literario usando una traducción rusa de la Isla del Tesoro

T EMETS

ORCID: <http://orcid.org/0000-0002-8176-6125>

t_emets@inbox.ru

Nosov Magnitogorsk State Technical University, Russia

I BARYSHNIKOVA

ORCID: <http://orcid.org/0000-0001-5320-4726>

iuliabaryshnikova@mail.ru

Nosov Magnitogorsk State Technical University, Russia

T DROZDOVA

ORCID: <http://orcid.org/0000-0002-5851-7315>

tanya.drozdova.71@mail.ru

Nosov Magnitogorsk State Technical University, Russia

A TRUTNEV

ORCID: <http://orcid.org/0000-0002-1885-1300>

trutnevalex83@yandex.ru

Glinka Magnitogorsk State Conservatory (Academy), Russia

V MIKHAYLOV

ORCID: <http://orcid.org/0000-0003-4791-5649>

vladimir@oaoktk.ru

Nosov Magnitogorsk State Technical University, Russia

ABSTRACT

This study aims to examine the methods by which the subjunctive mood is translated and to identify the most frequent forms in the original literary text and its Russian translations. This study involves a complex methodology, including the continuous sampling method, frequency analytic methods, a descriptive-analytical method, and linguistic analysis of English and Russian sentences. The material for the study included complex and simple subjunctive mood sentences extracted from the original English text of *Treasure Island*, by Robert Louis Stevenson, and its translation to Russian by Nikolai Korneevich Chukovsky. The results present and discuss features of the subjunctive mood.

Keywords: Russian, Subjunctive Mood, Translation, Treasure Island.

RESUMEN

Este estudio tiene como objetivo examinar los métodos por los cuales se traduce el modo subjuntivo e identificar las formas más frecuentes en el texto literario original y sus traducciones al ruso. Este estudio involucra una metodología compleja que incluye el método de muestreo continuo, métodos analíticos de frecuencia, un método analítico descriptivo y análisis lingüístico de oraciones en inglés y ruso. El material para el estudio incluía oraciones de subjuntivo complejas y simples extraídas del texto original en inglés de *Treasure Island*, por Robert Louis Stevenson, y su traducción al ruso por Nikolai Korneevich Chukovsky. Los resultados presentan y discuten características del modo subjuntivo.

Palabras clave: estado de ánimo subjuntivo, ruso, traducción, Treasure Island.

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1. INTRODUCTION

Treasure Island is a famous adventure novel about the nobility, kindness, and friendship that helps the heroes of the story happily complete a dangerous sea voyage and search for hidden treasures on a desert island that made Scottish writer Stevenson famous worldwide (Stevenson: 1999). Following its publication, the novel gained wide popularity in Europe and attracted the attention of Russian publishers. *Treasure Island* was translated and published in the Russian language in 1886 and 1904. The most popular version of *Treasure Island* for more than eighty years was translated by Chukovsky (1935). As such Chukovsky's translation may be considered an effective and exemplary translation. The present study considers the question of the subjunctive mood in various syntactic constructions as the most important question in determining the effectiveness of translation and takes Chukovsky's translation as its case study.

This study analyzes and emphasizes the importance of translating the subjunctive mood in sentences. The subjunctive mood is a complex phenomenon in terms of functional understanding in both Russian and English. The term subjunctive mood has been known in linguistics for a long time and was thought to be specific to the Proto-Indo-European languages. Currently, the subjunctive is considered by most linguists in European languages as a series of special forms of the verbal mood which express a subjective attitude, a presumed or desired action (Emets: 2012, p.131).

Subjunctive moods in English and Russian only partially coincide with their functions. A separate issue of the subjunctive mood in English, which is not addressed in the study, is the articulation of indirect or reported speech. The Russian subjunctive is an *irrealis mood* (Dobrushina: 2010). In Russian, verbs in the subjunctive do not have morphological indicators of tense and person. Instead, it is characterized by lexical means (e.g., the day before yesterday, at the moment), or a specific situation, and is formed by the combination of the past tense and an unchanged particle *бы*. The subjunctive mood in English encompasses all tenses, and accordingly, each will use different grammatical forms. Moreover, the particle *бы* and its short form *б* are used to speak about something in the hypothetical sense, so sometimes it can have the meaning of "would" and "would have" but generally it has the same meaning of English constructs which use verbs in their corresponding past tense to describe something as hypothetical, or in a more polite way (Pervushin: 1961, pp.8-13).

The present study is concerned with studying the translation peculiarities of complex and simple subjunctive mood sentences in English and Russian literary texts and considers two forms of the subjunctive mood of verbs in English. These are the *synthetic* form, Subjunctive I, in which a sentence expresses a hypothetical situation using both present and past subjunctive verb forms, and the *analytical* form, Subjunctive II, which is used for counterfactual statements regarding past events or situations, such as wishes, and which uses several past-tense forms as well as methods for translating them into Russian (Sepehri & Sheikhalizadeh: 2019 ,pp.1-5).

The purpose of the study is to examine the methods that can effectively translate the subjunctive mood and to identify the most frequent groups by conducting a frequency analysis of all forms in both the original English language literary text and its Russian translation. The Russian translation of the novel is presented as an exemplary case study of issues that arise when translating the subjunctive mood from English to Russian.

This study aims to address and identify the specific difficulties associated with the translation of subjunctive mood sentences from English to Russian. The following objectives of the study of the original English text of *Treasure Island* by Robert Louis Stevenson and its Russian translation by Chukovsky have been identified:

1. Consider the features of the subjunctive mood expression in English in the novel by Stevenson;
2. Explain which Chukovsky used syntactic constructions of the Russian language in translating simple and complex sentences and the subjunctive mood in English;
3. Conduct a frequency analysis of the subjunctive mood forms in both English and Russian texts;

4. Identify the following forms when translating from English into Russian: morphological past tense forms of the verb - сказал бы (**would say**), infinitives - избавить бы (**would save**), predicatives - лучше было бы (**would be better**) and non-morphological forms (participles - показавшийся бы, не выполнив бы (**would seem, without doing**);
5. Show ways to translate conditional conjunctions, which are linguistic means of expressing complex sentences with conditional clauses.

Existing research on this subject differs in terms of the specific concerns and the general theoretical concepts applied regarding linguists' approaches to the study of subjunctive constructions in Russian and English. The importance of translating syntactic constructions with the subjunctive mood in conveying as much of the semantic content as possible is confirmed by the linguistic studies cited in our study. For example, many researchers have been interested in the translation of the subjunctive mood in terms of the variety of grammatical tenses possible (Alimov: 2015, p.240; Alekseeva: 2004, p.352; Breus: 2001, pp.1-104) and examined problems related to syntax (simple and conjunctionless complex sentences and conjunction complex sentences, subjunctive mood and indicative mood).

Dobrushina (2010) was interested in the subjunctives in Russian relative clauses. She considers the use of the subjunctive mood in a relative subordinate in the case of counterfactual contexts is predicted from the subordinate itself and / or what is subordinate to it, while the hypothetical use of the subjunctive mood can be predicted only from the characteristics of the main sentence. Many linguists consider similar problems, but discussions are usually limited to the illustrations of some common semantic phenomena (Renaat & Reed: 2001; Chang et al.: 2012, pp.259-278; Fine & Jaeger: 2013, pp.578-591; Mahowald et al.: 2016, pp.5-27; Trippas et al.: 2017, pp.539-552; Dubois et al.: 2017, pp.139-174; Klimenko et al.: 2017; Tournebize & Gauchere: 2017, pp.1-9; Woleński: 2016, pp.87-101; Milkowski: 2016, pp.13-33; Daly: 2015). Givón (1994) and Elliott (2000) focus their research on studies of *realis*, *irrealis*, and the subjunctive. Givón (1994) believes that in order to understand the cross-language distribution of the subjunctive mood, one needs to understand the cross-grammar distribution of the irrealis modality, as well as having a general theory of modality, within which irrealis takes its rightful and natural place.

Elliott (2000) meanwhile, examines the morphosyntactic characteristics and semantic properties of the *realis/irrealis* distinction across several unrelated languages and argues for a grammatical category of reality status, which has two components - *realis* and *irrealis*, and which are intriguingly interrelated with other grammatical categories. Palmer (2001) and Farkas (1985) have investigated problems related to mood and modality. Palmer regards modality as a single grammatical category found in most languages of the world and provides examples from many different languages globally. He discusses in detail familiar functions in several predominantly European languages and also considers fewer familiar functions, including "evidential" systems and the *realis / irrealis* contrast, which can be found in unrelated languages. Farkas (1985) proposes that the indicative is selected when the proposition is true in the real world as far as the subject is concerned; otherwise, the subjunctive is chosen.

There are also discussions of trends in Russian translations of English literature: Friedberg (2008) delved into the problem of literary translation in Russia. In his rich historical study, Friedberg (2008) recounts the impact of translation on the Russian literary process and discusses the usual battles fought between partisans of literalism and free translation. Inngs (2015) investigated the perceived image of English-language children's literature in Soviet Russia. She illustrates how the political and sociological climate of translation in the Soviet Union influenced translation practices and how the field of translated children's literature, created a particular image of English-language children's literature in (Soviet) Russia.

In the present study, a conjunctive verb is considered as a syntactic category that encompasses a number of forms to express subjunctive mood in both Russian and English. The morphological paradigm of the subjunctive mood in the Russian language is insignificant (Shvedova: 1980), and the non-morphological

means of expressing the meaning are widely represented in the syntax. The Russian language, like other Slavic languages, compensates for the almost absent morphological paradigm of the subjunctive mood by diverse means of syntax, so this category should be considered entirely syntactic (Vinogradov: 1986).

In this study, we use the term "deviation" to designate cases of variation of language when comparing the original text with its Russian translation. However, even though it may have a negative connotation, it does not mean that a difference in the translated text is considered as a grammatical or syntactic violation of its adequacy to express the meaning of the original. On the contrary, such "deviation" demonstrates ways of expressing the same cogitative construction through structural differences across languages. (Krivonosov: 2012, p.582; Emets et al.: 2018a, pp.3-16).

Recent works devoted to the syntactic analysis of the translation of the subjunctive mood in a text (in complex sentences) belong to Russian linguists Emets (2012, 2017) and colleagues (Emets et al.: 2018a, pp.3-16; Emets et al.: 2018b). In these studies, the features of the representation of the subjunctive mood in a natural language (German and Russian) and logical and linguistic strategies for translating complex sentences in literary texts of natural languages were considered and reviewed. The task was to show how the German-speaking authors construct logical inferences in the form of the German language and how these conclusions manifest themselves in the official translation into Russian. These syntactic constructions with the subjunctive mood acquire in the natural language various forms of language expression, which allow translators to express a particular thought concerning their abilities in terms of language proficiency (Evseeva & Kozlova: 2016, pp.552-559).

2. METHODS

The original literary work *Treasure Island* (1883) by Robert Louis Stevenson, the 19th-century Scottish poet, and writer of adventure novels and short stories, was used as the empirical material in this study. *Treasure Island* was translated into Russian by Chukovsky (1904 - 1965), the famous 20th-century Soviet Russian writer and translator of prose and poetry, who attached great importance to his translation activities. He was the son of celebrated Russian children's writer and translator, Chukovsky. Chukovsky translated into Russian the works of very famous writers. He made the most famous translation of the novel *Treasure Island* by Stevenson in 1935 though there are many Russian translations of *Treasure Island*. Arguably, more accurate translation is available, made at the same time as Chukovsky, did not receive such wide popularity, the translation mostly corresponding to the norms of the modern Russian language.

At the turn of the 1920s and 1930s, Chukovsky's style was determined, which was to the traditions of classical literature: a thorough narrative chronicle with a straightforward plot, a distinct composition, a scrupulous description of everyday life, and a stern, restrained tone. Chukovsky's translations are remarkable owing to his reliance on improvisation and on the expressiveness of the vernacular, his independent thinking, not subject to any opportunistic fads, and deeply non-trivial view of things. The translation art was one of his most beloved, and he considered it to be similar to creating magic. If the translation conveyed only the meaning of the words, it would not be either magic or art, in his opinion, the translation conveys what lies behind the words - all images, all feelings, and longing, and laughter, and tears. He also believed that translation is a school of style par excellence; after all, no one has to read the text as carefully as the translators (Chukovsky: 1969, p.387).

Our choice of text was motivated by the paradigmatic nature of the novel, the variety of syntactic forms of subjunctive mood sentences expressed within, as well as interest in Stevenson's works (his ability to give an opportunity to hear, if the impression of reality should be sound, to see if the image should become a picture) and interest in Chukovsky's translations.

Based on the theoretical provisions of grammar (Bonk & Saltykova: 2018, p.320; Kachalova: 2018, p.609; Makarova & Parkhamovich: 2018, p.448; Zverkhovskaya & Kosichenko: 2017, p.304; Hall: 2012, p.416; Biber

et al.: 2006, p.496; Hashemi & Murphy: 2012; Vince: 2008; Yule: 2008), a study of the subjunctive mood used in English was conducted based on the following two groups: Subjunctive I (identical to the Future in the Past form), which is used in grammatically simple sentences and in the independent clauses of complex sentences, and Subjunctive II (coincides with Past Perfect form), which is used only in subordinate clauses. As practice shows, the translation of English subjunctive mood sentences that follow the conventional rules of English grammar—provided that specific grammatical rules for the translation of this phenomenon are observed—does not cause any difficulty. Nevertheless, it may be a difficult challenge because not all sentences are formed according to these rules.

The study uses continuous sampling whereby every occurrence of use of the subjunctive mood in the English text was recorded, in the analysis of empirical material and frequency method a descriptive method comprising linguistic analysis of English and Russian sentences was utilized. Continuous sampling provided the collection of the following linguistic material: 86 subjunctive mood sentences in 278 pages of the English text, and corresponding translation sentences in Russian. The frequency method determined the numerical characteristics of the subjunctive mood sentences (simple, conjunctive verb present, conjunctive verb absent). The descriptive method evaluated the structure, syntactic characteristics, and the description of the grammatical originality of the material, some discussion of examining cases of deviations (Kopackova & Libalova: 2019).

3. RESULTS

In the following subsections, the features of the subjunctive mood expression in English in the novels by Stevenson are considered, and the grammatical occurrences of Subjunctive I and Subjunctive II are presented with summary statistics for each subtype. Not only do these occur alone in sentences, but sometimes Stevenson combined them in a single sentence. It is explained which syntactic constructions of the Russian language were used by Chukovsky in translating simple and complex sentences and the subjunctive mood in English. Morphological forms are identified, and ways to translate conditional conjunctions are shown. Deviations in the Russian translations are also discussed.

Frequency Analysis of the Subjunctive I Group and Discussion:

Frequency analysis of Subjunctive I (39 % of examples) showed that the Future-in-the-Past form in a simple sentence is less common, amounting to 7 % of instances, and it is translated into Russian by simple or complex subjunctive mood sentences. The more commonly used form, (Past Simple) + (Future in the Past), reached 32 % and is translated into Russian by both conjunctive-verb and non-conjunctive complex sentences. The data indicate that Stevenson expressed simultaneity of action more often in a subordinate clause. However, this does not form a pattern, its nature being purely subjective, and due to the author's intention. Chukovsky believed that translation should not convey only the literal meaning of words and needed to apply certain methods to make such expressions more digestible for a Russian audience (he used complex sentences instead of simple, **conjunctionless** complex sentences instead of **conjunctions** and vice versa, indicative of mood instead of subjunctive).

Let us consider examples of the Subjunctive I form:

1. English simple sentence in the form: sentence (Future in the Past):

"It would be pleasanter to come to blows" (Stevenson: 1963, p.278).

Translation: *Приятнее было бы напасть на них тотчас же*. There is no deviation: translated by a simple sentence in the subjunctive mood. The sentence translated into Russian overlaps syntactically with the English sentence.

2. English simple sentence in the form: sentence (Future in the Past):

"He'd look remarkably well from a yard-arm, sir", returned the captain".

Translation: «Он **был бы** еще замечательнее, **если бы** болтался на рее», - возразил капитан. There is a deviation: translated by **a complex sentence** in the subjunctive mood. The sentence translated into Russian does not overlap syntactically with the English sentence.

3. English conjunction complex sentence in the form: subordinate clause (Past Simple) – independent clause (Future in the Past):

“*If that doctor **was** aboard’, he said, ‘I’d **be right** enough in a couple of turns”.*

Translation: **Будь** здесь доктор, я **бы** живо **поправился**. There is a deviation: translated by **a conjunctionless complex sentence** in the subjunctive mood. The sentence translated into Russian does not overlap syntactically with the English sentence.

4. English conjunction complex sentence in the form: subordinate clause (Past Simple) – independent clause (Future in the Past):

“*If I **gave** the word to go about, they **would rise** at once”.*

Translation: **Если** я заикнусь о возвращении, они **взбунтуются** сию же минуту. There is a deviation: translated by a conjunction complex sentence in the **indicative mood**. The sentence translated into Russian overlaps syntactically with the English sentence (Kalogeropoulou et al.: 2020).

In the examples above, as in the vast majority of instances, the Subjunctive I is an indication of a hypothetical situation. However, the conjunctive verb may be redundant in the presence of a complex sentence, since the syntactic structure and the corresponding lexical elements assume the function of transmitting the meaning. The independent clause contains a verb or a noun of verbal and cogitative activity semantics, and the subordinate clause is sometimes introduced by means of a preposition, as in examples 3) and 4) above, or a connective word *if*.

Verbs in the Subjunctive I Group (39 % of examples) were translated into Russian by Chukovsky using typical analytical forms with the help of a particle *бы* (*In English, there is no equivalent of this article*), including those as part of the conjunction: *если (if)* or without conjunction. In English, there is no equivalent of this article. The following morphological forms are evident when translating from English into Russian: past tense forms of the verb - поправился бы (*I’d **be right** enough*), predicatives – приятнее было бы (*It **would be** pleasanter*). Non-morphological forms (participles with *бы*) were not found.

Frequency Analysis of the Subjunctive II Group and Discussion:

Frequency analysis of the subjunctive mood in Subjunctive II (51% of examples) showed that the most common forms are (Past Perfect) + (Future Perfect) or (Future Perfect) + (Past Perfect) (38 % of examples). *I wish* structures in the Past Perfect (8% of examples), are translated into simple and complex sentences, not only in the indicative mood of the past tense but also in the subjunctive mood. *I wish* structures in Past Simple tense were not found (0 % of examples). The rare use of (Past Perfect) + (*could* + Perfect Passive Infinitive) (3 % of examples) and (*must* + Perfect Passive Infinitive) + (Past Perfect) (2 % of examples) was also identified.

The results show Stevenson’s reliance on predominantly present, future, and past tenses to describe counterfactual or unreal actions, circumstances, denials, emotional states, and unrealized possibilities as objectively existing realities (absolute time).

Examples of the subjunctive mood in Subjunctive II are shown below:

1. English conjunction complex sentence in the form: subordinate clause (Past Perfect) + independent clause (*could* + Perfect Passive Infinitive):

“... *if I **had seen** as many kings or archbishops, I **could not have been** more delighted”.*

Translation: **Если бы** вместо них мне показали королей или архиепископов, я **обрадовался бы** гораздо меньше. There is no deviation: translated with **a complex sentence** and *conjunctive verb*; the subjunctive mood was kept both in the independent and subordinate clauses. The sentence translated into Russian overlaps syntactically with the English sentence.

2. English conjunctionless complex sentence in the form: subordinate clause (Past Perfect) + independent clause (Future Perfect):

"Had there been a breath of wind, we should have fallen on the six mutineers who have left aboard with us, slipped our cable, and away to sea".

Translation: *Если бы дул хоть самый лёгкий ветер, мы напали бы врасплох на шестерых мятежников, оставшихся на корабле, снялись бы с якоря и ушли в море.* There is a deviation: translated with **a conjunction complex sentence**, the subjunctive mood was kept both in the independent and subordinate clauses. The sentence translated into Russian does not overlap syntactically with the English sentence.

3. English simple sentence in the form: sentence (Past Perfect): *"...if I had not forgotten my score!".* Translation: *...про деньги – то я и забыл.* There is a deviation: translated by a simple sentence in **the indicative mood**. The sentence translated into Russian does not overlap syntactically with the English sentence.

4. English conjunctive complex sentence in the form: independent clause (*must* + Perfect Passive Infinitive) + subordinate clause (Past Perfect):

"Every man on board seemed well content, and they must have been hard to please if they had been otherwise".

Translation: *Команда казалась довольной, да и неудивительно.* There is a deviation: translated by a **compound sentence** in an **indicative mood**. The sentence translated into Russian does not overlap syntactically with the English sentence.

5. *I wish...* structure in the form of: *I wish* – sentence (Past Perfect):

"I wish I had put his eyes out".

Translation: *Жаль, что я не выколол ему глаза.* There is a deviation: translated by a complex sentence in the **indicative mood**. The sentence translated into Russian does not overlap syntactically with the English sentence.

6. *I wish...* structure in the form of: *I wish* – sentence (Past Perfect):

"I wish I had had a lick at them with the gun first", he replied".

Translation: *Хотелось бы мне перед смертью послать им еще одну пулю.* There is a deviation: translated by a **simple sentence** in the subjunctive mood. The sentence translated into Russian does not overlap syntactically with the English sentence.

Verbs in the Subjunctive II Group (51 % of examples) were translated into Russian by Chukovsky using typical analytical forms with the help of a particle *бы* (*In English, there is no equivalent of this article*), including those as part of the conjunction: *если, чтобы, хоть, стоило* (*if*), or without conjunction. There were identified the following morphological forms when translating from English into Russian: past tense forms of the verb – *хотелось бы* (*I wish I had had*), infinitives – *послать бы* (*I had had a lick*), predicatives – *серьезнее было бы* (**more serious would be**). Non-morphological forms (participles with *бы* (*In English, there is no equivalent of this article*)) were not found.

Frequency Analysis of the Subjunctive I and Subjunctive II Groups (Mixed Type) and Discussion:

Sentences that combine Subjunctive I and Subjunctive II types are rare, but present in *Treasure Island*, accounting for 10 % of all examples.

1. English conjunction complex sentence in the form: subordinate clause (Subjunctive II Past Perfect) – independent clause (Subjunctive I Future in the Past):

"If you had been mixed up with the like of that, you would never have another foot in my house...".

Translation: *Если ты станешь путаться с негодьями, ноги твоей не будет в моём заведении....* There is a deviation: translated by **a complex indicative mood** sentence in the present tense. The sentence translated into Russian overlaps syntactically with the English sentence.

2. English conjunction complex sentence in the form: subordinate clause (Subjunctive I Past Simple) + independent clause (Future Simple with a modal meaning):

"If he were Admiral Hawke, he shall pay his score".

Translation: «**Будь** он хоть адмирал Хок, я и то **заставил бы** его заплатить!» – кричал Сильве.
 There is a deviation: translated by **conjunctionless complex sentence** in the subjunctive mood. The sentence translated into Russian does not overlap syntactically with the English sentence.

Verbs in the Subjunctive the Subjunctive II Group (Mixed Type) (10 % of examples) and I were translated into Russian by Chukovsky using typical analytical forms with the help of a particle *бы* (*In English, there is no equivalent of this article*), including those as part of the conjunction: *если, раз, пусть, чтобы* (*if*) or without conjunction. The following morphological forms were identified when translating from English into Russian: past tense forms of the verb – *заставил бы* (*he shall pay*), infinitives – *быть бы* (*if he were*). Non-morphological forms (participles with *бы*) were not found. The results of the frequency study are presented in Figure 1.

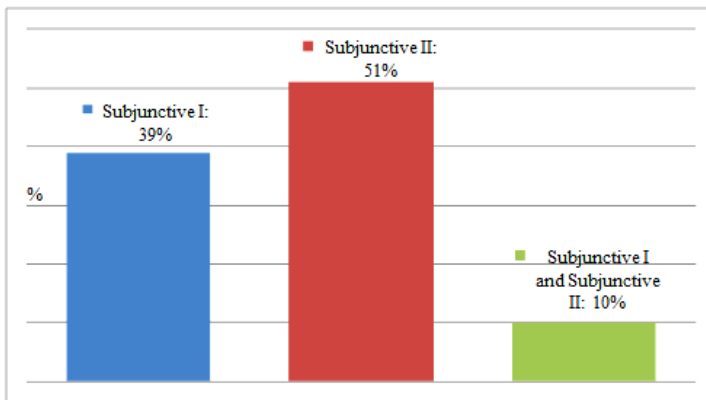


Figure 1. Summary of Statistics

This diagram shows the number of forms of Subjunctive I and Subjunctive II as well as the forms of the mixed type of Subjunctive I and Subjunctive II in the English original, totaling 39% and 51% and 10%, respectively.

Verbs in Subjunctive I and Subjunctive II sentences (86 examples) were translated into Russian by Chukovsky using typical analytical forms with the help of particle *бы* (*In English, there is no equivalent of this article*), including those as part of the conjunctions: *чтоб(ы), если, когда, хоть, стоило, раз, пусть* (*if*):

1. Past tense forms of a verb (**если бы они дали знать Сильверу**) (38 examples) - morphological form:
"Had they gone and told Silver, all might have turned out differently".
Если бы они дали знать Сильверу, всё, вероятно, пошло бы по-другому.
2. Infinitives: (**остановиться бы**) (15 examples) - morphological form:
"I'd stop and pick off another man".
Хорошо бы остановиться и подстрелить еще одного из них.
3. Predicatives (**приятней было бы**) (1 example) - morphological form:
"It would be pleasanter to come to blows".
Приятнее было бы напасть на них тотчас же.
4. Verbs in the indicative mood (**они взбунтуются**) (32 examples) - morphological form:
"If I gave the word to go about, they would rise at once".

*Если я зайнусь о возвращении, они **взбунтуются** сию же минуту.*

No morphological forms (participles and adverbial participles with the particle *бы*) were found in the translation that are considered erroneous by Russian grammars.

4. CONCLUSION

The data presented in this article is illustrative of an initial examination of the topic of English subjunctives in Russian translation. The importance of translating syntactic constructions with the subjunctive mood and conveying as much of the semantic content as possible is confirmed by the linguistic studies cited in this paper. Case studies of note include research by the following authors: Alekseeva (2004), Alimov (2015), Breus (2001), Dobrushina (2010), Elliott (2000), Emets et al. (2017, 2018a, 2018b), Farkas (1985), Friedberg (2008), Givón (1994), Inggs (2015), Palmer (2001) and others.

This study examines literary translation, which reflects not only linguistic patterns but also factors that depend on the individual skills of the translator and the creative tasks that a person faces. Often, the structure of the Russian sentence in translation is completely different from the structure of the original English, including – different syntactic constructions, the inconsistency of tense forms, and presence of unusual grammatical forms with modal verbs in English. This case is of a purely subjective nature, indicative of the literary style of the author Stevenson and the translator Chukovsky with his belief that translation should not convey only the meaning of words, his reliance on improvisation and on the expressiveness of the vernacular, and his independent, deeply non-trivial views (Chukovsky: 1969, p.387). Deviations in the Russian translations used by Chukovsky (simple and **conjunctionless** complex sentences and **conjunction** complex sentences and indicative mood) demonstrate a variety of ways of expressing the same cogitative construction through structural differences across languages.

In the course of the study, we considered the peculiarities of the subjunctive mood as expressed in English by the synthetic (Subjunctive I) and analytical (Subjunctive II) forms, using the text of the novel, *Treasure Island*, by Stevenson, and its translation into Russian by Chukovsky. These simple and complex sentences are translated into Russian through a variety of syntactic constructions in the subjunctive and indicative moods. Less used are simple sentences in both the original text and the Russian translation. Most often, the subjunctive mood is used in complex sentences with and without conjunction. The variety of syntactic forms that are used to express the subjunctive mood testifies not only to the wealth of the English language, but also to its alternative structures in Russian for expressing similar subjunctive content: **Если бы** вместо них мне показали королей или архиепископов, я **обрадовался бы** гораздо меньше. **Будь** здесь доктор, я **бы** живо **поправился**. **Хорошо бы** остановиться и **подстрелить** еще одного из них. **Приятнее было бы** напасть на них тотчас же. *Если я зайнусь о возвращении, они **взбунтуются** сию же минут. Команда казалась довольной, да и **неудивительно**.*

The frequency analysis of forms (see Figure 1 above) found a prevalence of Subjunctive II forms in *Treasure Island*. Verbs in Subjunctive I and Subjunctive II sentences (86 examples) were translated into Russian by Chukovsky using morphological forms: past tense forms of the verb (38 examples), infinitives (15 examples), predicatives (1 example), and verbs in the indicative mood (32 examples). No morphological forms (participles and adverbial participles with a particle *бы*) were deemed erroneous by standards of Russian grammars. The English conditional proposition is translated by various means into Russian, depending on the types of sentences: *если, когда, пусть, раз, хоть, что, чего, стоило, стоит, как (if)*. The prepositions *если (if)* and *когда (if)* are most frequent in the translation (Nalbandi & Zonoozi: 2019).

Having considered syntactic constructions with the subjunctive mood as exemplified by *Treasure Island* by Stevenson, in its natural language of English and in natural language Russian, we propose that the analysis and translation of the subjunctive mood constitute an ongoing research subject. Numerous examples (simple

and **conjunctionless** complex sentences and **conjunction** complex sentences and subjunctive mood) serve as evidence. The syntactic constructions in natural language acquire various forms of verbal expression require a translator Chukovsky makes interpretations subject to his abilities, from the point of view of his views, opportunities (what lies behind the words) in the source language (simple and **conjunctionless** complex sentences and **conjunction** complex sentences, subjunctive mood and indicative mood). We studied analyzes and emphasizes the importance of translating the subjunctive mood in sentences, conducted a frequency analysis of the subjunctive mood in *Treasure Island*, showed ways to translate conditional conjunctions, which are linguistic means of expressing complex sentences with conditional clauses and identified the most common forms of the subjunctive mood. In most cases, the sentence translated into Russian does not overlap syntactically with the English sentence. The results of the analysis are useful for teaching translations of English texts in Russian, and in the discourse analysis of both Stevenson, the famous 19th-century Scottish writer, and Chukovsky, the famous 20th-century Soviet Russian writer and translator of prose and poetry. The data presented in the article may be viewed as a contribution to the development of this topic, which requires further research through the analysis of original works of art by other English-language authors.

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BIODATA

TATYANA VLADIMIROVNA EMETS: She is an Associate Professor, Department of Romano-Germanic Philology and Translation, Nosov Magnitogorsk State Technical University, Magnitogorsk, Russian Federation. She defended her thesis with a degree in general linguistics, sociolinguistics, psycholinguistics. Her scientific interests are related to logical and linguistic studies in the language, methods of teaching practical translation. She is engaged in the study of active methods of teaching the German language, as well as issues of general linguistics.

YULIYA VIKTOROVNA BARYSHKINA: She is an Associate Professor, English Language Department, Nosov Magnitogorsk State Technical University, Magnitogorsk, Russian Federation. She defended her thesis on the theory and methodology of vocational education. Her research interests are related to linguistics, foreign language teaching methods, the history and culture of Great Britain, etc. She is engaged in the study of active methods of teaching English, issues of early learning a foreign language.

ALEXEY YURIEVICH TRUTNEV: He is an Associate Professor, Department of Philosophy, Cultural, and Social and Humanitarian Studies, Magnitogorsk State Conservatory, named after M. I. Glinka, Magnitogorsk, Russian Federation. He completed a thesis on pedagogical sciences. His research interests are related to linguistics, teaching foreign languages with computer technology research, research in the field of translation, etc. He is engaged in the study of various teaching methods for listening, speaking, reading, and writing.

TATYANA VALENTINOVNA DROZDOVA: She is an Associate Professor, Department of Romano-Germanic Philology and Translation, Nosov Magnitogorsk State Technical University, Magnitogorsk, Russian Federation. She defended a thesis on pedagogy. Her scientific interests are related to the methodology of teaching foreign languages in the field of vocational education. She is engaged in the study of problems of the theoretical and practical grammar of the German language. □

VLADIMIR VLADIMIROVICH MIKHAYLOV: He is an Associate Professor, Department of Foreign Languages, Technical Directions, Institute of Humanitarian Education, Nosov Magnitogorsk State Technical University, Magnitogorsk, Russian Federation. He defended his thesis in the specialty 13.00.01 - General pedagogy, the history of pedagogy, and education (pedagogical sciences). His research interests are related to linguistics, teaching foreign languages in the professional field, and research in the field of translation. He is engaged in the study of various teaching methods for listening, speaking, reading, and writing.



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Music computer technologies as a worth-while means of folklore studying, preserving and transmission

*Las tecnologías de la computadora musical como un medio valioso
de estudio, conservación y transmisión del folclore*

I.G ALIEVA

ORCID: <http://orcid.org/0000-0002-6119-7316>
imina.alieva@gmail.com

Herzen State Pedagogical University of Russia, St. Petersburg, Russia

I.B GORBUNOVA

ORCID: <http://orcid.org/0000-0003-4389-6719>
gorbunova7575@yandex.ru

Herzen State Pedagogical University of Russia, St. Petersburg, Russia

S.V MEZENTSEVA

ORCID: <http://orcid.org/0000-0002-4258-5436>
mezenceva-sv@yandex.ru

Herzen State Pedagogical University of Russia, St. Petersburg, Russia

ABSTRACT

With the modern threat of extinction of samples of traditional musical culture in various regions of the world, the problem of saving folklore is becoming particularly important. The Far East is a unique ethnic region where representatives of entirely different traditional cultures live. The authors use the Far East of Russia and China as an example in their study. The researchers introduce information and music computer technologies (MCT) as the means of the problem solution. Nowadays, the musicians admit the viability of MCT as the means of musical culture research, transmission, and preserving.

Keywords: Far East, folklore, musical culture, music computer technologies.

RESUMEN

Con la amenaza moderna de extinción de muestras de la cultura musical tradicional en varias regiones del mundo, el problema de salvar el folclore se está volviendo particularmente importante. El Lejano Oriente es una región étnica única donde viven representantes de culturas tradicionales completamente diferentes. Los autores utilizan el Lejano Oriente de Rusia y China como ejemplo en su estudio. Los investigadores introducen tecnologías informáticas de música e información (MCT) como el medio de la solución del problema. Hoy en día, los músicos admiten la viabilidad de MCT como medio de investigación, transmisión y preservación de la cultura musical.

Palabras clave: cultura musical, folclore, Lejano Oriente, tecnologías informáticas musicales.

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1. INTRODUCTION

Since the second half of the 20th century, the saving of the world's cultural and natural heritage has become one of the priority tasks for the world community. National and international organizations only began to recognize the value of the intangible cultural heritage and the responsibility for its saving at the turn of the past and the present centuries. As a result of numerous seminars, conferences, and forums, the Convention for the Safeguarding of the Intangible Cultural Heritage was developed and adopted by UNESCO on October 17, 2003.

One of its most complex components includes issues related to the saving of musical art of the oral tradition in the whole variety of genres, musical instruments, tone and pitch systems, performing techniques, and other cases of the typical and characteristic features of each ethnic group.

Today traditional musical culture can hardly resist globalization. Modern technologies and means of communication bring various audiovisual products to the most distant corners, blur the line, and change the phonosphere - namely, the sound environment of humans and society. There is both unification and mixing of different cultures. Recognizable clichés of traditional music penetrate popular musical genres and mix bizarrely with other cultural elements. They are widely replicated and returned to the bearer of traditional intonations in a mutilate sound, which leads to the risk of an ethnophore hearing shift. The availability and distribution of keyboard instruments, including electronic ones, with an even-tempered scale, as well as the use of loudspeaker equipment only, make things worse. Features of national music-making and peculiarities of authentic cultures may be irretrievably lost. The musical art of the oral tradition based on ethnological hearing is a vulnerable component of the cultural environment. Special efforts are required to save this uniqueness for future generations.

Special expeditions work all over the world to collect samples of traditional musical art, its digitization, and systematization. *The concept for the Preservation and Development of the Intangible Cultural Heritage of the Peoples of the Russian Federation for 2009-2015* (UNESCO: 2003) provided the development, formation, and administration of the electronic catalog, which was based on the questionnaire - namely, a passport of an intangible heritage object. The passport includes the following information about the object, such as annotation, description, research, documentation, review, notes, and digital display (graphics, photo, sound, and video). The certification of traditional musical art samples implies their authenticity and the highest possible preservation for future generations. However, if the intangible cultural heritage is used as a factor of a nation or ethnic group consolidation, then such preservation and reliability are not necessary. Even the recognizable features of these samples evoke historical memory, being a symbol, a reference to the common national or ethnic sources (its structure, language, etc.) either based on previous experience or experimental exposure (Thorpe et al.: 2012, pp.428-470).

The methodological study of traditional musical cultures is based on the ideas that reveal the research matter. In this context, the works of Asafieva and Zemtsovsky (Asafiev: 1973; Zemtsovsky: 2005, pp.181-192) and other researchers are important. In the Russian pedagogical system, the development of music perception is interpreted as the basis for the formation of the students' musical culture. According to Kabalevsky, "perception is the basis of musical art in all its manifestations: in creativity, performance, hearing, and, of course, in its study" (Kabalevsky: 2005). In this context, valuable methods have been developed related to the creation of proper images and emotions through speech, gestures, repeated listening, vocalization, and playing musical instruments (Asafiev, 1973). However, we can talk about the inverse relationship. It is known that the activity generates perception (Galperin: 2011, pp.167-182; Vygotsky: 2017, pp.4-22). Musical perception develops most effectively in the process of productive musical activities. The researchers determine the realization of interrelation possibilities as the main task in the framework of contemporary music education.

The works devoted to the analysis of the influence of MCT on contemporary musical culture and education are important for this study. The work of the Educational - Methodical Laboratory "Music and Computer

Technology” of the Herzen State Pedagogical University of Russia, conducted under the direction of Gorbunova, is particularly important in the issue. The researchers developed the concept of inclusive musical education (Gorbunova & Govorova: 2018; Gorbunova & Voronov: 2018, pp.15-19); the issues of informatization of modern music education; interactive network technology for teaching (Gorbunova & Goncharova: 2016; Gorbunova & Hiner: 2019). In addition, they studied musical culture of modern society in the context of the transformations and sociocultural discourses; developed a sophisticated model of the musical semantic environment (Gorbunova & Zalivadny: 2018, pp.55-64), and MCT based modeling of creative processes (Gorbunova & Chibirev: 2019)).

In this aspect, the study of the national folklore transmission and preserving is conducted on the example of the Far East (Bulgakova: 2015, pp.227-236; Bulgakova: 2013; Petrova & Parnyakov, pp.133-139; Yakovleva & Yakovlev: 2014, pp.75-80). The traditional culture of the Far Eastern region of Russia and China presents an extensive pattern of cultural heritage. Intonationally rich region attracts the attention of music researchers. The musical culture of China is aged several millennia and has deep-rooted traditions and original roots. The musical culture of China was influenced by neighboring cultures. Besides, it was enriched by the music of the nations that were part of the Chinese state (the Uigurs, the Tibetans, the Mongols, the Jurchen, the Manchu, etc.) (Wang: 2010; Wang: 2018). Chinese culture influenced the musical culture of Korea, Japan, and some nations of Southeast Asia and the Pacific (Sun & Quan: 2005; Tian: 2018; Yuan: 1977, pp.20–26). Since ancient times, religious, philosophical, and ideological ideas have contributed to the development of Chinese music. The cosmological concept of the nature of music played a particular part, and its social and political role was also important.

2. METHODS

Research methods: Culturological analysis of the research problem allows us to consider the object of study in a broad interdisciplinary context. This predetermines the methodological essence of the study, the necessity to apply a number of modern methods of cultural research, the implementation of the methods, and achievements of related sciences (first of all, the authors appealed to cultural studies, art history, musicology, ethnomusicology, enology, ethnography, and other sciences).

Research tasks are:

- to develop new methods for systematization of individual structures that eluded traditional musical analysis, to generalize them while preserving individuality,
- to identify the role of MCT in music education, composing, as well as in the development, transmission, and preserving of traditional musical culture.

Research issues:

The authors studied the development of modern information technologies, including MCT, for the creation of new opportunities in the sphere of collecting and fixing materials, saving folklore, funds, and transmission.

The purpose of the research is to develop a new approach to the studying, transmission, and preserving national folklore with the help of MCT.

The authors study the materials, approaches, and methods of MCT implementation as a worth-while tool of research, transmission, and preserving the national folklore in the context of the application of modern technologies in the Chinese system of music education. It is a well-known fact that the Chinese are eager for education. To support this trend, the state began to change the structure of education systematically – namely, to transfer it from the so-called elite, not available to everyone, to the masses, designed for all social groups.

This opportunity appeared due to the rapid development of computer technology in China, which started in the 1990s. The digitalization of education and the development of the internet contributed to fundamentally

new forms of learning. Today we can talk about the revolution in the sphere of Chinese training and education, including music. The main emphasis is on multimedia technologies that allow combining and varying all forms of information – namely, graphics, audio, and video, as well as animation.

The implementation of the multimedia principle provided the development of a variety of interactive online teaching technologies. That improved the effectiveness of education. In the conditions of the largest country in the world with rapid development, these technologies provided opportunities for studying for a considerable number of people interested in it. As a result, people's cultural level improved (Yuan: 1977, pp.20–26). Particularly impressive success was achieved in the sphere of solfeggio, which much attention is paid to in China (Lin: 2016; Lin: 2011; Peng: 2007).

In 2002, the Second National Conference, specifically devoted to digital musical education, was held in Yantai, Shandong Province (STN - Sharing Teaching Network).

The Second National Conference on digital musical education was held in Yantai, Shandong Province (STN - Sharing Teaching Network) in 2002. It was organized by the Association for Digital Musical Education and the Association of Chinese Musicians. Among the participants were the Central Music Conservatory, the Nanjing Academy of Arts, and ten music colleges. It was declared the beginning of the era of digital solfeggio in China (Zhao: 2002, pp.23-28).

Internet access makes multimedia possibilities limitless. The following aspects are distinguished in music education:

- 1) MCT materials (textbooks and teaching aids);
 - 2) Software for testing and evaluating musical abilities;
 - 3) Distance online learning;
 - 4) Digital music production (as educational material);
 - 5) Research and projects on MCT introduction and implementation in the educational system.
- The authors analyze each of these aspects briefly (Martins et al.: 2019).

Digital Chinese textbooks can be electronic and “mixed”. Solfeggio collections containing hyperlinks are trendy among the students. It is enough to point the mobile phone with the recognition program at the QR code, and the student will have the opportunity to hear a voice, organ, ensemble, or even an entire orchestra!

MCT-software as a tool for testing musical abilities is widely used throughout the world (mainly in the sphere of popular music and among music fans). However, in China, similar programs began to be applied for art colleges' entrance exams. In the Xinghai Conservatory of Music (Shanghai), interactive software is used as an express learning method (Golestani & Fallah: 2019).

It is difficult to overestimate the possibilities and advantages of distance learning. Thus, in China in 1999, with the support of Zhongyin Company, the Institute of Contemporary Distance Music of the Central Music Conservatory was officially established. Its goal was learning through the Internet, with the certificates and diplomas issuance (the so-called “fixed point consulting method”), as well as the distribution of the necessary materials (to avoid insufficient global network bandwidth and just for the users' convenience). The advantages of distance online learning can be understood not only by the students, but also by the professors, who receive the opportunity to share their experiences over the whole world.

Zhongyin Company was founded in the Electronic Music Laboratory of the Central Music Conservatory. For the past nine years, she has become a leader in the scope of digital music - namely, in the sphere of professional digital instruments and professional digital sound. The main goal is to promote China's electronic music industry. Zhongyin's product is a valuable tool in the framework of MCT-music education (Jiang: 2007).

Numerous researches and projects for the introduction and implementation of MCT in the Chinese educational system are devoted to the digitalization and accessibility of knowledge. The improvement of the scientific and artistic information is based on the high speed of knowledge sharing. As a result, it helps people to create a single platform for the communication of any kind.

3. RESULTS

Scientists of different scientific spheres have studied the history of the interaction of eastern and western musical civilizations for a long time. Shakhnazarova distinguishes three stages of musical interdependence.

The first stage is marked by the impact of a highly developed culture of the East on European music during its initiation. On the second stage, which starts in the Middle Ages, the East is gradually rejected, the further the more categorically, to the periphery of musical civilization. From this moment, Eurocentric criteria of culture and art are formed and asserted. That is a concept according to which the principles of the aesthetic perception of the environment and art in particular (thinking system, style, and formative norms, beauty canons, etc.), that were crystallized in the European masters' creations, are regarded as objective laws of art in general. The third stage (approximately from the end of the 19 century) can be considered as a reprise. The East is once again entering the consciousness of European musicians that appeal to it with hope and expectation of renewal. (Alkon: 2002)

Koroleva introduces three stages of Chinese music perception, which correspond to the following positions:

- 1) The second half of the 19th century until the first third of the 20th century. Both untrained and trained listeners experience a stunning effect, leading to active rejection and unwillingness to continue contact perception;
- 2) The second half of the 19th century until the first third of the 20th century. Both unprepared and trained listeners rarely experience confusion, gradually turning into some interest, leading to further understanding of the simplest elements of a musical language (timbre, melody, and rhythm);
- 3) The beginning of the 21st century. The professional interest of some (single) specialists, orientalists, and musicians, in the performance of music of a foreign cultural tradition (Koroleva: 2011, pp.171-182).

It is known that a misunderstanding of the Chinese music essence led to its rejection even by famous European musicians. The gradual formation and development of the Chinese composing school were based on the European compositional technology, relying on rich traditional musical art. The specific character of the music of Chinese composers is expressed with the synthesis of Chinese national melodics and the principles of West European harmonization and compositional techniques, as well as by the gradual combination of European and Chinese traditional intonation, although the intonation of Chinese composers' works is based on Chinese folk melodics that draws upon on pentatonicism. Professional composing art is characterized by the following features: the predominance of the images of nature, reliance on Chinese folk melody, West European harmonization and principles of composition, the understanding of traditional musical art through the musical creativity of Western European, Russian and Soviet musicians. The inverse influence of the East on the classical western musical tradition is much weaker. In this context, we can appeal to the works *Das Lied von der Erde (The Song of the Earth)* by Mahler; *Music of Change, Water Music, and Winter Music* by Cage; musical compositions by Cherepnin and some others (Gál-Szabó & Bede-Fazekas: 2020).

One of the issues of ethnomusicology is the saving and study of the musical culture interrelations. After the revolution, ethnographers, cultural historians, and folklorists showed a great interest in studying the art of the indigenous population of Siberia and the Far East of Russia. During this period, the article by Steshenko-Kuftina (Steshenko-Kuftina: 1930, pp.81-108) was especially valuable for ethnological knowledge. In this work, the author analyzes Nivkh and Udege songs, aboriginal musical instruments. In addition, problems of musical

instruments and the style of folk songs have revealed in the article. The value of Steshenko-Kuftina's article is in focusing on interethnic relations. She writes the following:

The closeness of China, especially the direct trade relations between China and Japan, which exist among the Udehe and some of the Gilyaks, do not have in this case the influences that could have been supposed. Except for the single-stringed bow instrument "tyi(ng)g(rng)", with a cylindrical birch bark body and fish-skin deck, which is rarely found among the Gilyaks (Sakhalin), almost nothing has been taken of the Chinese instruments.

Indeed, we could suggest much closer cultural contacts, as the trade relations of the Far East were quite developed (Talebi & Nejad: 2019, pp.6-14).

At the same time, *the natives of the Russian Far East* have common material and spiritual cultures (Nanai, Negidal, Oroch, Orok, Udege, Ulch, Evenks, Evens, Nivkh, etc.), since these peoples lived in neighboring territories, led in many respects an identical way of life and had a similar worldview. Close contacts of the natives led to a synthesis of cultures, ethno-and cultural genesis. At an early stage, their art represented the so-called "primitive realism". Folk art more or less reflected various aspects of the surrounding reality, lifestyle, and human worldview. The perception of the environment of the indigenous peoples of the Russian Far East took on a different aspect in the musical folklore. The traditional vision of the surrounding reality, animistic perception, everyday life, and culture peculiarities were reflected in songs, musical instruments, tunes, and rituals.

The works of professional composers and other musicians represent an invaluable source of ethnic musical materials of the Russian Far East. They contributed to the saving and revival of the national musical heritage. Their musical compositions were based on the characteristic modal, metro-rhythmic, and textural patterns of Far Eastern music, introducing a different aspect of the intonational features of indigenous folklore. This contributed to the original synthesis of traditional and European intonation cultures. In this context, the works of Mentzer is particularly valuable as he implemented not only direct quotes from songs and instrumental tunes of the natives but also the method of re-intonation (Leskova: 2016).

The authors of the article designed electronic university textbooks on the theory of music, information technology in music, and the MCT (in the moodle.herzen.spb.ru system), that is accessible for the Chinese students (Alieva & Gorbunova: 2019, pp.140-149). Multimedia textbooks allow not only working with students online but also constantly changing, supplementing, and improving the content. Besides, this made it possible to enrich the teaching material of MCT manuals with folklore materials collected in the early 2000s in the field in the places of residence of the indigenous peoples of the Russian Far East (in the villages of Sikachi-Alyan, Troitskoye, Dzhar, Naih, Gvasyugi, Daerga, etc.). The sphere of the study included the musical art of the Tungus-Manchu peoples (Nanai, Negidal, Oroch, Orok, Udege, Ulch, Evenks, and Evens). The authors conducted the comparative analysis of vocal recordings, instrumental and vocal-instrumental samples of musical folklore of the indigenous peoples of the Paleo-Asian group of the Far East (Itelmens, Nivkhs, Koryaks, etc.).

The consolidation of society contributes to the adaptation of musical patterns to current conditions. In terms of external compliance with traditions, such a performance may seem to be modernized and intonationally differ from an authentic, traditional one. It reproduces recognizable macrointonations but does not reflect microintonations - namely, intonational nuances of traditional performance that constitute its very essence and artistic and historical value.

Today, traditional musical culture can hardly resist globalization. Modern technologies and means of communication provide the most distant places with a variety of audiovisual products. This changes the phonosphere, the human and social sound environment. The concept of the phonosphere was proposed in the 1980s by Tarakanov (Tarakanov: 2002, pp.158-169). When different cultures unify and mix, the recognizable clichés of traditional music penetrate popular musical genres and mix bizarrely with other cultural

elements. They are then widely replicated and returned to the bearer of traditional intonations in a mutilate sound, which leads to the risk of ethnopore hearing shift. It is necessary to create a "music bank" - namely, a single catalog available for the storage and future use of national musical culture samples (Alieva & Gorbunova: 2016, pp.105-108). Nowadays, the collections and archives designed by musicologists are fragmented and scattered across different countries. Besides, the existing systems for storage and processing of musical information are not intellectual. They are not able to take into account the nebulosity, uncertainty, and partial reliability of musical information nor respond to users' requests in a linguistic form with unclear characteristics.

The important task is to develop new methods that would allow the systematization of individual structures that elude traditional musical analysis and generalize them while maintaining individuality. The category of nebulosity and the models and methods connected to it allows us to conduct a quantitative analysis of the phenomena that could previously be studied only on a qualitative level or that required the use of rough patterns. It is necessary to develop an understanding of the processes that take place in the sphere of ethnomusicological knowledge and create our own methodological base.

Artistic norms of "pure" intonation, a characteristic of traditional performance, form a zone of artistically determined intonation (Bhatara et al.: 2016, pp.1816-1830; Langmeyer et al.: 2012, pp.119-130), which corresponds to the peculiarities of national music and is an essential condition for ethnic hearing preservation (Zemtsovsky: 2005, pp.181-192). The preservation of the "reference sound", or the artistic norms of pure intonation, a characteristic of musical culture, is based on the performers and listeners' collective hearing brought up by previous generations of the ethnic group (Alieva & Gorbunova: 2016, pp.105-108; Asafiev: 1973). The concept of the ethnic hearing was introduced by Zemtsovsky (Zemtsovsky: 2005, pp.181-192) as "intrinsically natural to every person". B.L. Yavorsky considers it to be an internal auditory setting (Yavorsky: 1987, pp.41-235; Yavorsky: 1908). "Reference sound" and ethnic hearing should be of particular concern when dealing with the preservation of the oral tradition of musical art as an intangible cultural heritage.

Traditional musical art is not a museum exhibit. Thus, for cultural heritage, both the preservation of its best examples in catalogs and ethnic hearing preservation is equally important. Preservation of a musical sample when not supported by authentic performance turns it into a souvenir. At a crucial historical moment for an ethnos, such a sample (not necessarily in authentic performance) can revive the national spirit, educate, and unify the society. As a result, the object of traditional musical art turns into a sign and withdraws it from the category of musical phenomena with cultural value, and places it into an ideological category - namely, into a symbol. Adorno analyzed the ideological function of music in society. In his works, he highlights the following aspects: "Music has become a political ideology since the middle of the 19th century. It highlighted national characteristics, introduced a particular nation, and adopted the national principle everywhere" (Adorno: 2014). A decision arises: either to save traditional music as a cultural phenomenon or take advantage of the special status of music - namely, its ideological functions in society.

At the same time, we cannot ignore the fact that the objects of intangible cultural heritage are living organisms, in contrast to monuments of architecture, writing, and painting. Like any living organism, a traditional musical culture develops and evolves. It is important to understand which alien changes do not develop, but destroy the monument of intangible culture, separating it from its source (Hoffer & Bailey: 2016; Quinto et al.: 2014, pp.503-524).

Have a national collective artistic taste and ethnic hearing changed? Has the style of performance and artistic norms of pure intonation changed? These are important and complex problems requiring special studies and comparisons with the materials from earlier folklore expeditions.

MCT plays a special role at every stage of these tasks solution, namely: musical samples recording, their processing, storage, systematization, cataloging, study, comparison, and identification of invariant and variable components.

The interconnection of material, technical, and technological aspects in culture contribute to several problems for modern research. The authors identify the following issues: the possibilities and limits of

technologization in modern culture (Chen: 2007; Gorbunova & Govorova: 2018; Sun: 2018; Yu: 2011), the role of MCT in music education, composing, as well as in the development, transmission and preserving of traditional musical culture. It is known that tradition is the most sustainable part of the culture. It constantly and inevitably interacts with innovations, being enriched with them to a certain extent.

There is no secret that any method of musical folklore fixing introduces distortions into the recorded material. The limited period of use of the media with text, audio, and video recordings make the preservation of already collected materials rather insecure. A lot of valuable materials were recorded on non-durable magnetic tapes (bobbins).

Musical fixation is subjective, and any sound recording technique leads to distortion. Moreover, some folklorists point out that the presence of a researcher and equipment contributes to some psychological pressure on the performers. While performing "to order" or "for recording", the performer does not only change, sometimes unconsciously, his behavior and performance but also make "corrections" to the musical piece. Thus, for example, while decoding Nanai shamanistic rituals, the authors came across an interesting moment. Before the beginning of the ritual, the shaman requested her assistant spirits to forgive her for the process to be recorded on tape. Undoubtedly, such deviations affect the shaman and her "patient," and, consequently, the ritual she conducts. People who are not related to the sphere of ethnographic science can also adjust the materials processing. Thus, one of the authors of this article (Mezentseva) had a sad experience while transferring the rarest sample of the Nanai shamanistic rite from a magnetic tape. The recording specialist simply cut out the "unnecessary" and "empty places" the rite.

It is obvious that the fixation of a folklore piece should present the collected material as precisely as possible. Probably, hidden observation and recording of musical folklore would be an ideal variant (like flora and fauna observation and scientific understanding, the so-called "visual anthropology"). In this context, the point for discussion is not so much technical, but moral and ethical aspects of such a fixation (consent to personal data processing).

One of the Russian cultural policy priorities is to provide the population with maximum accessibility to cultural benefits. The Decree of the President of the Russian Federation *On the Strategy for the Information Society Development in the Russian Federation for 2017–2030* focuses on improving the cultural heritage accessibility for all the Russians, meeting the requirement of the society to get high-quality and reliable information. In addition, it highlights the necessity "to ensure the formation and free access of the National Electronic Library and other state information systems, including objects of the historical, scientific and cultural heritage of the peoples of the Russian Federation" (About the Strategy...: 2017).

The digitalization and saving of the best samples are necessary. In this context, the project presented in the article is unique. The authors focus on the necessity to develop "a musical bank", a kind of unified catalog of samples of the national musical culture, which are currently fragmented and separated. The main goal is to create a single and constantly updated intellectually organized intonation catalog of traditional music samples not only from different regions of Russia but also from different countries. It must be accessible, applicable for musical education, scientific research, and musical art. The purpose of the project is to solve a fundamental scientific problem, which consists in developing a model-building technique, based on the fuzzy analysis.

The development of modern information technology provides new opportunities in the sphere of collecting, fixing materials, saving, and transmitting folklore funds. At the present stage, technological progress allows us to save and transmit (broadcast) priceless endangered samples of aboriginal musical folklore. The most advanced type of sound recording at the moment is digital. The digitized records can be transmitted with no loss of quality. Today, archival library funds are computerized, materials are digitized, electronic catalogs and databases are created. In addition, new methods of folklore collecting and saving are being developed.

Since the middle of the 20th century, electronic musical art has been creating a powerful base of expressive musical means, penetrating not only into the academic genres but also in the sphere of music for theater, cinema, and all kinds of performances. The semantic and morphological properties of musical

compositions created with the help of MCT can be considered as abstract levels of musical culture. They were developed in a high-tech informational, creative sphere - namely, virtual educational and creative cultural environment (Gorbunova & Govorova: 2018; Pejrolo & DeRosa: 2016).

We also point out that, being a cyberculture phenomenon, the idea of virtuality today is regarded in the framework of various genres and styles of music. It is determined by the information technologies application in musical culture and is treated as an artificially created medium. Musical composition elements, as a form of psychological phenomena and experiences substitution, are considered to be a virtualization tool of the musical culture (Alieva & Gorbunova: 2016, pp.105-108; Alieva & Gorbunova: 2019, pp.140-149; Gong: 2018). This statement is valid for various systems of analysis, verification, and musical text creation, containing the information about intonation, which is one of the most important (if not the most important) elements of musical speech. Thus, this predetermines the necessity to create the intonation catalog of world music (Alieva & Gorbunova: 2016, pp.105-108).

With the development of MCT, musicians are able to create high-quality phonograms. Digital filtering and phonogram processing tools (Gorbunova & Voronov: 2018, pp.15-19; Gorbunova: 2018, pp.144-150) provide almost unlimited possibilities for sound elements creation, determined by the artistic and aesthetic needs of folklore bearers and researchers, folk musicians and a more extensive range of professionals and listeners.

In terms of increasingly intensifying processes of different cultures' interaction and interpenetration at the intercontinental, interethnic and interstate levels, modern means of cultural transmission are of particular importance (Langmeyer et al.: 2012, pp.119-130; Sun: 2018). Currently, the possibility to transmit any information online opens up new opportunities for adequate data transmission. It accelerates the "exchange processes" of cultural dialogue. The UNESCO Universal Declaration on Cultural Diversity, adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization on November, 2, 2001, declares: "The globalization process, stimulated by the rapid development of new information and communication technologies challenges cultural diversity, although, creates the conditions for a new dialogue" (UNESCO: 2003).

Nowadays, the development of a modern computer recording studio, as a tool of musical art and the phenomenon of contemporary musical culture (Gorbunova: 2018, pp.144-150; Gorbunova & Govorova: 2018), contains elements that allow saving the traditions and cultural inheritance mechanisms in the context of historical continuity, cultural values and meanings transmission.

Modern Internet resources provide access to world scientific information. Nowadays, researchers should set new tasks. It is necessary to study opportunities for modern information and communication technologies, the latest MCT for collection, processing, saving, transmission, and broadcasting traditional musical culture. In addition, it is worth clarifying their role in cultural dialogue and intercultural communication.

4. CONCLUSIONS

Unique samples of traditional musical art are being collected around the world; expeditions are working in the field, scientists study, and comprehend the collected materials. Difficult work in musical samples decoding is being conducted. It is important to process and notate the collected material professionally. In addition, it is necessary to catalogize, classify, systematize, and digitalize the materials.

Information technologies and MCT are being applied in all levels of education more and more actively (Leskova: 2016; Lin: 2016; Lin: 2011; UNESCO: 2003). MCT advantages for traditional cultures study and saving in the context of knowledge transfer are being emphasized. *The use of direct links is very promising. They can lead the reader to musical samples of folk culture (the "music bank"), to software resources of MCT-sound processing, saving, and transmission.*

Modern digital technologies and MCT allow organizing the educational environment in the network and providing communication with different participants of the cultural dialogue. The latest information products

are unique tools, necessary not only for the improvement of the modern educational process, but also to push cultural dialogue issues on to the next level. Modern tools of communication allow for updating the information receiving, storing, and transmitting. Besides, they reveal the prospects of art education, musical pedagogy, and cultures interaction.

MCT provides a new understanding of musical folklore of the Far East of Russia and China in particular and the music of the peoples of the world in general. It is necessary to create a "music bank" - namely, a single catalog, available for the storage and future use of the national musical culture samples.

The information technology and MCT have excellent pedagogical prospects (Gorbunova: 2014; Gorbunova & Chibirev: 2019). They are developed to facilitate and improve the knowledge access, increase the interactivity level, provide student-centered approach (Gorbunova & Hiner: 2019; Gorbunova & Voronov: 2018, pp.15-19; Gorbunova & Zalivadny: 2018, pp.55-64; Hoffer & Bailey: 2016; Jiang: 2007; Kabalevsky: 2005; Koroleva: 2011, pp.171-182) and, undoubtedly, can and should serve as a tool for studying and saving the national cultures. The musical education uses the samples, connecting folklore with the norms of European thinking, and provides interesting prospects for the study and research understanding of the dialogue of the culture in the East-West aspect.

Network interactions between different cultures in a single educational space have great development prospects, as they do not only meet purely practical requirements (mastering the material on a different qualitative level), but also become a new means of knowledge transfer. They also resolve issues of interethnic tolerance and harmony, multinational unity, which are the most important approaches in the educational process in Russia and around the world.

Thus, MCT is very important for the processing, transmission, and saving of the national musical culture, as well as for the preservation, development, and popularization of traditional cultural heritage. In this context, MCT presents a new type of accumulation and transmission of musical knowledge and a tool for source data processing. It is impossible to overestimate the prospects of digitizing of musical heritage collections since the issues of traditional culture preservation and development are highly valuable.

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BIODATA

IMINA H. ALIYEVA: She is a Professor of the Baku Academy of Music named after U. Hajibayli (Azerbaijan), Ph.D. in Art Studies, a member of the Union of Azerbaijan Composers (the section of musical theory). She graduated from the Azerbaijan Oil and Chemistry Institute, Faculty of Automation of Industrial Processes, Azerbaijan State Conservatory in Piano.

IRINA B. GORBUNOVA: She has a Ph.D. in Sciences, Doctor of Pedagogic Sciences, Full Professor of the Department of Information Technology, Institute of Computer Science and Technological Education, Chief Researcher of the Educational and Methodological Laboratory Music Computer Technologies at the Herzen State Pedagogical University of Russia, St. Petersburg. In 2013 she received the title "Honorary Worker of Higher Professional Education of the Russian Federation". Her research activities include such directions as: MCT in professional music education; MCT in general musical education; MCT as a means of rehabilitation of people with disabilities, MCT in the field of digital arts; MCT in information technology, psychoacoustics and musical acoustics. Dr.Gorbunova is Chairman of the International Research and Practical Conferences Contemporary Music Education, Music Computer Technologies in the System of Contemporary Education. The research results of Prof. Gorbunova were published in over 300 refereed publications, including 49 books and 277 papers in various scientific journals.

SVETLANA V. MEZENTSEVA: She has a Ph.D. in Art History, Associate Professor, Member of the Union of Composers of Russia, Head of the Department of Art History, Musical-Instrumental and Vocal Art of the Khabarovsk State Institute of Culture, Khabarovsk, Russian.



ARTÍCULOS

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Daily learning flow of inclusive education for Early Childhood

Flujo de aprendizaje diario de educación inclusiva para la niñez temprana

M. AKRIM

ORCID: <http://orcid.org/0000-0002-5185-7296>
akrim.medan@gmail.com

Universitas Muhammadiyah Sumatera Utara, Indonesia

R HARFIANI

ORCID: <http://orcid.org/0000-0002-4751-7096>
rizkaharfiani@umsu.ac.id

Universitas Muhammadiyah Sumatera Utara, Indonesia

ABSTRACT

This study was aimed to analyze the daily learning flow of early childhood inclusive education. The study used qualitative research, with a phenomenological approach in RA. An-Nahl, Jakarta. The data collection techniques used in this study were observation, interviews, focus group discussions, and documentation; then, they are analyzed descriptively with an interactive analysis model. The results obtained were the daily learning flow plan in the form of pre-opener, opener, energizer, activity, linking and summarizing, review, mission, closer applied by RA. The conclusion of this study was the modification of the daily learning flow, which is the flagship characteristic of RA.

Keywords: Daily Learning Flow, Data Collection, Inclusive Education, RA.

RESUMEN

Este estudio tuvo como objetivo analizar el flujo de aprendizaje diario de la educación inclusiva en la primera infancia. El estudio utilizó investigación cualitativa, con un enfoque fenomenológico en la RA. An-Nahl, Yakarta. Las técnicas de recolección de datos utilizadas en este estudio fueron observación, entrevistas, discusiones de grupos focales y documentación; luego, se analizan descriptivamente con un modelo de análisis interactivo. Los resultados obtenidos fueron el plan de flujo de aprendizaje diario en forma de preaperturador, abridor, energizador, actividad, vinculación y resumen, revisión, misión, aplicación más cercana por RA. La conclusión de este estudio fue la modificación del flujo de aprendizaje diario, que es la característica principal de la RA.

Palabras clave: RA, educación inclusiva, flujo de aprendizaje diario, recopilación de datos.

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1. INTRODUCTION

Inclusive education should begin with early childhood education institutions (Jensen et al.: 2010, pp.243-254) because all children with special needs have the same rights as other healthy children in obtaining education (Windarsih et al.: 2017, pp.7-11). Inclusive education is a system of extraordinary education services that requires that all extraordinary children be served in the closest schools in regular classes with friends of their age (O'Neil: 1995, pp.7-11).

Learning systems in inclusive educational institutions for early childhood must be able to accommodate differences in the learning needs of each student (Windarsih et al.: 2017, pp.7-11). An inclusive school is a school that can accommodate all students in the same class, able to provide a proper education program following the abilities and needs of each student, obtain assistance and support from the teacher so that all students achieve success (Kasman et al.: 2004). Children with special needs who receive the most attention from teachers are; a) child development b) learning disabilities or specific learning disability, c) Attention Deficit Disorder with Hyperactive, d) emotional or behavioral disorder, e) communication disorder and deafness, f) partially seeing and legally blind, g) autistic children, h) physical disability, and i) giftedness and special talents (Hallahan & Kauffman: 1991).

In fact, not all schools are able to implement an inclusive education system. Many problems are faced, including teachers having difficulty balancing learning in inclusive early childhood education; children with special needs are difficult to be invited to cooperate in following lessons. Besides the government is less involved in supporting facilities and infrastructure and educational game tools, so that the facilities owned by schools are minimal, as is the lack of helper needs or teacher assistant staff (Windarsih et al.: 2017, pp.7-11). Teachers generally are positive about inclusion. However, they indicate several problems and obstacles to the implementation of inclusion; policymakers should target training and enhancement of educators and funding for education (Lambe & Bones: 2007, pp.99-113).

Many challenges faced in implementing inclusive education, such as many curricula in learning institutions still use 'traditional' student models that create challenges for various types of students. Studies show that teachers do not feel ready to carry out inclusive class responsibilities and often teachers are not sure what is expected socially; learning environments fail to support the different nature of learners and authentic assessment of the achievement of learning outcomes (Mugambi et al.: 2015, pp.90-102). Younger and less experienced teachers without training in special education show less enthusiasm and are less prepared to manage inclusive classes (Mngo & Mngo: 2018). High workloads, as well as inflexible and inadequate educational curriculum policies in the learning experience of teacher education programs, are identified as barriers to inclusive education reform (Singh: 2016, pp.51-77).

Many debates have arisen between the removal of an inclusive education system or retaining it, taking into account many considerations and their implications (Hornby: 2011, pp.321-329). Differences in governance systems in school organizations and influential professionals in the development of inclusive education (Göransson et al.: 2019, pp.559-574). It should also be noted that conformity in interpreting the results of parent and teacher evaluations of children with special needs in an inclusive education environment (Pijl* & Hamstra: 2005, pp.181-192). Teacher awareness, which began to increase towards the principle of inclusive education, created a culture of inclusiveness throughout the school and formed partnerships with parents, strongly supporting the success of inclusive education (Chan & Yuen: 2015, pp.86-97). An inclusive model with constructive partnerships is proven to be able to overcome students in overcoming social, emotional, and behavioral difficulties in school (Botha & Kourkoutas: 2016, pp.784-799).

In line with that, now inclusive education is starting to get special attention from countries in the world, developed countries feel obliged to support inclusive education in a variety of formats, including providing financial assistance and professional and expert consultants for developing countries to support rights human and inclusive like 2015-2030 sustainable development goals (Carrington et al.: 2019). Inclusive education developers provide vision and guidelines for teaching policies, procedures, and strategies that will facilitate

the provision of adequate education for all children with special educational needs (Hornby: 2015, pp.234-256). Now many parties have begun to assume the importance of the implementation of effective inclusive education to ensure sustainable community development (Ignatjeva et al.: 2017).

Learning for early childhood based inclusive uses diverse learning strategies, chooses and uses varied learning methods, and utilizes learning media (Hegarty & Alur: 2002). The learning model can be carried out in the classroom with special accompanying teachers and learning is also carried out directly in an inclusive room with the teacher assistant team (*teacher-assistance team*), namely special teachers and general classroom teachers working together during the learning process (Mundia Ph D: 2009, p.5). Adaptive learning games based on actual development can increase the courage and confidence of children with special needs to try a new skill (Durkin et al.: 2015).

The important thing in the learning process in the inclusive education system is the management of the teaching and learning process (Windarsih et al.: 2017, pp.7-11; Villeneuve et al.), which is commonly known as the daily learning flow. The flow of daily learning in inclusive educational institutions for early childhood runs like a regular school, but educators need to modify the learning process and provide opportunities for children with special needs to carry out high mobility when children are in regular classes (A Harfiani: 2019). The learning process generally includes three activities, namely initial/opening activities, core activities, and closing activities (Amiruddin: 2014, pp.109–118).

The phenomenon was found in this study: the school, RA. An-Nahl has the advantage and uniqueness in managing the learning process for early childhood based on inclusive education, which is designing a daily learning flow to achieve the expected learning outcomes, known as "*day flow*". Even though RA. An-Nahl has obstacles and limitations, such as only utilizing a borrowed-use building, makeshift facilities, and infrastructure. However, with a strong determination to help the community, in this case, parents who have children with special needs, to get proper education services together with children others, making RA. An-Nahl the exemplary inclusive education institution was visited. It became the pilot RA in Indonesia. By paying attention to the appropriate learning strategies and also the right approach for all students, it can improve the quality of better Islamic education in Islamic education institutions (Shah et al.: 2015, pp.243-257; Lubis et al.: 2015, pp.59-68).

Based on this, the scope and formulation of the problem in this study are "What is the flow of daily learning in inclusive institutions for early childhood RA. Nahl Jakarta?" Moreover, the purpose of this study was to analyze the daily learning flow descriptively in RA. An-Nahl, Jakarta.

2. METHODS

The location of this study is Raudhatul Athfal An-Nahl, which is located at Jl. Jeruk Manis IV / 9 Kebon Jeruk, West Jakarta. The time set in conducting this research is in the 2018/2019 school year.

The reason for choosing the research location is: 1) RA. An-Nahl has implemented an inclusive education system since 2005, 2) has competent educators to deal with early childhood with special needs, 3) has appropriate learning methods for all students, 4) many achievements include: Champion I Head National Level RA in 2015, Islamic Education Appreciation Award from the Minister of Religion of 2015, Autism Friendly School Award from the Governor of DKI Jakarta in 2015, and Satya Lencana from the President of Indonesia in 2016, 5) have facilities that are relatively adequate and representative 6) RA. An-Nahl is an early childhood education institution that is in great demand by the community, as evidenced by the number of pivots before the opening of new student registrations every year, and 7) RA. An-Nahl is a pilot school, which is visited by many other schools from various regions in Indonesia for comparative studies.

This type of research is qualitative research with a phenomenological type approach, which is characteristic: describing data, analyzing, and interpreting phenomena captured in field observations in RA.

An-Nahl, Jakarta. Bogdan and Biklen suggest, "Researchers in the phenomenology model try to understand the meaning of events and interactions with people, usually in certain situations" (Bogdan & Biklen: 2007).

This qualitative research is *field research*, namely research that collects data and information carried out directly to the location or object to be studied, namely RA. An-Nahl Jakarta. The basic data in this study is the daily learning flow carried out by RA teachers. An-Nahl Jakarta based on inclusive education.

The main informants of this study were the Principal as the policy controller, the coordinator of inclusive education as the person in charge, and the teaching staff as implementers of day flow for early childhood based on inclusive education. How to determine the informant used purposive and key respondent techniques following the research objectives. The main informant is expected to be able to provide primary data about the flow of daily learning in RA. An-Nahl, Jakarta.

Data collection techniques used in this study, namely: 1) observation, researchers observe the day flow process designed and implemented by teachers in the learning process for early childhood based on inclusive education, 2) interviews, to school principals, as well as educators and education (teachers and staff) RA. An-Nahl Jakarta, as the key respondent for researchers to obtain information about the flow of daily learning on early childhood inclusive education, 3) Focus Group Discussion (FGD), researchers joined RA staff and teachers. An-Nahl Jakarta in a focus group discussion is conducted every day after teaching and learning activities in schools. In this activity, we discussed the development of students. We also designed activities and learning materials tailored to the interests of children, children's development, learning themes, and children's characteristics, to become an effective and efficient day flow design, 4) Documentation, researchers also need documentation data, such as day flow documents designed by the teacher, photos of learning activities and educational game tools used.

The data analysis technique in this study uses the Interactive model Analysis of Miles and Huberman. This interactive analysis model consists of four main things, namely: (1) data collection, (2) data condensation, (3) display data, and; (4) conclusion: drawing / verifying. (Miles, MB & Huberman, AM) *Qualitative Data Analysis: An expanded sourcebook 2nd edition*. The four activities are the activities that intertwine at the time before, during, and after collecting data in a parallel form to build general insights called analysis. The data obtained are generally in the form of words; the results of the analysis of the research are presented in descriptive form (Marandi & Homayonna: 2019, pp.22-25).

In qualitative research, testing the validity of data can be achieved by triangulating data and informants. This means that the researcher must clarify the findings of the third person or the same person at different times. If information is received, either by another person or the same person, but at different times, it still produces the same information; the data is declared "*saturated*". That is when the validity and reliability of research data have been achieved.

3. RESULTS

RA. An-Nahl is an early childhood inclusive education institution that accommodates all children aged 0-6 years in their territory or surrounding areas regardless of the inherent differences in the child. Learning at inclusive education institutions, including RA. An-Nahl, generally facilitates the existence of an Individual Learning Program (Program Pembelajaran Individu / PPI). PPI in RA. An-Nahl is an additional activity for students with special needs conducted after the learning activities in the regular class are over; the PPI is controlled by the classroom teacher accompanied by psychologists, officers from special education, shadow teachers, and therapists, to achieve a progress report maximum. So that it can be said that human resources at RA An-Nahl have good competence in managing early childhood inclusive education institutions.

RA. An-Nahl has 15 teachers and staff, and it does not include external workers, such as shadow teachers (can be from parents of students with special needs), expert psychologists, special education officers, and therapists. The number of students in RA An-Nahl TA 2018/2019 amounted to 119 children divided into six

groups based on age characteristics. In each group, there are 2-3 people with special needs who receive the same educational services as other normal children in an inclusive education system. There are 16 students with special needs in RA. An-Nahl.

Since its inception on June 17, 2003, RA An-Nahl has been determined that this RA not only accepts normal children but also accepts children with special needs, so that what must be done carefully. Although since 2003, it has been declared an inclusive education institution, but only in 2005, the community believed and wanted to include children with special needs in RA. An-Nahl.

RA. An-Nahl, as an Islamic education institution for early childhood based on inclusive education, concocting all learning activities based on Islamic concepts that will be paralleled in learning outcomes in each learning on all the material taught. Of course, there are materials that have to be understood, students can mention, can say, and they do it in terms of their skills and knowledge, they know, know, and understand. But RA. An-Nahl is more concerned with human and task, so trying to make the design of learning as good as possible so that it can create valuable learning experiences for children. The flow of learning one day or *day flow*, students must be able to feel comfortable during the learning process, because of the main purpose of RA. An-Nahl is to build students' attitudes (Ferretti: 2020).

Learning methods used in RA. An-Nahl includes educational games, role play, mini-presentations, and so on. However, what needs to be remembered in the teacher's mini-presentation in the delivery of concepts should not be more than 15 minutes, because the next process is more direct practice. An-Nahl inclusive includes; real learning, storytelling, practice ablution and prayer, learning while playing, musical drama, and farm school.

Various types of games with a choice of games where children need to move and feel, so many experiences and learn to adapt to the environment, including running, playing football, skating on a ball, skating on wheels, coordinating the body and balance, climbing, motor activity smooth, jumping, crawling, swimming, imagination, and so on. The types of games implemented are also adjusted to the conditions of children with special needs so that besides improving their abilities, they can also be used as a therapy facility. The Educational Game Tool (APE) used by RA An-Nahl students consists of indoor APE and outdoor APE, including ball, skateboard, climbing, swing, mini outbound, lego, beam, musical equipment, and drama property (Pakdel & Ashrafi: 2019).

To achieve the expected learning outcomes, RA. An-Nahl designed a daily learning path that was different from early childhood education school in general. Although there are still opening activities, core activities, and closing activities, in RA. An-Nahl is more modified, taking into account the existence of children with special needs in inclusive classes. Practically "day flow" in RA. An-Nahl can be seen in the following figure.

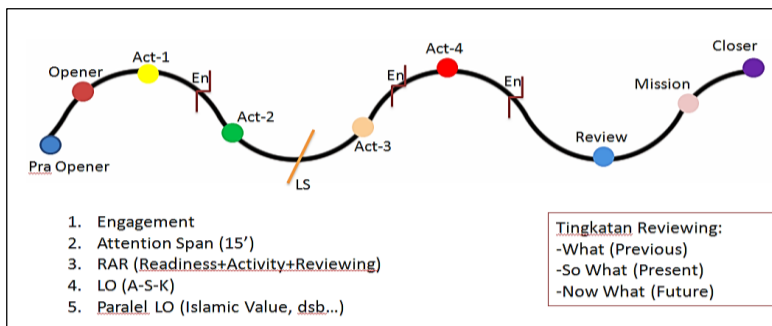


Figure 1. Day Flow in RA. An-Nahl

Pre-Opener: is activity before the opening activity, it starts in the morning at the beginning of the activity at the school, namely at 07.00 until 07.45 WIB. The pre-opener activity is carried out by the teacher, covering the activities of welcoming students, private iqro', private reading, and free play, which later at 07:45, the bell rings as a sign that students must line up in front of the class. Teachers and students carry out assembly activities for 15 minutes that motivate students to be enthusiastic in learning in class, activities carried out include movement and songs, playing pat pattern, and yells An-Nahl, then one by one the students enter in a class.

Opener: is an opening activity carried out by the teacher in the classroom, namely morning material activities such as muraja'ah, memorizing daily prayers, short letters, and hadiths. In this activity, the teacher can modify the learning method so that students do not get bored and stay focused on morning material activities. This activity is carried out by a circle time approach. Namely, the teacher and students sit together in a circle so that the teacher can pay attention to all students in the group. Opener activities take place from 08.00 to 08.30 WIB.

Activity 1: i.e., activities that are routinely carried out are the practice of ablution and dhuha prayer every day. Students go to the place of ablution that has been provided and practice ablution while still being controlled by the teacher. After that, students prepare and use prayer equipment and compile shaf, men arrange shaf in front and women behind. One male student acts as a priest who leads the Dhuha prayer. After praying, students tidy up the prayer equipment and keep it in its original place. This activity takes place from 8.30 to 8.50 WIBB (Sedlák et al.: 2019).

Energizer 1: In this activity, the teacher performs activities that make the child relaxed, generally in the form of gross motor movements that make the child stay uplifted and cheerful. This activity lasts for 10 minutes, namely at 08.50 to 09.00 WIBB.

Activity 2: This is a joint eating activity that is routinely carried out every day. In this activity, students get food from school, in the form of healthy food that varies every day, becoming food for teachers and students with the same type of food. This activity will be trained to socialize, clean, halal, healthy, and nutritious food, and pay attention to eating habits, and read prayers before and after meals. This joint eating activity also includes student and teacher rest activities, lasting until 09.20 WIBB.

Linking and Summarizing: this is a limiting activity between activities in the class and the center. Before students move to their respective centers with a moving class system, the teacher carries out activities that connect and summarize the activities that have been carried out, as well as direct and motivate the child to carry out activities in a predetermined center. This activity lasts for 10 minutes.

Activity 3 and Activity 4: are teaching and learning activities carried out in each center, starting at 09.30 to 10.45 WIBB. RA An-Nahl opened four centers, namely linguistic centers, centers of math and science, art centers, music & movements, as well as centers of religion and character building. In the center class, students will be guided by a central teacher who has prepared various learning activities according to the theme in the center. This activity is also interspersed with *energizers* so that children are not saturated and keep the spirit of learning.

Review: This activity is a recalling activity where the teacher uses the question and answer method to students about the themes and learning activities that have been carried out. Reviewing has several levels, namely what, so what, and now what. Every end of the activity, the teacher asks what has been done during the learning (what), then asks what can be learned from the activities that have been done (so what), then asks the students, after getting the learning, what will they do (now what).

Mission: in this flow, the teacher delivers the learning mission today. The *review* and *mission* activities are learning evaluation activities that last for 15 minutes, namely from 10:45 to 11:00 WIB.

Closer: At the end of the day, flow is a closing activity; mission activities are also included in closer activities. The teacher carries out activities according to the SOP for returning students. Students who have been picked up may go home at 11.00 WIBB.



Figure 2. Teaching and Learning Activities in RA. An-Nahl, Jakarta

In "*day flow*" there are several important steps that must be considered, namely:

Engagement; is a stage that is very important at the beginning of learning, at this stage, the teacher must pay attention and plan carefully in the *pre-opener* and *opener activities*.

Attention Span; the teacher must remember that the child only has an attention span of no more than 15 minutes, for that the teacher must pay attention to activities *energizer* if it appears students begin to lack focus on learning activities, so that the activity *energizer* cannot be determined in number, because it is conditional.

RAR (Readiness, Activity, Reviewing): at the RAR stage, the teacher must strive so that the child is able to animate all learning activities, which include core activities (activity 1, 2, 3, 4), review, mission, to closer.

Learning Outcomes: are expected outcomes. RA. An-Nahl has a different pattern. In general, learning outcomes patterns are KSA or knowledge, skills, and attitude. Knowledge has a higher presentation. But at RA An-Nahl has a different pattern, namely ASK, where the highest presentation is an attitudinal achievement, namely Attitude 70%, skill 20%, and knowledge at school 10%, but that does not mean that the knowledge obtained by children is reduced or neglected.

Parallel Learning Outcomes: i.e., other expected outcomes, meaning they are still written in the design even though they are not included in ASK. Generally, parallel learning outcomes in RA. An-Nahl is Islamic Value, although there are many other parallel learning outcomes to be achieved.

Modifications to the daily learning flow carried out at RA An-Nahl are excellent characteristics, in addition to the strong Islamic content that covers the entire process of activities at school. Teachers at RA An-Nahl drafted "*Day Flow*" every day after school activities were finished. RA An-Nahl conducts *upgrades* teacher once a week, every Thursday so that each learning activity remains monitored and evaluated so that the learning outcome and parallel learning outcomes can be achieved optimally.

4. CONCLUSION

Some conclusions from the results of this study are; 1) modification of the daily learning path designed to be a superior characteristic of RA. An-Nahl, including pre-opener, opener, activity, energizer, linking and summarizing, review, mission, and closer; 2) daily learning flow has important stages that must be considered, namely engagement, attention span, RAR, learning outcomes and parallel learning outcomes 3) the Islamic content that is thick and underlies all learning activities, 4) RA. An-Nahl as an inclusive education institution facilitates Individual Learning Programs (PPI) for children with special needs; 5) learning activities at RA An-Nahl are supported by the right learning model (Sentra and Circle times). Teaching and learning activities and varied learning methods, the choice of the types of educational games and educational tools that are

representative, as well as competent human resources in managing early childhood inclusive education institutions, 6) RA An-Nahl has learning outcomes patterns including Attitude 70%, 20% Skills and 10% Knowledge, besides also there are parallel learning outcomes.

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BIODATA

AKRIM: He is deputy rector II of Universitas Muhammadiyah Sumatera Utara and a lecturer in the Department of Islamic early childhood Education, Faculty of Islamic Religious. He received an undergraduate degree (S.Pd) in education from the University of Muhammadiyah Sumatra Utara in 2003 and a Master's degree (M.Pd) also in education obtained from Universitas Negeri Medan in 2008. His main research field is education, especially Islamic religious education and early childhood education.

RIZKA HARFIANI: She is a lecturer in the department of Islamic early childhood education, faculty of Islamic religious Universitas Muhammadiyah Sumatera Utara. She received an undergraduate degree (S.Pd.I) in Islamic Education from STAI Sumatera (STAIS) Medan, Sumatera Utara in 2009, and a master's degree (M.Psi) in Psychology Education in 2012. Her main research is in early childhood Islamic education.

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Risk management of the implementation of work health safety in radiology

Gestión de riesgos de la aplicación de la seguridad de la salud en el trabajo en radiología

Q SHOLIAH

ORCID: <http://orcid.org/0000-0002-0024-5206>

qqoqm_kuncoro@yahoo.co.nz

Brawijaya University, Indonesia

W KUNCORO

ORCID: <http://orcid.org/0000-0002-8443-5217>

wahyudikuncoro@gmail.com

RSI UNISMA, Malang, Indonesia

R.A SARI

ORCID: <http://orcid.org/0000-0001-9205-875X>

rath.ardia@gmail.com

Brawijaya University, Indonesia

R.P LUKODONO

ORCID: <http://orcid.org/0000-0002-8737-3226>

rio_pl@ub.ac.id

Brawijaya University, Indonesia

S.E SWARA

ORCID: <http://orcid.org/0000-0001-8103-738X>

suluh.elmans@ub.ac.id

Brawijaya University, Indonesia

ABSTRACT

The high use of radiation for medical activities is the second largest contribution the radiation source that we receive, which in addition to providing benefits, can also cause harm for radiation workers, the community, and the surrounding environment. The purpose of this study was to analyze the application and implementation of radiation safety at the Installation Radiology of UNISMA Hospital in Malang. Descriptive research was conducted with a qualitative approach. It is known that 20% of hazards are in a low category; 30 % of hazards are in the moderate category, 50% are in the high category.

Keywords: Qualitative Approach, Radiation Source, Radiology Installation, UNISMA Hospital.

RESUMEN

El alto uso de radiación para actividades médicas es la segunda contribución más importante de la fuente de radiación que recibimos, que además de proporcionar beneficios, también puede causar daños a los trabajadores de radiación, la comunidad y el entorno circundante. El propósito de este estudio fue analizar la aplicación e implementación de la seguridad radiológica en la Instalación de Radiología del Hospital UNISMA en Malang. La investigación descriptiva se realizó con un enfoque cualitativo. Se sabe que el 20% de los peligros están en una categoría baja; El 30% de los peligros están en la categoría moderada y el 50% están en la categoría alta.

Palabras clave: Enfoque cualitativo, Fuente de radiación, Instalación de radiología, Hospital UNISMA.

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1. INTRODUCTION

According to the Republic of Indonesia Minister of Health Regulation (PERMENKES) No. 340 / MENKES / PER / 111/2010 concerning the definition of hospitals related to, hospitals are health service organizations that provide individual health services, plenary which provides inpatient, outpatient, and emergency services (Pinem et al.: 2015, pp. 807-817). Paying attention to patient safety is a crucial aspect of healthcare provision delivery. Nowadays, in advanced countries, measuring this indicator is of high interest for healthcare providers to make evidence-based decisions and implement adequate plans and programs (Behzadifar et al.: 2019). Patient safety is an essential component of health care quality. Properly integrating and coordinating the different parts of the health system can ensure a safe, efficient, and high-quality healthcare. Patient safety is an important component of health care quality. Patient safety, including the measurement of patient safety culture, is a top priority in developed countries today (Erickson et al.: 2019). Patient safety is one of the essential tenets of patient care (Chakravarty et al.: 2015, pp.152-157) and is considered a critical component of healthcare quality (Nicolaidis & Dimova: 2016, pp.21-27).

These occupational safety and health efforts must be saved to realize optimal work productivity in all workplaces, especially places that have health hazards and are prone to contracting diseases. Therefore, hospitals are included in the criteria for workplaces with various potential hazards that can cause health problems such as potential radiation hazards (Republic of Indonesia Ministry of Health: 2010). The patient's implications for poor health in health problems from public health puzzles indicate the need to develop errors and improvements related to patient safety (Dias et al.: 2012, pp.719-729), This cultural safety organization is a product of individual and group values, attitudes, perceptions, competencies, and behavioral alternatives in terms of commitment, and the style and skills of organizational health and safety management. There is increasing interest in studying the patient safety culture in health and research organizations (Australian/New Zealand Standard: 2004).

Patient safety culture is a crucial aspect and a crucial issue in health service management (Ebrahimzadeh et al.: 2017, pp.1765-1767). Moreover, this concept is imperative for every organization aiming to realign the objectives of health professionals toward patient welfare and quality outcomes. Indeed, healthcare organizations must prioritize patient safety culture and make decisive changes resulting from their assessments (El-Jardali et al.: 2014, p.122). Furthermore, advancements in patient safety require the development of a patient safety culture that would support healthcare institutions (Stavrianopoulos: 2012, p.201).

One of the medical services in hospitals that use X-ray aircraft is radiology. The use of this X-ray is used for radiological purposes, which are also used interventional radiology (Nuclear Power Supervisory Agency, Head of BAPETEN Regulation: 2011). Occupational Health and Safety Efforts must be held to realize optimal work productivity in all places work, especially places that have risks health hazards easily contracted diseases. In line with that, the hospital is included in the criteria of the workplace with various potential hazards that can have impact health, such as potential radiation hazards (Alahmadi: 2010, pp.e17-e17). Consequences of decline in patient safety events means increase in AEs which include patient losses (disabilities and physical and psychological traumas, increase in length of hospitalization, and social withdrawal), ethical and moral losses for healthcare professionals (Classen et al.: 2011, pp.581-589) and hospital losses (increase in costs, loss of trust (The National Safety Council (NSC): 2015)

The 2015 National Safety Council (NSC) report notes that the health service sector has a higher risk of work accidents than other sectors. In 2013 alone, there were 666,300 cases of Occupational Accidents and Occupational Diseases in health care workers, with a ratio of 4.4 cases per 100 health workers, which caused the loss of workdays, work shifts, or work restrictions (The Republic of Indonesia: 2009). Therefore efforts must be made to prevent potential hazards that can cause occupational diseases to the environment in the hospital.

Knowledge about K3 must be implanted and owned by everyone who is in the vicinity of the hospital,

especially officers/workers who have the task of providing services to patients and visitors by providing a sense of security and comfort while in the hospital. The potential dangers of officers/hospital workers are more at risk when compared to workers in general. This is supported by the Israeli state report that the highest prevalence of back injury is nurses with a percentage of 16.8% compared to other industrial sector workers. Besides Israel, in Australia, among 813 nurses, 87% had low back pain (RI: 2007).

Law of the Republic of Indonesia Number 10 of 1997 concerning nuclear power, the use of nuclear power must be carefully supervised always to follow all provisions in the field of nuclear power safety, which does not pose a radiation hazard to radiation workers, society, and the environment. Republic of Indonesia Government Regulation Number 33 of 2007 concerning the safety of ionizing radiation and the security of radioactive sources, which aim to ensure the safety of workers and community members, protection of the environment, and Security of Radioactive Sources (BAPETEN: 2011). Regulation of the Head of the Nuclear Energy Supervisory Agency Number 8 of 2011 concerning radiation safety in the use of diagnostic and interventional radiology X-ray aircraft, that the safety of ionizing radiation in the medical field is an action taken to protect patients, workers, community members, and the environment from the danger of Radiation (Sexton et al.: 2006, p.44). These provisions do not require curative or corrective nature of workplace accidents, but workplace accidents must be prevented from occurring, and the work environment must meet health requirements clearly protecting radiation workers.

UNISMA Hospital RSI, which has a National-level Radiology Unit, is classified into a newly established Hospital, makes the Safety Management System plays an important role in preventing and minimizing radiation hazards. A radiation safety management system for radiation workers is needed, because radiation does not smell, does not appear but it is harmful to the safety and health of workers, if continuous radiation on workers can cause illness to death in radiation workers. Patient safety culture (PSC) is a broad, complex, and multi-dimensional conceptual framework (Ronald: 2005, pp.7-8) which enables to assess the behavior of individuals and organizations based on shared beliefs and values. The ultimate goal of PSC is to reduce injuries and increase patient safety (Thamhain: 2014, pp.3-12). This is evidenced by the results of preliminary observations that some radiology workers who did not use radiation protection equipment when entering the examination room, in addition to the newly established UNISMA RSI, had never been conducted research to analyze the implementation of safety in the radiology.

UNISMA RSI Malang Because radiation workers represent one group that also has a risk of the dangers of exposure, radiation, and occupational safety-related to chronic diseases to death.

2. METHODS

The type of research used in this study is a descriptive-quantitative method sampling uses total sampling. Total sampling is a sampling technique where the number of samples is the same as the population (Sholihah: 2013).

Information in this study was obtained from 3 electro-medical staff, one doctor specialist, 1 K3 officer, six radiographer officers. Data collection research was conducted by observation and interview. The data obtained is then compared with the provisions contained in PP No. 29 of 2009 concerning Licensing for the Use of Ionizing and Material Radiation Sources Nuclear, PP No. 33 of 2007 Safety Ionizing Radiation and Radioactive Source Security, and Perka Bapeten Number 8 of 2011 Radiation Safety in the Use of X-Ray Plane Diagnostic and Interventional Radiology. This research was conducted in the year 2019.

3. RESULTS

The results are explained about data analysis and discussion of research conducted to solve problems in order to provide a proposed improvement based on the results of calculations and analysis of the data produced. The factors that influence the occurrence of risk are in RSI UNISMA

Risk Management:

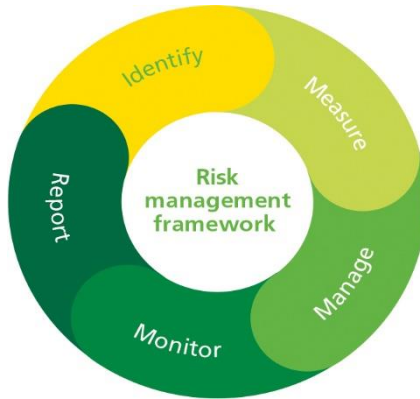


Figure 1. Risk management framework

Risk management, according to the Joint Commission on the Accreditation of Healthcare Organizations, is clinical and administrative activities carried out by the Hospital to identify, evaluate and reduce the risk of injury or loss in patients, visitors, and hospital institutions.

Level	Criteria	Details
A (5)	(Almost Certain)	Can occur at any time under normal conditions (can occur > 17 times/year)
B (4)	(Likely)	Occurs several times in a certain period (13-16 times/year)
C (3)	(Occasionally)	Risk can occur but not often (9-12 times/year)
D (2)	(Unlikely)	Sometimes it happens (5-8 times/year)
E (1)	(Rare)	Can occur in certain circumstances (0-4 times/year)

Source: AS/NZS 4360:2004 **Tabel 1.** Criteria *Likelihood*

Levell	Criteria	Description	
		Severity of Injury	Working days
1	(Insignificant)	Events do not cause harm or harm to humans	Do not cause loss of work
2	(Minor)	Causing minor injuries, small losses and not causing an impact on business continuity	Still able to work on the same day
3	(Moderate)	Severe injuries and being treated at the hospital do not cause permanent disability and moderate financial losses	Can lose working days under three days
4	(Major)	Cause severe injury and permanent disability and large financial losses and can have a serious impact on business continuity	Loss of workdays 3 days or more
5	(Catastrophic)	Can result in large casualties and financial losses	Lost workdays forever

Source: AS/NZS 4360:2004 **Tabel 2.** Criteria *Severity*

After determining the likelihood and consequences values of each hazard source, then the next is multiplying the likelihood and severity values so that the risk level will be obtained on the risk matrix which will be used to rank the source of the hazard that will be used as a reference for making recommendations for improvement. what is good in accordance with existing problems

Likelihood	Severity				
	<i>Insignificant</i>	<i>Minor</i>	<i>Moderate</i>	<i>Major</i>	<i>Catastrophic</i>
	1	2	3	4	5
5 <i>(almost certain)</i>	H	H	E	E	E
4 <i>(likely)</i>	M	H	H	E	E
3 <i>(moderate)</i>	L	M	H	E	E
2 <i>(unlikely)</i>	L	L	M	H	E
1 <i>(rare)</i>	L	L	M	H	H

Source: AS/NZS 4360:2004 **Table 3.** Risk Matrix

Hazard Potential	Risk	L <i>(likelihood)</i>	S <i>(Severity)</i>	Risk Matrix
Risk of submission errors medication in patient	Loss of patient	1	4	Risk High
Risk of lack of submission medication in patients	Loss of patient	1	2	Risk Low
risk of not taking training	not understand in practice in the field	1	4	Risk High
risk of not using an apron	injured in the body	4	3	Risk High
the risk of not using Pb glass	reduced vision, radiation	3	3	Risk Moderate
risk of not wearing gloves	injured on the hand	3	3	Risk Moderate
risk of not using thyroid protectors	injured on the hand	2	3	Risk Moderate
risk of not using ovarian protectors	radiation	1	2	Risk Low
risk of not using gonad protectors	radiation	1	4	Risk High
risk of not using film Badge	Reduced vision	1	4	Risk High

Table 4. Ranking

After getting the value of each hazard of each job that has been identified, then the danger is grouped according to the rating from the highest risk to the lowest risk. Figure 2 is a hazard rating classification on the working part of the plate. Based on the results of data processing, ten potential hazards and risks have been obtained from the UNISMA Hospital.

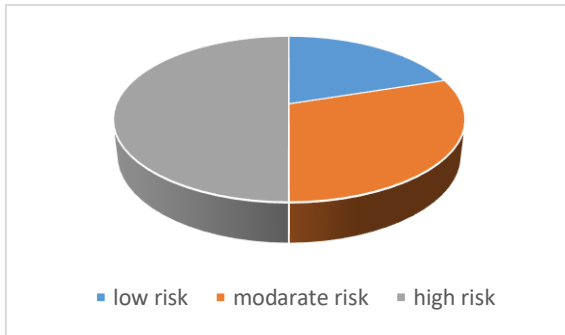


Figure 2. Hazard rating classification

RCA (Root Cause Analysis):

According to James J. Rooney and Lee N Vanden Heuvel (2004), RCA is a process designed to investigate and categorize the root causes of an event that has an impact on safety, health, environment, quality, reliability, and production. According to Anthony (2004), the implementation of RCA will improve and reduce the root causes that minimize the recurrence of failure.

Factor	The component that plays a role
organization and management	Safety culture
	Standards and objectives of the policy
	Sources and financial limitations
work environment	Organizational structure
	Staff qualifications and expertise levels
	Workload and shift patterns Design availability and maintenance of medical equipment Administrative and managerial support
Tim	Verbal communication
	Communication writing
	Supervisi dan pemanduan
	Struktur tim
Individual and staff	Capabilities and skills
	Motivation
	Mental and physical health
Assignment	Assignment design and clarity of assignment structure
	Availability and utilization of existing procedures
	Availability and accuracy of test results

Table 5. The root cause of an event

Steps to minimize risk

- Increasing the role of the hospital and management in preventing errors by developing a system that also aims to improve the quality of health services ensures that every effort, procedure, and service system carried out is safe for patients, officers, and the environment. This was presented in the form of SPO, clinical practice guidelines, clinical pathways, etc.
- Increasing the role of RSI UNISMA staff so that they are directly or indirectly involved in health services in hospitals to be able to recognize, identify and analyze the incidence of medical errors and make adequate efforts to overcome errors that have already occurred.
- Every staff must realize that they are part of a team that works in one system. Good teamwork.

Management Requirements

The description of the application of management requirements in the radiology installation of the UNISMA RSI Malang is: based on observations, interviews conducted by researchers at the radiology installation at UNISMA RSI Malang were obtained by management, namely the Head of Hospital as the head of the Radiology Installation Room. According to Permana, ten people responsible for radiation safety are permit holders and parties related to the implementation of a nuclear use, namely Radiation Protection Officers (PPR), and radiation workers. Permit holders must provide personnel as stated in BAPETEN Regulation No.8 Year 2011 Article 11b, following the type of X-ray aircraft used and the intended use. The permit holder in radiation safety at UNISMA RSI Malang is the UNISMA RSI itself with the Head of the Hospital as the person in charge, and the personnel who are directly involved in the implementation of the radiology are the Head of the Room / PPR. Observations were made on members, radiation protection training, radiation detection doses, and recordings available.

The results of the assessment of human resources at the UNISMA Malang Hospital have one radiology specialist according to the Decree of the Minister of Health of the Republic of Indonesia Number 1014 / MENKES / SK / XI / 2008 regarding radiological diagnostic administration standards for medical safety radiology installations at UNISMA Malang Hospital. UNISMA Malang Hospital has six people based on the decision of the Minister of Health of the Republic of Indonesia Number 1014 / MENKES / SK / XI / 2008 for radiology installations that must have two radiogenic. Observation Results Regarding radiation doses for radiation workers use Termo Luminescence Dosimeter (TLD), the results of observations about recordings/documents but for reports of accidental actions and actions taken for handling accidents have not been carried out and there are no records

Personel

Researchers analyzed radiology installations where there was 1 radiology specialist who worked in the radiology work unit of 1 person, the radiologist who served to operate the X-ray fluoroscopy aircraft, set diagnostic procedures and provide criteria for examining pregnant women, children, adults, and examinations health of patients using doses/drugs against radiation exposure. Based on the results of in-depth interviews with personnel, namely radiology specialists. The researcher analyzed that in the radiology installation, the main task of the function of the radiology specialist was to carry out contrast and fluoroscopy examinations together with the radiographer. Special examinations that require intravenous injection are carried out by a radiology specialist or another doctor/health worker who is delegated. However, there is no explanation/statement that the radiology specialist guarantees the implementation of all aspects of radiation protection to patients. Evaluating radiation accidents from a clinical point of view and this has not been in accordance with the Decree of the Minister of Health of the Republic of Indonesia Number 1014 / MENKES / SK / XI / 2008 Diagnostics in Health Service Facilities regarding the main tasks of the radiology specialist's function.

RSI UNISMA Malang has a number of radiology specialists. This is in accordance with the decision of the Minister of Republic of Indonesia Number 1014 / MENKES / SK / XI / 2008 concerning diagnostic radiology service standards in which the minimum health services of hospitals have at least 1 specialist BAPETEN (Nuclear Energy Supervisory Agency) No. 8 of 2011 which requires having specialist doctors who have competence in the field of radiology.

- *Examination and Monitoring of Facilities*

The results of the study by conducting interviews, obtained facilities, and facilities at the UNISMA Malang Hospital always check regularly. The examination was carried out by re-examining the radiology unit equipped with complete protection; always using badge films every time they would do irradiation, buildings, and facilities in the radiology unit met the standards Sarfas manager always monitors activities in radiology installations, which have complete radiation protection equipment (PPE). This has been aligned and complies with the regulation of the head of the Nuclear Energy Supervisory Agency Number 8 of 2011.

- *Radiation Protection Training*

UNISMA Malang Hospital has held training for workers of all six radiographers who become radiation protection officers, but the training carried out by the hospital has not run optimally and optimally because many officers still violate their work. The training function is held as additional knowledge, skill, which will be useful in implementing work safety against radiation. This condition is not in accordance with the Regulation of BAPETEN No.8 of 2011 which states that permit holders are required to conduct radiation protection training as a condition in radiation safety management systems. Radiation protection training includes material on nuclear legislation, radiation sources in the use of nuclear power, radiation biological effects, unit and amount of radiation, radiation protection and safety principles, radiation measuring instruments, emergency actions.

- *Radiation protection equipment*

Researchers Analyze In carrying out radiation activities, workers are required to use personal protective equipment when the radiation exposure produced by X-ray aircraft is quite high. One of the examinations that interviewed workers using personal protective equipment was a special examination; here, radiographers were dependent on radiation sources. For this reason, the radiology unit must provide complete personal protective equipment for its workers, as one way to minimize the effects of radiation received by workers.

Personal protective equipment owned by UNISMA Hospital, namely apron, Pb type, Pb glove, Pb thyroid protector, ovarian protector, gonad protector, film badge. In the case of personal protection, the hospital must have all the equipment needed but requires treatment such as Pb glasses, Pb gloves, Pb thyroid protection, ovarian protection, gonadal protection. According to the Republic of Indonesia Government Regulation number 33 of 2007 concerning the safety of ionizing radiation and the security of radioactive sources article 31 states that the permit must provide radiation protection equipment and each worker, patient, companion patient and/or other person related to radiation must use radiation protection equipment. If each room has at least one apron, the workers working in the radiation field will not change in use, substitute workers are comfortable working and avoid radiation that can work for themselves, radiation will support the potential exploitation of each protective material. For electromagnetic radiation, the most effective material for protection is lead.

- *Monitoring of Radiation Doses*

UNISMA Malang Hospital uses survey meters in radiology work units that are useful for increasing radiation, ensuring radiation on aircraft radiation, x-not or can cause radiation, to be used, increase radiation produced, and improve radiation quality. or more as a protected protection effort. Radiographers know recovery through TLD that is used by radiographers when conducting patient examinations, it is known that

very high radiation from a radiology installation reports to hospital management for testing and finds reporting of repairs and then repairs to the room. Radiation dose monitoring for radiographers is carried out using an individual dose conversion tool and in accordance with Perka BAPETEN No. 8 of 2011.

4. CONCLUSION

1. A risk assessment carried out with UNISMA RSI workers produced 3 rating categories, namely low, moderate, and high. It is known that 20% of hazards are in a low category; 30 % of hazards are in the moderate category, 50% are in the high category.
2. Increasing the role of the hospital and management, Increasing the role of RSI UNISMA staff so that they are directly or indirectly, and Every staff must realize that they are part of a team that works in one system.
3. Personnel in the work unit of UNISMA Hospital RSI have 1 (doctor) Radiology Specialist, three electro-medical staff, 1 K3 officer, six radiographers at RSI UNISMA. Radiology in UNISMA Hospital must look at factors and complement such personnel, Examination, and Monitoring of Facilities, Radiation Protection Training, Radiation protection equipment, and Monitoring of Radiation Doses

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BIODATA

QOMARIYATUS SHOLIHAH: Prof. Dr. Ir. Qomariyatus Sholihah is a Professor at the Faculty of Engineering, Brawijaya University. She is an author, co-author, and journal reviewer. She has published more than 50 scientific papers and 23 books on Occupational Safety and Health. Research interests focus on the field of Occupational Safety and Health, Safety Industry, and Public Health.

WAHYUDI KUNCORO: Dr. Wahyudi Kuncoro is a Doctor at RSI Unisma Malang. He is also a Postgraduate student in the Faculty of Medicine, Universitas Brawijaya. He has published one book entitled Occupational Safety and Health.

RATIH ARDIA SARI: Ratih Ardia Sari, ST., MT is a lecturer in the Faculty of Engineering, Brawijaya University. She is an author, co-author, and journal reviewer. She has published more than 50 scientific papers. Research interests focus on the field of Logistics and Supply Chain Management, Operations Research, Project Management, and Inventory Management.

RIO PRASETYO LUKODONO: Rio Prasetyo Luikodono, ST., MT is a lecturer in the Faculty of Engineering, Brawijaya University. He is an author, co-author, and journal reviewer. He has published more than 14 scientific papers. Research interests focus on the field of Ergonomy, Work Measurement, and Experimental Design

SULUH ELMAN SWARA: Suluh Elman Swara, ST., MT is a lecturer in the Faculty of Engineering, Brawijaya University. He is an author, co-author, and journal reviewer. He has published more than 19 scientific papers. Research interests focus on the field of Maintenance.



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The teaching management and study of Hadith: method, contents, and approaches

La gestión de la enseñanza y el estudio de Hadith: método, contenidos y enfoques

M MUKHIBAT

ORCID: <http://orcid.org/0000-0003-0126-0210>

mukhibat@iainponorogo.ac.id

The State Institut of Islamic Studies, Ponorogo, Indonesia

ABSTRACT

The shift in the orientation of Hadith studies in Indonesia and the West has given rise to differences in the aspects of the method, the material and its approach, and the management of learning. These differences have given rise to different study models. The question is how the study model is appropriate in the Indonesian context. Based on this qualitative-collaborative research at UIN Jakarta and the Oxford Oriental Institute, it is hoped that there will be renewal in the methods and approaches of the study of Hadith in Indonesia.

Keywords: Hadith, Indonesia, Oxford, Qualitative-Collaborative Research.

RESUMEN

El cambio en la orientación de los estudios Hadith en Indonesia y Occidente ha dado lugar a diferencias en los aspectos del método, el material y su enfoque, y la gestión del aprendizaje. Estas diferencias han dado lugar a diferentes modelos de estudio. La pregunta es cómo el modelo de estudio es apropiado en el contexto indonesio. Sobre la base de esta investigación cualitativa y colaborativa en UIN Jakarta y el Oxford Oriental Institute, se espera que se renueven los métodos y enfoques del estudio de Hadith en Indonesia.

Palabras clave: Hadith, Indonesia, Investigación cualitativa-colaborativa, Oxford.

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1. INTRODUCTION

Islamic studies in the West see the Hadith as a doctrine and civilization, and not as a transcendent religion. Therefore the Hadith is placed solely as an object of scientific study. Hadith can be criticized freely and openly by relying on a variety of more sophisticated approaches and methods in the social and human sciences, while the study of Hadith in the East, including Indonesia, strongly emphasizes normative and ideological approaches. The Islamic sciences are not made solely as objects of scientific research that are freely subjected to the principles that apply in the scientific world but are placed honorably according to their position as doctrines which truths are believed to be absolute.

However, in the late '80s, the orientation of the study of Hadith in Indonesia was more inclined to the West. This was because many Muslim scholars were sent to Western universities, such as McGill University, Leiden University, Ohio Institute, etc. It was showed an increase of exchange students to the United States, Canada, Australia, the Netherlands, Germany, and France. This development also confirms that the Hadith is understood not textually but also contextually. These differences and shifts in orientation have automatically given rise to different methods; materials approach in the study of Hadith in both East and West, which will have implications for the management of learning. This is, of course, very important to be studied more deeply, so that it can give birth to an appropriate study model in the Indonesian context (Guzmán et al.: 2018).

Thus, research and studies on the orientation of methods and approaches to the study of Hadith in East and West are very significant in developing Islamic studies in the PTKI environment throughout Indonesia. Where, in the national curriculum structure of Islamic Higher Education, Hadith courses are compulsory subjects to be followed by all students in each department at PTKI. This qualitative-collaborative research article with the inductive thinking method is an answer to how the methods, materials, and approaches of the Hadith in two traditions, East (UIN Syarif Hidayatullah) and West (Oxford UK) which have different orientations (Assegaf: 2002).

This is, of course, very important if it is linked to the great agenda of the Indonesian people, which will make Indonesia the center of world Islamic studies. So here it is necessary to appreciate some experts of Indonesian Islamic Studies on the concept of "*Nusantara*" which is "space between". The word "*nus-antara*" is "the between zone". This space, which in the al-Qur'an language is called the *la yarsyiqiyah wa la garbiyyah* zone, can be proposed as a new mecca for world Islamic studies (Waryani, 2014: 643). Islamic studies so far have been oriented toward Western Islamic studies and Middle Eastern Islamic studies. Where the West prioritizes the dimension of rationality, during the Eastern aspect of spirituality, in Indonesia, both must be integrated by taking the positive from the West and East. Indonesian Muslim scholars must have the courage to say that there is an Islamic *Nusantara* study.

2. METHODS

The position of Hadith as a source of law after the Qur'an is not sterile from the problem. One of the fundamental issues is whether anything that comes from the Messenger of Allah (Muhammad SAW) must be done despite the prohibition of entering the realm of worship. The other problem concerning *dalalah* (His direction), on the one hand, the Qur'an is absolute, and on the other hand, the Hadith is not. The answer to the above issues is very much related to the understanding of a Hadith. Therefore, various efforts made by scholars, both scholars *mutaqaddimin* and *mutakhirin* to seek out and prove their authenticity and validity and make efforts to understand and capture the meaning of the Hadith content.

The process of understanding the Hadith is better known as *fiqh al-Hadith*, namely the process of understanding and revealing the content of a Hadith with the correct knowledge so that the results of that understanding can answer the problems of the times. The method of teaching came to be called *tahammul*

wa al-'adā' (Von Denffer: 1981). Understanding the Hadith requires a way and techniques of understanding and exploring the purpose of a Hadith to produce a correct and mature understanding.

The beginning of understanding the Hadith is carried out by the Prophet Muhammad himself, who has the capacity as Rasulullah, mubayyin, musyarri', leader of the community, the state, and Muslims (Suryadilaga: 2009). Factually the Prophet acted as a resident and explanation of the matters of ukhrawi and the world both in ordinary circumstances and in situations of conflict that occurred in society. The basis for the stipulation and interpretation of the Prophet is a revelation, the Prophet's policy in the form of deliberation with friends (Brown: 2010). Methodologically and in the context of tahammul wa al-'ada', understanding patterns of the Prophet applied in three forms; First, the understanding conveyed by the Prophet in oral way. Second, the knowledge expressed by the Prophet and written by Friends. Third, understanding which exemplified by the Prophet through practice.

The understanding of the Hadith that developed until now relies on textual and contextual understanding because the text will always interact with the context (Thahir Lukman: 2004). Therefore, in understanding a book, understanding context becomes a necessity that must be done — no exception to the understanding of the text of the Hadith. Without understanding the various variables and situations behind the text which include historical, sociological, psychological, etc., this will potentially lead to misinterpretation and the possibility of the release of Hadith messages from the context around them, coupled with the reader's ignorance of the textual intent of a text implicates the authoritative attitude in understanding the text (Muyambiri & Chabaeefe: 2018).

Orientalist Method in Understanding Hadith:

The intersection between West and East of the 18th century until now, more or less, provides a distinctive style for the development of Islamic studies, not least in the study of Hadith. Regarding the understanding of the Hadith, which is widely discussed by some Orientalist scholars and Islamologists who study Islamic literature where they conduct further research gives a knowledge of the Hadith of the Prophet including Ignaz Goldziher (1952), Wensinck (1932), Joseph Schacht (1953) and G.H.A. Juynboll. Where they have criticized the methods of the hadith experts on how to understand the ma'ānī al-hadīth, then they offer a new approach, namely the "method of critique the Hadith" as a solution.

Ignaz Goldziher and Joseph Schacht are two Hadith reviewers who can be categorized as revisionist users (Masrur: 2007). Revisionism tends to draw conclusions that deny the validity of historical accounts based on various facts from Islamic sources. While traditional groups are those, who do not recognize the findings of the revisionist group and also reject the validity of the source criticism method used by the revisionist group, orientalist put the Hadith as a source of reconstruction of Islamic history (Yerizon et al.: 2018). The history of events, the history of jurisprudence, the history of religious and institutional ideas, and the interpretation of the al-Quran estimate the age and origin of a source (dating documents). Melchert, for example, also uses a historical approach in establishing historical findings to identify patterns and group features (Connolly: 2012) while Muslim scholars study Hadith as a source of Islamic authority, source of law, source of moral value, interpretation and others.

Orientalist methods in studying the ancient literature of Greek, Roman, and Jewish religious literature, Christianity, are used in Islamic literature, including the Hadith. Classic literature containing historical facts is contrasted with the texts of the Hadith. The critical theme of the book (naqd al-matan) with its authentic approach and also the reconstruction of the methodology of the established naqd al-sanad wa al-ta'dil continues to stick out with several cases and variations. This has led to an Orientalist writing trend in the field of Hadith, which leads to suing the authenticity of the Hadith - both in whole and in part. However, not a few Orientalist methods are followed and developed by Muslim thinkers such as Abu Rayah, Ahmad Amin, Samir Islambuli, and others in the Arab (Esfahani et al.: 2018, pp.45-53).

The main themes that became critical objects of the Orientalists and Muslim thinkers included, 1) the history of the development of the Hadith from the time of the Prophet to the *tadwinan*, 2) criticism of the interaction methodology with the Hadith sanad, 3) criticism of the interaction methodology with death, 4) criticism of the *rawi* and figures in the study of Hadith. The approaches used to vary, from historical criticism, critical analysis of the content to promoting rationality and empiricism, or by using the developed classical methods. So, in theory, the approaches used are in line with the fundamental character of the principles in the study of Hadith, there are also disputed even not a few produce controversial conclusions.

Regarding the method developed by the Islamologist, according to Muhammad Azami (2000), the Orientalists devote much time to researching and understanding historical literature and others from Islamic literature rather than the Hadith itself. The serious Orientalists who also concluded studying the Hadith *dalah*, the amount can be calculated with the fingers. Furthermore, their research and understanding appear to be immature and less scientific. Their work has done dangerous things in the history of research and knowledge of the Prophet Muhammad's Hadith.

3. RESULTS

Hadith Study at UIN Syarif Hidayatullah Jakarta:

In general, the management of Hadith learning at UIN Jakarta is almost the same as learning the Qur'an, which is based on several considerations, namely: 1) objective factors, 2) student factors, 3) lecturer factors. Learning at UIN Jakarta is called lecturing. The lecturing method, or often called lecture, is the method most commonly used by lecturers in teaching. According to Ummi Kulsum even though the lecturing method is often considered outdated, the popularity of the practice never fades.

The interesting part in the use of this lecturing method at the UIN Jakarta Department is in the form of a lecturing committee. Namely, the lecture method is modified into an innovative approach by combining it with several strategies. This method utilizes a group of students in a lecture team so that it stimulates other students to become active. The intended involvement starts at the time before the lecture (pre-lecture), while the lecture is taking place (while lecturing), and when the lecture is finished (post-lecture). This method adopts a theory of learning in Higher Education where there is a shift in the conventional 'lecture' meaning (centered on lecturers) to an innovative purpose of lecture (lecturers and students play an active role together).

In addition, what was recorded from the results of lecture observations at the TH Department of UIN Jakarta was the use of active knowledge sharing. This method lecturers provide an introduction, discussion, give examples, have students read and discuss, divide into units of thought, connect the intentions of Hadith with problems that arise in daily life, and then the lecturer asks students to take the conclusion of the purpose of the Hadith. This method is beneficial in triggering conducive group discussions. Sometimes the lecturer/professor will also give a group investigation to be done and presented together, which is an exercise to be able to produce their writing later in the form of individual and group papers.

According to Rifqi Muhammad Fatkhi this method is used so that students have the knowledge and skills to criticize Orientalist works, although students are also encouraged to use references from Orientalists, critical attitudes must be raised in making papers. To support students having a critical attitude, students are encouraged to read books such as books by Mohammed Arkoun, *Rethinking Islam*; Norman Calder's book, *'Studies in Early Muslim Jurisprudence'*, Kenneth Cragg's book, *"The Event of the Quran: Islam in Its Scripture"*; and Farid Essac's book, titled *Qur'an Liberalism and Pluralism: An Islamic Perspective of Interreligious Solidarity against Oppression*.

Besides, to further increase student participation, lectures also use information search methods, especially in dense and abundant material, so that students do not feel hard and bored. This method is to explain to students that the Hadith is not *qath'i al-wurud*, because most of the passages do not go through a *tawatur* process. Therefore, most of the Prophetic Hadith is *zhanni al-wurud*, that is "strongly suspected"

conveyed by the Prophet. This method will be very interesting when discussing Orientalists' thoughts about the Hadith and the opinion of contemporary Muslim scholars towards the opinion of the Orientalists.

According to Umami Kulsum, in general the Hadith is understood contextually and situationally of the verses of the Qur'an in response to the questions of the Companions of the Prophet. Because the Hadith is an interpretation of the Holy Prophet intended to guide the Companions in practicing the verses of the Qur'an. Because the conditions of his friends and background of life were different, the instructions given by the Prophet were also changed. On the other hand, the Companions also gave different interpretations of the Prophet's Hadith. From here, the Hadith, in general, can be temporal and contextual. This is a special emphasis so that students are not "trapped" in ideologization or sacralization of the interpretation of previous scholars (Dakir & Shah: 2012, pp.3176-3184).

The contextualization mentioned above has made learning more empirical and academic, without negating the fact that Islam is a system of belief and religion. Students tend to be more open and tolerant of efforts to understand different Hadiths. This condition has led to the birth of a rigid non-Madhabi approach in understanding a Hadith. However, according to Amin Abdullah (2006), lectures that are the contextual need to continually pay attention to the implications and consequences of the tendency of non-interplay between material and methodology of Hadith studies.

Contextualization of the Hadith can be seen in the thesis of one of the students with the tahlili method in studying the Hadith about Flies, "If a fly falls in the drink of one of you, then sink it, then discard it because on one wing there is a disease, and on the other wing there is medicine". This hadith was rejected by Muhammad Taufiq Sidqiy and Abd al-Waris al-Kabir because, according to him, it was not following the ratio view, because usually, the flies are carriers of germs that can cause disease. This Hadith has been judged valid by the scholars of Hadith from ancient times until now. However, several recent studies have confirmed the truth of the Hadith. This explanation of the Prophet is now among the new knowledge discovered in the last years. From the results of the study found that when a fly perched on dirt, he ate some of it, and partly attached to his limbs. In the body of flies contain immunity to the germs they carry. Because of that, the germs he brought did not harm him. The protection is a well-known antibiotic drug that is capable of killing many germs. When a fly enters a drink, it spreads germs that stick to its limbs. Nevertheless, if all members of the fly's body are thrown in, they will release an antidote (toxine) that kills the germs (al-Kulaib: 1992).

However, in addition to using the contextual approach in learning at the Faculty of Ushuluddin, UIN Jakarta also uses a textual approach in understanding Hadith. According to Lilik Umi Kaltsum this is based on the characteristics of the Hadith are religious texts that contain elements of creed and worship. Unlike the contextual approach, the textual approach is a way of understanding the Hadith, which tends to focus on historical data by emphasizing analysis from the point of the grammar of language with the episteme bayani mindset. In excess, the thoughts of the ulama were understood to be final and dogmatic.

This textualist approach is based on the belief that the most appropriate way to understand Hadith (Islam in a broader context) is from the literal texts because they have clearly explained what the Prophet meant. Furthermore, according to Muhammad Zain, outlining one by one, the results of textual thought of each age with their respective figures are an interesting thing. Therefore, the idea that is no less important with this textualist approach is looking for the common thread each of these links of thought, what paradigm or epistemology is underlying it.

Hadith Study at the Oriental Institute of Oxford University UK:

Hadith Learning at the Oriental Institute of Oxford University combines several methods at once. First, considering that the field of study is a vast cognitive domain, mastery is needed gradually and systematically. For this reason, the so-called illustrative-descriptive method of events recorded in Hadith literature is verbally presented to students with the help of images from ancient manuscripts or manuscripts that can deliver their thoughts to enter the past. Although the picture is not entirely representative, at least they were helped to

understand the socio-cultural context of the scholars of Hadith (muhadditsun) they studied. Second, timeline chronological order method, where students are directed to be able to see the sequence of events and finally be able to conclude the various contents of the hadith content and its narrators. Third, the concept mapping method (conceptual mapping), which is a practical way to describe the multiple themes contained in the books of the Hadith. This method makes it easy for students to follow and understand the historical path of the development of the Hadith and its sciences and understand this discipline as a whole. By mapping this concept, students not only memorize Hadith material verbally, word by word but also have the opportunity to build their framework to explain the relationship between one thought and another.

The Hadith learning method applied at the Oriental Institute of Oxford University also emphasizes active student participation through what is known as an information search, practicum, and response method (Dirjen: 2011). In practice, this method includes inquiry learning strategies, problem-based learning (learning that starts from a problem), and collaborative learning (learning with fellow students).

The methods used by lecturers at the Oriental Institute of Oxford University in understanding the Hadith are not much different from the approaches that are widely used by European Orientalist scholars such as Goldziher, Schacht, and Juynboll, namely: 1) the method of *matan* criticism that departs from and results in total rejection (denial of authenticity of all Hadith), 2) transmission line analysis method (*isnad*) with a special focus on what is referred to as the Common Link, and 3) historical-synthetic analysis method that combines *sanad* analysis with the analysis of the *matan* Hadith.

Furthermore, Melchert explained that Goldziher, entitled *Muhammadanische Studien*, concluded that the so-called Hadith was doubtful of its authenticity as the words of the Prophet. According to Goldziher, earlier Islamic scholars used more criticism of *sanad* and less use of criticism of *matan*. Therefore he is said to offer a new method, namely only *matan* criticism. The scholars have criticized the *Matan*, but what Goldziher means is the *matan* criticism, which covers various aspects such as politics, science, socio-culture, and so on. One criticism among others is addressed to a Hadith in the *Sahih Bukhari*, which he thinks is false. The Hadith in question is the Hadith narrated by al-Zuhri whose pronunciation reads: "Not ordered to go except to three mosques, Masjid al-Haram, Masjid Nabawi, and Masjid al-Aqsa". According to Goldziher, this Hadith is the order of 'Abdul Malik bin Marwan, a caliph from the Umayyad dynasty in Damascus who was worried that Abdullah ibn Zubair, who was proclaimed as a caliph in Mecca, took the opportunity to order the Syrians to make the pilgrimage in Mecca in Makkah to pledge allegiance to him. Therefore, 'Abdul Malik tried to make the people of Sham no longer go to Mecca, but it was enough to go to the Qubbah Sakhra in al-Quds, which at that time was in the territory of Sham.

For this reason, Goldziher said he ordered al-Zuhri to make the Hadith as above. Goldziher then quoted al-Zuhri's own words: "Inni haulai al-umara akahuna'ala kitabaha Hadith (without "al" ma'rifah)". These words, according to Goldziher indicate that al-Zuhri was forced to write a Hadith that had never existed at that time. This Goldziher opinion was denied by the scholars of the hadith experts.

Melchert said that Goldziher based his theory on the wrong historical facts because al-Zuhri had never met with 'Abdul Malik ibn Marwan before 81 H while 'Abdul Malik was thinking of building the Qubbah Sakhra, which supposedly would be used as a substitute for the Kaaba in 68 H. Moreover, if it is assumed that al-Zuhri met with 'Abdul Malik in 68, his age was no more than 10 to 18 years, because according to historian al-Zuhri was born around 50 to 58 H. Therefore it is illogical if children of that age are already so popular outside their regions to be asked to "make" Hadith. This is the irrationality of Goldziher's theory. This argument was rejected because at that time in Syam there were still many generations of friends and *tabi'in*, and they could not be silent. Regarding the words of al-Zuhri that he was told to write the Hadith, according to Azami, Goldziher misquoted him, because he left "al" in the word "aHadis". However, if the quotation matches the original text, as in the narrations of Ibn Sa'ad and Ibn Asakir, it will read *inna haulai al-umara akrahuna 'ala kitabaha al-Hadis (dengan "al" ma'rifah)*". If so, then the impression is not forced to write the Hadith that had never existed at the time, but the Hadith that already existed, it is just not compiled.

According to Christopher Melchert the second method, as developed by Joseph Schacht is better known as the Back Projection. Schacht researched many fiqh Hadiths stating that at the time of al-Shay'bi Islamic law did not yet exist. Thus, if the Hadiths are found to be related to Islamic law, the Hadith are made by people after al-Sya'bi. According to Schacht, Islamic law has only been known since the appointment of the qadis, while this appointment only occurred during the Umayyads. In giving their decisions, the qadis, according to Schacht require the legitimacy of people who have higher authority. Therefore, the qadis attributed their decisions to the previous figure, just as the Iraqis attributed them to al-Nakha'i. They not only attributed to those who were relatively close, but also to those who were earlier so that in the final stages, these opinions were attributed to the Prophet. According to Schacht this is the reconstruction of the formation of the Hadith sanad, namely by projecting these opinions to previous figures. That is why Schacht's theory is called "Back Projection". Schacht went on to argue that with the emergence of these classical fiqh schools, the consequences of the rise of hadith experts would be born. According to him, this Hadith expert also had forged the Hadith to defeat the rules made by the fiqh expert group. With this theory, Joseph Schacht concluded: We shall not meet any legal tradition from the Prophet, which can be considered authentic. Azami also denied Schacht's thought. To undermine the Schacht theory, Azami researched the Prophetic Hadith contained in classical texts (Federpiel: 1970).

The Schacht-style understanding method also gives birth to what is called the argument e silentio. It implied proof method that departs from the assumption that if a scholar (ulama / narrator) at a certain time is inaccurate about the existence of a Hadith and fails to mention if a Hadith by a scholar (Ulama / narrators) who came later where the previous scholars used the Hadith, it means that the Hadith never existed. In addition, if a Hadith is first discovered without a complete sanad and then written with a complete isnad, that isnad is also falsified. In other words, to prove that the Hadith exists / it is not enough to show that the Hadith has never been used as an argument in the discussion of the fuqaha. This is because if there had been a Hadith, surely it would be used as a reference. An important conclusion is the use of various cutting-edge scientific methods.

Initiating a Model of Hadith Study in Indonesia:

In this discussion, the writing is directed to examine how the methodology of Islamologists in the West and Indonesian Muslim scholars in understanding the Hadith of the Messenger of Allah. Based on the analysis of Hadith studies at UIN Jakarta and the Oriental Institute of Oxford University UK, it can be concluded that there are two theoretical discourses in the Hadith scholarship discourse. First, it is a matter of authenticity (whether the Hadith contained in the books of the Hadith are valid or false, whether the Hadith originates from a prophet, a Companion, or Tabiin or only relies on them without their knowledge at all). Second, the issue of the reliability of the Hadith authentication methodology. Are the methods used by al-Bukhari, Muslims, and other mukharrij in collecting and verifying the Hadiths are valid and reliable? There is no need for criticism history or not? Are al-Bukhari's genius and piety considered sufficient to accept all the Hadiths in his collection that he named al-Bukhari valid or do we consider that al-Bukhari is no more than an ordinary human being who has extraordinary advantages but is not infallible so that he can wrong in assessing the quality of a Hadith? Do the Hadith collectors such as al-Bukhari, Muslim, Ibn Majah, and others apply the criteria as desired by the ulumul Hadith (the method of criticism of the Hadith) that we know today or have their own methods that are different from the science of Hadith criticism?

Muslim scholars in the research of Hadith, who emphasize how to verify a Hadith to distinguish authentic from non-authentic, the emphasis in research on Hadith in the West is how to do a dating of a Hadith to assess its origin or source. This is due to the fact that most, if not all, Western scholars believe that very little if any, hadith can be attributed historically to the Prophet. The Hadith Discourse in the West always refers to the names Ignaz Goldziher (Hungary) and Joseph Schacht (Austria), and the surviving G.H.A. Juynboll (Dutch), Harald Motzki (German) and several other names. In the eyes of the Orientalists, the first two names are

considered like Ibn al-Salah (swordsman ulum al-hadith Muslim) or Ibn Hajar in the Islamic world. Whereas G. H. A. Juynboll and Harald Motzki, are found (more or less) like Muhammad Shakir, al-Albani and al-Saqaf or al-Gumari in the Islamic world. The first two names (Goldziher and Schacht) have died, but have left global influence and created skeptical madhhab in the West. In the days of Goldziher (Ishaq: 1976) and Schacht (1953), the majority of Western scholars were not to say all, skeptical of Islamic literature, including Hadith.

Comparing the two descriptions above about the chronology of Hadith studies in the West and studies in universities in Indonesia (UIN Jakarta) seems unbalanced. From the first, obtain information about the use of various scientific disciplines in Islamic studies. Whereas from the second one gets information about where or at what faculty and department the study of Hadith was conducted. However, the location of the faculty or department where the Hadith studies have also provided an explanation of what disciplines are used in conducting the study of the Hadith. It appears that in addition to theology, comparison of religions, and comparison of madzhab, the study of Hadith is carried out using political science, public policy, philology, history, sociology and anthropology, even economics and development. Thus, there is a common thread from the two expositions above in terms of the methodology of Islamic studies. Now the question arises: what study of Hadith should be developed in Indonesia now?

Therefore, it is first necessary to position the Hadith study in the distribution of existing knowledge. Usually, science is divided into three types, namely the cultural sciences, social, and natural. The study of Islamic philosophy or Islamic theology or Islamic law falls within the scope of cultural studies. While the study of Muslim behavior in a community or association with other communities, including patterns of their behavior, is part of the study of social sciences. This means that the study of Hadith can be done with a cultural science approach and a social science approach. The conclusion is the use of various advanced scientific methods that developed in the social sciences and humanity, allowing the birth of works of Hadith studies that are scientifically quite impressive, although not without flaws at all (Mahendra: 1994).

The next question: is it possible that the Hadith study was carried out with the three approaches to the fields of science above? The answer is that the Hadith is not part of the three sciences above. If the question arises again: what about several Hadiths which tell about the sciences above? So, the answer is that the statements of a number of Hadith about these sciences are not the sciences themselves but the concept of the hadith of those sciences. From the description above, a more practical question arises: do IAIN and UIN require the use of a different Hadith study methodology? The answer is that methodology is not related to the institutional form of a university but is related to the field of science discussed. That field of science determines the type of methods to be used. Therefore, as long as it is still about the study of Hadith, and as long as the division of knowledge into three types is still accepted, the study of Hadith remains a part of the cultural and social sciences, and hence uses the methodology of cultural studies, social sciences, and natural sciences.

The question is how to make Indonesia the third center for Islamic studies in the world. So here it is necessary to appreciate some experts of Indonesian Islamic Studies on the concept of "Nusantara" which is "space between". The word "nus-antara" is "between zone". The between space, which in the al-Qur'an language is called the *la syarqiyah wa la garbiyyah* zone, can be proposed as a new reference for world Islamic studies (Riyanto: 2014). Islamic studies have so far focused on Western Islamic studies and Middle Eastern Islamic studies. Where the West prioritizes the dimension of rationality during the Eastern aspect of spirituality, in Indonesia, both must be integrated by taking positives from the West and East. Indonesian Muslim scholars must have the courage to say that there is an Islamic Nusantara study.

4. CONCLUSION

The meeting point between the study of Hadith at UIN Jakarta and the Oriental Institute of Oxford is in the realm of methodology and approach. Hadiths both at UIN Jakarta and at the Oriental Institute of Oxford University have been studied academically on an objective-scientific basis. This shows that there has been a

fundamental change in the study of Hadith in Indonesia concerning approaches, theories, and methodologies. At present, the normative-philosophical-speculative-deductive approach, the historical-empirical-inductive approach, is increasingly gaining ground and even developing rapidly.

Understanding the Hadith textually and contextually is theoretically valid because there is a reference. In the early days of Islam, the style of understanding that stood out at that time was the style of textual knowledge. One form of interpretation that refers to the cohesiveness of the text. This is somehow because they are the object of the biblical books of the Hadith, so there is no urgent need to interpret or interpret them further. Thus, the textual understanding style has become the choice of many Muslims in the prophetic era. However, in the future, it will continue to survive and become a pioneer and mainstream understanding, which is the choice of many Muslims. In addition to textual style, there is also an understanding of the Hadith with contextual manner, because Hadith, in general, can be temporal and contextual. Through this contextual approach, a person is invited to enter the actual state regarding the application of an event. From here, one will not understand religion out of its historical context. The relationship between the two can be in the form of persuasive or tension. It needs to be reviewed and analyzed critically-analytically-academically and at the same dialectically following historical-empirical scientific principles in general. Thus, the relationship between the two feels lively, fresh, open, and dynamic.

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BIODATA

MUKHIBAT MUKHIBAT: Mukhibat is an Assoc. Prof. and senior lecturer at The State Institute of Islamic Studies, Ponorogo Indonesia. His research is focused on education, especially in Islamic education management.



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Legal protection for people with mental disorders (PWMD) handling related approval of medical action

Protección legal para personas con trastornos mentales (PWMD) bajo el manejo de aprobación relacionada de la acción médica

H SUTARNO

ORCID: <http://orcid.org/0000-0002-2193-8255>

h.sutarno2007@gmail.com

Hang Tuah University, Surabaya, Indonesia

ABSTRACT

Medical malpractice is the unfulfilled rights of patients due to poor communication or information. The doctor-patient relationship during therapeutic transactions, such as in the case of an agreement, needs to meet the conditions stated in Article 1320 of the Civil Code. Therefore, their rights and obligations need to be fulfilled and carried out in good faith to achieve a common good. Patient-oriented utilitarianism is an example of an ethic situation, because the decision-makers consider the consequences of their actions, while a clinical person needs to analyze decisions in a broader perspective.

Keywords: Communication, Doctor, Medical Malpractice, Patient, Therapeutic, Utilitarianism.

RESUMEN

La negligencia médica es el incumplimiento de los derechos de los pacientes debido a la falta de comunicación o información. La relación médico-paciente durante las transacciones terapéuticas, como en el caso de un acuerdo, debe cumplir con las condiciones establecidas en el Artículo 1320 del Código Civil. Por lo tanto, sus derechos y obligaciones deben cumplirse y llevarse a cabo de buena fe para lograr un bien común. El utilitarismo orientado al paciente es un ejemplo de una situación ética, porque los tomadores de decisiones consideran las consecuencias de sus acciones, mientras que una persona clínica necesita analizar las decisiones en una perspectiva más amplia.

Palabras clave: Comunicación, Médico, Negligencia Médica, Paciente, Terapéutico, Utilitarismo.

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1. INTRODUCTION

Every legal relationship creates the rights and obligations of doctors to patients and vice versa. In addition, the unfulfilled right of one party leads to a legal dispute. Sabir Alwi stated that medical malpractice is mostly caused by the non-fulfillment of the basic rights of patients with 80% due to a lack of communication or information. Therefore, the rights and obligations of both parties need to be carried out in good faith for a common goal.

The doctor's relationship with the patient in a therapeutic transaction needs to fulfill the requirements, as stated in Article 1320 of the Civil Code.

When one of the conditions is not fulfilled, the request is canceled by the judge, which means the agreement failed to exist from the beginning. Elements 3 and 4, are objective conditions because both involve the promised object. Similarly, when one of the conditions is not fulfilled, the request for the judge has the ability to declare it null and void. The agreement was considered null from the beginning with the legal consequences of the two parties positioned to its original position before the commencement of the agreement.

However, by not fulfilling the subjective conditions, the agreement is canceled, and these skills are useful for the proper implementation of achievements. Actions that arise after engagement are truly accountable for each party and able to take responsibility (Subekti: 1987).

2. RESULTS

According to the analysis, conventional methods are common procedures used by clinical doctors to make decisions on behalf of patients while ignoring their autonomy. However, in many countries, including Scandinavia and the United Kingdom, patients see their doctors as advisors and not guardians, with the hope to be active in the decision-making process. Patients are defined as autonomous people, with the right to choose what they think is best for them as long as they are mentally fit.

The field of Psychiatry is seen as a medical discipline that is sometimes associated with mental illness, similar to somatic, which is described and analyzed according to the concept of biological diseases, such as a mechanical model. However, the symptoms of mental illness differ from somatic disease, and it is assumed that mental or personality disorders are determined by biochemical abnormalities in the central nervous system.

According to Jermy Bentham (1748-1832) and John Stuart Mill (1806-1873), the ethical theory of utilitarianism is the good or bad deeds of patients' impact on the perpetrators (Sutarno: 2014). Patient-oriented utilitarianism is an example of a situation ethic, based on the decision and consequences of their actions from a broader perspective. For example, when clinicians are faced with several treatments, utilitarian considerations enable them to choose cheaper treatment options, which are more beneficial.

Immanuel Kant (1724-1804), stated that deontological Theory is the merits of action which are not in line with the purpose or consequences of the patient, with reference to the formal rules of behavior generated from intuition. This is also known as Kantianism, which means that violating a person's autonomy is breaking their humanity. Therefore, this theory emphasizes more on duty and rationality, contrary to the theory of Utilitarianism, which is associated with happiness, pleasure, and pain of all people (Wattimena: 2008).

Generally, people that accept Kantianism's point of view as opposed to Utilitarianism's reasoning. The principle of Paternalism allows people to act on behalf of others, with the belief that these things serve their interests in the best possible way. However, this view does not imply that paternalism needs to be blamed because it is divided into three types, namely *true*, *solicited*, and *unsolicited paternalism*.

True paternalism is described as an act forcefully carried out by a father on a little child. In this situation, paternalistic behavior is agreed by most people because it is assumed that children are not matured enough

to make certain health decisions. Among these were unconscious patients due to high temperatures or severe mental disability, and in such cases with very little autonomy. According to Rawls, true paternalism shows that social contract theory is applicable to medical problems. Rawls further stated that the problem of paternalism discussed here concerns limited freedom. It is assumed that patients in medical affairs are considered rational and able to manage their affairs in the community. However, their power did not develop, and they found it difficult to rationally take care of their interests, as in the case of children, or patients with severe mental disorders. He also added that paternalistic decisions are supported by choices made by patients. Therefore, the persons concerned do not accept decisions made on their behalf.

Solicited paternalism is also morally acceptable because it implies that the person concerned is in agreement either explicitly or implicitly. For example, patients with serious illness do not want a lengthy explanation of the various therapeutic options and their advantages, but only expect the doctor to conduct treatment professionally.

Unsolicited paternalism creates serious ethical problems, and according to Kantian's understanding, ignoring patient autonomy is always morally wrong. Many clinicians, in principle, accept the Kantian opinion. However, they need to admit that under certain conditions, acting in a paternalistic way is the best.

M. S. Komrad also asserted that "all sickness conditions represent a state of diminished autonomy," which implies that it is a central feature of illness with the doctor-patient therapeutic relationship a dynamic process. Autonomy is discussed as a present, which is often reduced for a while. Komrad further stated that "The doctor-patient therapeutic relationship is a path from limited paternalism to maximal autonomy, which is the ultimate goal."

The danger associated with this method is when the doctor crosses the line between temporary paternalism, which supports true and unsolicited paternalisms. The best test of **Rawls** is after that, the patient agrees with the doctor's works in line with his responsibility and obligations to the community. Patients are also morally obliged to allow doctors to consider public interest (Laurie & Dove: 2019).

Therefore, it is increasingly clear that even though doctors apply an unsolicited paternalism, by referring to the patient's illness conditions which automatically reduces their autonomy rights and special conditions such as mental disorders, they are unable to make decisions. This attitude is good for oneself and those around them, and it is accepted by staying in strict ethical conditions and professional discipline. In addition, it is understood that when a patient is able to communicate and think rationally (insight), the doctor needs to restore his autonomy rights and start planning treatment options in line with their decision. The hope is that the boundary between attitudes determines patient competence with the "forced" treatment of PWMD (Paternalistic Attitudes of doctors), in the regulation of state law with permanent legal force.

The patient's signature at the Informed Consent is intended as an affirmation/confirmation, which has been provided after an explanation. In the informed consent, the explanation is more important than signing, as people do not agree to something without valid information. In addition, written informed consent does not change the amount of responsibility of health workers/doctors for actions or consequences, but the existence intended to reduce malpractice in the health profession and educate workers to be more careful in providing services to the patient.

Maggot Leenen stated that information and agreement do not always coincide, due to the following:

1. There is an agreement without information, such as in the provision of emergency assistance. In this case, the agreement is deemed to exist implicitly without providing complete information in advance.
2. There is an obligation to provide (minimum) information for health workers to obtain approval. For example, when information is withheld for the benefit of those with heart disease, etc.

According to the law, the aid provider needs to guarantee proper authorization before carrying out the diagnostic/therapeutic procedure on the patient. In many cases, the law requires that the patient/family

members need to be provided with sufficient information regarding the nature and risk of the treatment, as well as the cost of the recommended therapy.

However, in the doctor-patient relationship, there are some exceptions to the doctor for not providing information before taking medical action, such as (Komalawati, 1999):

- a) The therapy requires the suggestive placement of inactive pharmacological compounds.
- b) When the information is actually to the patient's detriment, such as those with a weak heart and prone to danger.
- c) When the patient suffers from a mental disorder and unable to communicate (Ameln: 1991).
- d) When the patient is in an emergency situation and is not accompanied by family.

From the above description, it is clear that in the condition of patients with psychiatric disorders, doctors immediately carry out medical actions deemed necessary without prior information or postponement (Kopackova & Libalova: 2019).

According to the Mental Health Law, Article 21, paragraph 3:

" When PWMD is deemed incompetent in making decisions, approval of medical action is provided by:

- a. husband and wife;*
- b. Parent, child or sibling at least 17 (seventeen) years old;*
- c. Guardians of helpers;*
- d. Authorized officials in accordance with statutory provisions. "*

In the United Kingdom and New South Wales, administrative protection from the human rights of psychiatric patients is carried out by giving consent for their representatives or patients at the start of "forced" first six months of care. Furthermore, a signature renewal is required by the informed consent every 12 months and monitored by the Secretary of State when there is no signature renewal for three years (Laurie & Dove: 2019).

According to the Indonesian Law, representation is defined as the authority to carry out legal on behalf of a child whose parents are late or unable to perform legal actions (Darmabrata & Sjarif: 2004).

While a guardian is someone that takes care of themselves and the assets of a minor that is not under the authority of a parent, in terms of management, it is interpreted as maintenance, both in the provision of education, and the livelihood of minors, able to trust itself interpreted as an institution that regulates the rights and obligations of guardians (Ramadhany: 2004).

In this case, the guardianship principles are found in the Civil Code, as follows:

- a. Principles cannot be divided (*Ondellbaarheid*)

According to Article 331 Civil Code, each guardianship consists of a guardian the principle has exceptions in 2 things:

1. Assuming the guardianship is taken by the mother as the longest-living parent (*langslevende ouder*) when she remarries, her husband becomes a *medevoogd* (participant's guardian) based on Article 351 of the Civil Code.
2. A *bewindvoerder* is appointed to manage *minderjarige* goods outside Indonesia based on Article 361 of the Civil Code

- b. Principle of Approval from Family

Families need to be asked for guardianship approval, and when they are not present, their agreement is not needed. While those that fail to arrive after the summons, are prosecuted based on Article 524 of the Criminal Code (Meliala: 2007).

Therefore, a person has the possibility of being the guardian of PWMD patients with or without obtaining the consent of the family. Incompetent PWMD guardians' are those acquired through the approval of another based on safety and the general public.

In the provisions of Permenkes 290 in 2008 (Darmini & Widyaningtyas: 2014) Regarding the Approval of Medical Measures, Article 13 is regulated:

(3) Patients are considered competent based on the following mental health:

a. No setbacks (mental retardation) and do not experience a mental illness that makes them unable to make decisions freely.

b. Patients with mental disorders are considered competent when they are able to understand information, trust, maintain and use it, making free decisions.

(4) The patient's competence needs to be assessed by the doctor when approval is needed, and when in doubt, it is determined by a team of doctors.

Occasionally, the "forced" treatment of PWMD is due to conditions that make it impossible to approve medical measures. It is the basis of moral justification for acts and forced treatment, against schizophrenics, using the principles of loss and paternalism (Golestani & Fallah: 2019).

The principle of loss refers to the teachings of John Stuart Mill, which essentially states that humans should not be prevented from freedom. The only reason that used to justify and limit people's freedom is when their person's actions endanger others. There have been many literary and philosophical studies to reveal the relationship between mental disorders and violence. People with mental disorders accompanied by paranoid ideology, tend to feel very threatened; as a result, they attack others in an effort to defend themselves. However, not all those suffering from paranoid ideology attack other people as some tend to attack themselves (Talebi & Nejad: 2019).

The principle of paternalism is used to justify coercive action for sufferers without endangering others. Poor surveillance of schizophrenics results in rejection of treatment, while understanding the bizarre, causes sufferers to carry out acts that harm themselves. In this case, the act of forced paternalistic treatment is morally justified. The severity of the patient's incompetence is the basis for justifying the paternalistic forced treatment. This is because the more incompetent the sufferer is, the more dangerous they become.

According to Leenen (Leenen & Laminating: 1991), in article 2 BOPZ, such forced treatment is carried out when the judge's judgment is as follows:

a. the mental disorder of that person has caused danger.

b. the danger cannot be eliminated by intermediaries people or institutions outside a psychiatric hospital

Both of these conditions need to be fulfilled as a legal standard of forced care for PWMD patients.

In article 1 paragraph (1), the definition of 'disturbance' is defined as imperfect growth or disease disorders on the ability of the soul, while 'danger' is defined as insecurity of people or objects. It is also said that the danger here does not exist but caused by a severe mental disorder (Kalogeropoulos et al.:2019). The apparent danger of an action/omission is a real hazard action and not just a latent possibility. The judge evaluates the danger with the solution eliminated by hazard question, by taking care of people with mental illness.

Forced care is a reality that occurs against the consent of the PWMD patient. The power of the patient is represented by the judge in the following stages: Stage 1 is a provisional power of attorney within four weeks after being treated and is no longer implemented two weeks after a power of attorney is signed. Stage 2 is the

first power of attorney for subsequent placements within a period of 6 months. Stage 3 is the power of attorney for subsequent placements within one year (Ahmadi & Movahed: 2019).

Therefore, schizophrenics remain autonomous moral agents to determine the best choice. The treatment of those suffering from schizophrenia such as trepanation, lobotomy, electroshock, rotational therapy with strong opposition, should have been abandoned. A careful examination of the incompetence degree in all mental disorders, including schizophrenia, needs to be conducted. Furthermore, analysis and evaluation of patient competence need to be carried out before they are declared incompetent.

This is related to the principles that apply in universal health laws according to Pitono Soeparto. There is the principle: "Aegroti Salus Lex Suprema." This principle stated that "patient safety is the highest law." Machli Riyadi (Riyadi: 2016) interpreted the purpose of this principle as every health worker need to always put patient safety first, and officers are prohibited from asking administrative questions during emergencies.

In the face of such conditions, doctors or hospitals have a legal obligation to saving the patient's life. In this case, in general, Article 531 of the Criminal Code is used as a basis for burdening legal obligations to doctors or hospitals to provide help. When the doctor does not immediately provide assistance on the grounds that there is no informed consent from the person or family resulting in the death, the hospital staff is to be blamed for committing a crime according to the provisions of Article 531 KUP and the hospital should be sued for compensation.

In an emergency, the doctor or hospital perform medical treatment without the consent of the patient or family. Doctors are not prosecuted by patients, even when medical procedures have been carried out without their consent, except when they violate the profession's standards, both intentionally or culpa (Chazawi: 2007). In the end, every doctor's action needs to be accounted for, to the following (Sutarno: 2014):

- a. Vertically to God
- b. Horizontally to the Ministry of Health or its staff
- c. Ethically to the Indonesian Doctors Association (IDI)
- d. Morally to the patient
- e. Legally

From the description above, it is concluded that handling PWMD refers to various basics of legal protection including, seven principles in the Medical Practice Law, Aegrotus Salus Lex Suprema, Doctor Paternalism, based on the possibility of misuse of rights and disability of PWMD patients with forced treatment. Besides, autonomy is an existential patient as long as the condition is capable of being responsible or insight. This right is ruled out when the patient's condition is truly incompetent, unable to communicate effectively, and thinks freely. Therefore, based on the patient's own safety and the interests of the general public, the patient's autonomy rights are temporarily shifted by unsolicited doctor paternalism and returned when they feel better. Therefore, the principle of doctor paternalism and patient autonomy is dynamic and is shifted according to the situation and condition in question.

Lastly, administrative matters as formal evidence in all aspects of risky medical treatment, including those related to those handling the PWMD patients.

3. CONCLUSION

Legal protection for PWMD nurses in the approval of medical action is said to be canceled due to failure to fulfill subjective conditions in an agreement. The basics of legal protection for both parties include seven principles in the Medical Practice Act, Aegroti Salus Lex Suprema, and Doctor Paternalism. These are used to eliminate the possibility of Misuse of rights and disability in PWMD patients forced to undergo treatment. Besides that, the patient's autonomy right is ruled out where the patient's condition is truly incompetent, unable

to communicate effectively, and cannot think freely on the purpose/effect of the action. The autonomy rights of patients are temporarily shifted by doctor paternalism based on their safety and public interests. The patient's autonomy rights are restored when they feel sufficient insight and are able to take responsibility. Therefore, the principles of doctor paternalism and patient autonomy are dynamic and are shifted according to the situation and conditions which occur based on the assessment of the doctor concerned.

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BIODATA

H. SUTARNO: He is a permanent lecturer at Hang Tuah University from 2007 until now. He got his bachelor's degree in medicine from Universitas Gadjah Mada in 1976, and he got his master's degree in law from Universitas Airlangga in 1990, and he obtained a doctorate in law in 2010 from Universitas 17 August 1945 Surabaya. His main area of study in law from the perspective of medicine.



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Impact of social networks in promoting the right of citizenship and intellectual moderation from the perspective of Islam

Impacto de las redes sociales en la promoción del derecho de ciudadanía y moderación intelectual desde la perspectiva del Islam

O.B LAYACHI

ORCID: <http://orcid.org/0000-0002-7885-6736>

olayachi@psu.edu.sa

University of Prince Sultan Saudi Arabia, Riyadh, Saudi Arabia

ABSTRACT

This study aims to identify the importance of using Social media networks in promoting citizenship and spreading the moderation culture basics to maintain the public security analytically, through reaching results that benefit in finding ways and means to achieve security and stability for the Muslims. By setting a historical approach and also to illustrate the noble Sunnah or the Islamic faith and trust principles, this study positions it as a moderator in order to help study the impact of social media networks in developing citizenship and civility as social platforms.

Keywords: Citizenship, Communication, Islamic Principles, Moderation, Social media networks, Sunnah, Virtual.

RESUMEN

Este estudio tiene como objetivo identificar la importancia del uso de las redes sociales en la promoción de la ciudadanía y la difusión de los principios básicos de la cultura de moderación para mantener la seguridad pública analíticamente, a través de alcanzar resultados que se beneficien al encontrar formas y medios para lograr la seguridad y la estabilidad de los musulmanes. Al establecer un enfoque histórico y también para ilustrar la noble Sunnah o los principios islámicos de fe y confianza, este estudio lo posiciona como moderador para ayudar a estudiar el impacto de las redes sociales en el desarrollo de la ciudadanía y la civilidad como plataformas sociales.

Palabras clave: Comunicación, Ciudadanía virtual, Moderación, Principios islámicos, Redes Sociales, Sunnah.

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1. INTRODUCTION

A Social media network is one of the most important modern means that attract the largest number of the people, especially young, as the most important resource in the country, and the most sensitive and influential group in the society, with the energy and ability to change effectively and continuous development in various areas of life. First of what can be noticed is the importance and seriousness of the various functions of the social media networks and their impact on the religious, moral, political and social levels, especially in activating the available energies to the community members and directing them according to the vision, objectives and programs of the social media networks.

Social networks play an important role not only in providing information and data but also in a radical, rapid and direct change in the social context of countries, whether this change is negative or positive. Based on the above-mentioned, it can be said that this study came to highlight the functional assessment of the social media networks in promoting the moderation principle and maintaining public security through ethical principles of Islam :

The social dimension of social media networks (both passive and positive) is based on two main themes: the first is the formation of friendships, the second is the membership of groups (Ghannam: 2011, pp.1-44). The first theme of friends formation emerges when social media networks contribute towards making friends, promoting dialogue, accepting dissent, and communicating with individuals and people. It combines both real friendships and virtual friendships.

Social media networks have also helped bring together those who share common interests through Information space. The possibility of activating these friendships at both the local and global level is possible and can be crystallized in establishing social capital, which can provide opportunities that fluctuate between the real and the virtual context.

On the other hand, social media networks have also helped to bring together groups of diverse and homogeneous interests to promote group membership. It is possible to establish these groups among the local community members or participate in them at the global level and follows platforms like Facebook to spread in the world. The ethical or religious, ideological or political, social or economic, ethnic or cultural, all originate from social media networks. However, their social impact is local, but these groups may be located in global and international locations.

When it comes to citizenship issues or civility, the political dimension of social media networks helps give the opportunity to participate politically and practice the civil or citizenship policy more frequently. The political field that promotes citizenship or civility thus becomes a basic and important dimension for social media networks. This is clearly reflected in its outstanding political performance both at the level of local or international.

Social media networks also facilitate the promoting process values of citizenship and have opened the way to raise the citizenship issues through social media networks, known as virtual citizenship. It should be noted that when we talk about the concept of citizenship, we find it linked to its political, economic and social measurements and evidence that all world constitutions stipulate the rights and duties of citizens. Although, the political, economic and social tensions experienced by the countries of the world, which are formed in different ways, this did not prevent the social media networks users to have the citizenship right in various measurements in the virtual society, which works to promote and activate the right of citizenship, the right to citizenship is a human right that is internationally legitimate but has local and national repercussions.

Social media networks have also contributed to promoting the role of civil society organizations in various fields and forms (Siregar et al.: 2019). This study is an attempt to study the role of social media in the context of citizenship and civility and to investigate how ethical or religious principles promote the idea of social media.

2. RESULTS

Social media networks are one of the latest and most popular communication technology products. Although these sites were established primarily for social communication between people, were later extended to various religious, political, economic and social activities through the information circulation in various fields (Shahbakhsh et al.: 2019). Social media networks have become important institutions that play a dual and very important role, where their use varies between what is positive and negative. The positive role is to provide correct habits, behaviors and an important tool of religious, social, political and cultural awareness in order to benefit from time occupancy (Azevedo & Reis: 2019).

Young people benefit from it as well as the purpose of creating an important aspect, matters and their development in the citizen personality. Social media networks have engaged into the family life, thus reducing the chances of interaction and communication among family members, this leads us to raise the problem of evaluating the function of social media networks in promoting the moderation principle and maintaining public security (Ghasemi et al.:2019).

This study is an attempt to resolve these issues comprehensively, by setting a historical approach and also to illustrate the noble Sunnah or the Islamic faith and trust principles to act as a moderator and help to study the impact of social media networks in developing citizenship and civility as social platforms (Oghbaee: 2019). The study will attempt to adopt an analytical approach in mentioning the characteristics and conditions of the relationship between the social media networks and the process of spreading awareness among the different strata of society through religious, ethnic and Islamic principles (Altheide: 2007, pp.287-308).

This will help to determine the extent of the application and promotion of intellectual moderation principles in order to facilitate the application of Islamic law principles and the Noble Sunnah (Ambrose et al.: 2016).

Research Objective:

1. To measure the social media network's impact on the community and individuals.
2. To identify the level of religious awareness and interaction between religious or Islamic principles and social media networks
3. To discovering using social media networks dimensions.
4. To reveal the ways to promote the moderation principle and rejection of extremism through social media networks
5. To show the best use of maintaining public security in accordance with Islamic law and the noble Sunnah.

Research Question:

In order to control the study, the following research questions were framed:

1. How can we measure the social media network's impact on the community and individuals?
2. What is the level of religious awareness and interaction between religious or Islamic principles and social media networks?
3. What are the social media network's dimensions?
4. What are the ways to promote the moderation principle and rejection of extremism through social media networks?
5. What is the best use of maintaining public security in accordance with Islamic law and the noble Sunnah?

The study adopted a descriptive research design (Aregbeyen & Fasanyan: 2017, pp.118-134). The data collection was carried out with the approach to identify the role of social media networks and their role in promoting moderation through ethical and Islamic methods.

There have been many definitions of social media networks and varied from one researcher to another, defined as a term called a set of Web sites that appeared with the 2G of the Web or what is known as Web 2. Social media networks allow people to communicate in a virtual community environment grouped by interest groups or affiliation networks (country, university, school, company, etc.), this is done through direct communication services such as sending messages or visiting others' profiles and knowing their news and information. It is also known as the network of a site that is very effective in facilitating social life between a group of friends and acquaintances. It also enables old friends to communicate with each other after many years, and also enable them to communicate visually and share pictures and other potentials that strengthen the social relationship between them (Haferkamp & Krämer, 2011, pp.309-314).

Ibrahim Ahmed Al-Duwai (Head of Research and Information Center) also defined it as: a set of effective web-based communication sites for humanitarian actors and institutions that transcend geographical and temporal boundaries.

Allow sharing the information to those of interest and activity, or to the members or semi-members of these agencies in a way that allows rapid and wide spreading of news, awareness and attract volunteers, which helps to reduce crises and disasters and reduce their effects. Balas: defines social media networks as "a program used to build communities on the Internet where individuals can communicate with each other for a variety of different reasons" (Landsbergen: 2010, pp. 243-250).

Maloney krichmar also defines it as "a place where people meet specific goals and are guided by policies that include a number of rules and standards proposed by the program". (Landsbergen: 2010, pp. 243-250). In another definition, social media, social network, i.e. social media networks, many Arab researchers see that the term social media networks are more accurate according to the description (Ali Mohamed bin Fath, p45).

Due to the social media networks development, the classification of them by looking at the popularity enjoyed by the site, so we find that a number of social media networks come at the top of the list and the most important is (Facebook, Twitter, and YouTube), which can be considered one of the most important social media networks in view of the distinction and diversity of its specialization.

Facebook: is an electronic platform to express opinions and exchange ideas in all areas of life or to claim some national rights and duties. It is a site of social communication between different strata of society, especially young people because they consider it an open arena for establishing links with others (Debatin: 2009, pp.83-108).

The site was created by Mark Zuckerberg (A Harvard University student who later became the world's youngest billionaire), with the goal to communicate among university students. Facebook is named after the American Universities' directory of its new students. Facebook includes brief information, names, and photographs of old colleagues so that new students do not feel alienated, Mark Zuckerberg opened Facebook to anyone who wanted to use it after it was only limited to students, which led to the rapid spread from America to Britain, Canada and other countries of the world is worth mentioning (Aziz: 2016, pp.1-10).

Facebook has become a place to view the profile pictures and connect with friends and family to a network of electronic communities and open spaces to showcase religious, political, economic and cultural ideas and to form political, religious and commercial organizations. Its customers and also newspapers have become highly dependent on electronic communities to transmit their news and promote their topics (Anthony et al.: 2017). It should be noted here that Facebook contains several characteristics distinguish it from other types of social media networks, most notably: (Profile, add friend, create groups, wall, pokes, photos, status, news-feed, gifts, Marketplace, create a page on Facebook and Facebook notes (Haferkamp & Krämer: 2011, pp.309-314).

Twitter is one of the social media networks that spread quickly and no less important than Facebook, where is the biggest competitor has appeared on the site in early 2006 as a research development project conducted by the ((Obvious)) company in San Francisco and then officially opened the site to users in general At the end of 2006. Following the spread of the site as a new service in the arena by providing micro-posts,

In 2007 it was separated from the company and the formation of a new company ((Twitter)). In view of the increasing number of Twitter users, Google has decided to show Twitter as a source of research as of 2009.

Twitter has become an official source of personal declarations, whether by politicians, artists, media figures or other personalities. It should be noted that Twitter offers many characteristics and features, the most important of which are: (Hurry, speed, mobile, free and an effective tool to connect with the world Suitable for personal communication and an effective tool to introduce people to your interests, immediate, effective marketing tool, distinctive logo, and following feature (Burgess: 2006).

YouTube: This website is based on the Adobe Flash technology for animation, as the site content varies from film to television, music, and all videos produced by associations, groups, organizations, personalities ... etc. its origins back to the year 2005 when Steve Chen, Chad Hurley and Jude Kareem decided to work for Pay Pal in California when Jaude Karim decided to upload his first video, "I'm in the Zoo" on YouTube on 23/4/2005, which encouraged all its users to upload many films seen by millions of the general public (Pietarinen: 2006, pp. 421-440).

This is making it the most viewed site on the Internet and in 2006 YouTube was bought by Google, it is noted that the site of YouTube has become an important social media network in many strata of society (politicians, economists, social and amateur and also go beyond the universities and governments) to be used in broadcasting programs (In addition to organizations, groups and various civil society organizations) to broadcast videos of private videos that serve their goals and products freely.

The most important feature of YouTube is that it is life, public and free. It also allows downloading movies, easy to use by the public and easy to search and watch. It is a great tool to promote.

YouTube movies are free, they are the best way to promote and explain specific ideas to interested and the public, We see that many groups and organizations in all their forms and fields rely heavily on them to broadcast and promote their programs, religious, political, moral, social, economic, cultural, ... etc.

Instagram: Social media networks and a free app launched to encourage the exchange of images and allow users to take a variety of images, the activists are using Instagram in order to publish many photos that documenting events in the Arab street and post images that showing the socio-political life.

Blogs: they are web apps that work through publishing the content as they used to record their memos and diaries, express their ideas and opinions for literary production in the poetry and novels and some bloggers devote their blogs to advocate a particular cause.

The term "moderation" is the obligation of the doctrine of justice, the right and the right, which is the middle between exaggeration and disobedience, and between negligence and default. So, moderation and rectitude are between two extremes. As mentioned in Al-Qamus Al-Muhit (Justice (594\2).) the meanings of justice and moderation are the rule of justice, rectitude, rectification, settlement, similarity, balance, affirmation, equality, equity, and mediation.

Moderation is, therefore, integrity and affirmation, mediation and charity, and moderation corresponding to the moderation that characterized this nation: Allah said {{and thus we have made you a just community that you will be witnesses over the people and the Messenger will be a witness over you.

And we did not make the qiblah which you used to face except that We might make evident who would follow the Messenger from who would turn back on his heels. And indeed, it is difficult except for those whom Allah has guided. And never would Allah have caused you to lose your faith. Indeed Allah is, to the people, Kind and Merciful} (Surat Al-Baqarah, verse: 143).

In Qur'an, Allah Almighty says {Show us the straight path, The path of those whom Thou hast favored; Not (the path) of those who earn Thine anger nor of those who astray. Allah the almighty thus makes a distinction between the straight path and those who enraged his anger, Until they came out of the Divine law limits, Not only in worshipping but even in believing. Allah Almighty says {O People of the Book! Commit no excesses in your religion: Nor say of Allah aught but the truth.

Christ Jesus the son of Mary was (no more than) a messenger of Allah, and His Word, which He bestowed on Mary, and a spirit proceeding from Him: so believe in Allah and His messengers. Say not "Trinity": desist: it will be better for you: for Allah is one Allah: Glory be to Him: (far exalted is He) above having a son.

To Him belong all things in the heavens and on earth. And enough is Allah as a Disposer of affairs} this is proof that the straight path Commit no excesses in your religion, this is the concept of moderation which is the Clearway of the Islamic religion.

Citizenship has many meanings. It is in the political sense "the rights enjoyed by citizens in a particular political system, such as the right to vote, as a member of the political community that is the city". Moreover, the citizen is recognized as a citizen at the level of the law. (Kurian & Boryczka: 2010) As for the economic or financial indicator of citizenship, it states that "the citizen is the individual who has specific ownership and contributes to the state's budget under certain conditions."

Citizenship is a person's affiliation to a particular regional state (Asaad & Mahmoud: 2016, pp.41-56). Social media networks are not bound to any region but facilitate the process of Virtual citizenship and have opened the way to raise the citizenship issues through social media networks, known as virtual citizenship.

It should be noted that when we talk about the concept of citizenship, we find it linked to its political, economic, and social measurements and evidence that all world constitutions included in its first chapters an article stipulating the rights and duties of citizens. Although, the political, economic and social tensions experienced by the countries of the world are formed in different ways, this did not prevent the social media networks users to have the citizenship right in various measurements in the virtual society, which works to promote and activate the right of citizenship, the right to citizenship is a human right that is internationally legitimate but has local and national repercussions.

To achieve citizenship in society well requires the availability of two foundations of citizenship: First: Freedom and non-tyranny of the ruler. The second principle: equality between citizens in rights and duties regardless of religion, sect or custom. These foundations are available only if the following systems are available: one, a political system to serve democracy, which is the rule of the people by the people and the people; second, a legal system to know the human rights and duties of the citizen; third, a social system based on patriotism, knowledge of the rights of the homeland, and practical behavior that reflects respect for the rights of the homeland to its citizens, such as defending it, citizens and their rights, and the rights of the state (Levin: 2006).

Al-Shara came to support the right of citizenship in multiple locations, including the following: (a) with his speech about Shouaib's people: "They said: "O Shu'aib! Much of what thou sayest we do not understand! In fact, among us, we see that thou hast no strength!" so, the word (among us) shows the cohabiting of Shu'aib to them and his settlement with them despite their disbelief. (b) The words of Joseph to the king of Egypt: " (Joseph) said: "Set me over the store-houses of the land: I will indeed guard them, as one that knows (their importance) and the king at the time was an infidel, the King of Egypt and his people. (c) Islam decided that all people are equal in origin, sex and instinctive tendencies that require adherence to citizenship and patriotism.

3. CONCLUSION

Social media networks have contributed to promoting the role of civil society organizations in various fields and forms. One of the most important results of the study after answering the questions is that Islam is the first to call for a comprehensive human unity to live people in affection and cooperation and stability and that urges the Muslim to be linked to the homeland and loyalty to him, citizenship in Islam has a civil political concept, because of the balance achieved between different segments of society despite the diversity of ethnic, religious and cultural. Second, this study reveals the relationship between social networks and the

dissemination of concepts of citizenship and moderation, despite the dimensions of the negative use of social networks on the members of the community.

The study recommends organizing awareness-raising sessions for various segments of society on the good use of social networking sites and investment of scientific, cultural and social benefits exploitation to promote citizenship and spread the moderation principle and rejection of extremism through Social media networks, showing the best use of them in accordance with Islamic law and the noble Sunnah. Coordinating with the security services, working within a disciplined media policy that requires high professionalism and preparing and providing programs aimed to achieve the Islamic principles in cooperation with religious scholars, Islamic law and educators and experts in the field of Social media networks in order to spread the purposes of Islamic law and the noble Sunnah. It recommends dissemination of the mechanisms of promoting citizenship and the principle of moderation through social networks to demonstrate their optimal use in accordance with Islamic law.

It also suggests coordinating with the security services and working within a disciplined and disciplined media policy that requires professionalism and professionalism. Among the most important recommendations of the study are the organization of social awareness sessions.

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BIODATA

O.B LAYACHI: he is an Associate professor at the College of Law at Prince Sultan University, holds a Ph.D. Public International Law and Ph.D. in political science and international relations, also Diploma of Professional Arbitration (International Commercial Arbitration), more than 25 Articles published in the Refereed Journals and 5 Articles published in Scopus Q1-2-3, also four books.



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Role of ethics in Islamic Thinking in the activation of accounting information quality

Papel de la ética en el pensamiento islámico en la activación de la calidad de la información contable

A.S AL-DELAWI

ORCID: <http://orcid.org/0000-0002-4241-7125>

amjad.sabir@cihanuniversity.edu.iq

Cihan University, Erbil, Iraq

ABSTRACT

This study aims to discuss the relationship between religion and ethics on the one hand and such irregularities and financial fraud and unethical standards on the other. It aims to find out how the adoption of ethics based on a religious perspective can enhance the quality of professional services, especially in the light of the Islamic religious principles of considerable interest and works to strengthen commitment through the doctrine of faith, worship, and religious education. It is seen that the Muslims abide by these ethics as part of their religion, and such commitment results in achieving quality in business performance.

Keywords: Accounting Principles, Ethics, Iraq, Professional Conduct.

RESUMEN

El objetivo de este estudio es analizar la relación entre religión y ética, por un lado, y tales irregularidades, fraude financiero y estándares poco éticos, por otro. Su objetivo es descubrir cómo la adopción de una ética basada en una perspectiva religiosa puede mejorar la calidad de los servicios profesionales, especialmente a la luz de los principios religiosos islámicos de considerable interés y trabaja para fortalecer el compromiso a través de la doctrina de la fe, la adoración y la educación religiosa. Se ve que los musulmanes acatan esta ética como parte de su religión y ese compromiso resulta en lograr calidad en el desempeño comercial.

Palabras clave: Conducta Profesional, Ética, Iraq, Principios Contables.

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1. INTRODUCTION

The consumerism in world accounting standards has given rise to many corporate scandals and conflicts, raising doubts about business ethics in general and accountants, accountants in particular. Reports issued by the International Federation of Accountants (Brown: 1981).

Issued in the wake of the Enron collapse, it confirms that such financial scandals are symptoms of deeper problems and lack of ethical standards. Moreover, these are evidence of inadequacy and failure of financial management, reporting mechanisms, and audit quality, irrespective of efforts made by governance systems is to improve public confidence in financial reporting (Thabit & Solaimanzadah: 2018). In the perspectives of integrating religion and morality with ethics in the accountancy profession, it may enhance the quality of professional services, especially in the presence of great freedom spaces when professional work is exercised outside the approved norms and standards contexts. The Islamic religion, for instance, cares about morality and gives much attention to strengthen compliance through belief and faith and worship and religious education.

The subject of business ethics and its relationship with economic development has gained greater importance after the increase in the number of corporate scandals, causing extensive damage to the economy and society (Walker: 2007). The corporate scandals have raised the issue of ethics for businessmen in general and accountants in particular. It has been stated that the accountants are the main cause behind the decline of the ethical standards for business in a research report issued by the International Federation of Accountants entitled (Brown: 1981).

Iraq has shown considerable interest in the subject of ethics of the practice of the accounting and auditing profession. It is often argued that such interest is raised due to a few primary and secondary characteristics. The primary characteristics include features like convenience, reliability, verifiability, honesty in expression, and neutrality (Sarea: 2012, pp.27-32). Reliability is reflected in preparing accounts free of significant errors and bias and can be relied upon by users as information that accurately reflects what is intended or expected to express reasonably (Nadzri & Aida: 2009).

Verifiability or objectivity means the ability to access the same results from the pre-existing accounting measurement if the same methods of measurement were used. Honesty in expression means financial transactions carried out by the accounting unit in its honest essence and not just a representation of form only (Thabit: 2013). Neutrality means all accounting information is characterized devoid of any bias by measuring results or displayed in a manner not overcoming the interests of a certain class of users of financial statements (Shahbakhsh et al.:2019).

The secondary characteristics, as recommended by the US Financial Accounting Standards Board (FASB), include stability and comparability (Velayutham: 2014). Stability means following the same accounting methods in the economic event logging and report them in a uniform manner from one session to another (Keys & Hendricks: 1984, pp.77-88). The application of the stability property in the use of accounting principles and procedures, make financial statements more comparable and more useful for users. Comparability means the accounting information, which has been measured and reported identically in different institutions, tends to be comparable (Atarzadeh & Seyedi: 2019).

At this moment, identically it means that the accounting procedures, measurement and tab and methods of disclosure and presentation applied to be the same in the various institutions (Mohamed et al.: 2010).

In light of this background information, this study was envisaged. The researcher believes that the provision of these attributes is the basis of accounting information depends on how accountants and auditors comply with the norms and ethics of the practice of the accounting profession and how they can determine the nature of this relationship. This study aims to discuss the relationship between religion and ethics on one hand and such irregularities and financial fraud and unethical standards on the other (Ladewi: 2014).

It aims to find out how the adoption of ethics based on religious perspective can enhance the quality of professional services, especially in the light of the Islamic religious principles, which are concerned with

morality considerable interest and works to strengthen commitment through the doctrine of faith, worship, and religious education. It is seen that the Muslims abide by these ethics as part of their religion, and such commitment results in achieving quality in business performance and positive economic development (Thabit & Alnasrawi: 2016).

Research Objectives: This research study sets the following two objectives:

1. To investigate the reality of accounting information quality, mechanisms, level of technology used in the preparation, strategic purposes, and operationalization of accounting standards in the Iraqi perspective.
2. To determine the extent of the impact made by the adoption of ethics and value-added concepts in the framework of financial statements management.

Problem Statement: The profession has faced great challenges especially after the collapse of global companies such as Enron, for embezzlement; Arthur Andersen for auditing, and not to forget the collapse of World.Com corporation. These instances have led to many criticisms and accusations of accounting and auditing professions about offered feasibility and quality of services. The participation of accountants and auditors in scandals of big companies reflects that they did not comply with the expected ethical standards (Hameed & Yaya: 2005, pp. 75-92). No doubt there is an increasing dependence on technical gadgets, software and information technology even in the accounting profession (Hossain et al.: 2007, pp.39-53).

Moreover, there are some accounting principles within the free choices of accountant fields that external rules and standards cannot reach and it is only subject to the authority of conscience and ethics carried by accountants (Ferretti: 2019). Based on these philosophical issues, this study thus frames a few research problems, as follows:

1. Is there a need for ethics in accounting in light of the extensive use of information technology?
2. Does shifting to technical frameworks in accounting limit the effectiveness of the ethical aspects of accounting profession practice?
3. How to take benefit from ethics according to the Islamic perspective in building an ethical system for the accounting profession?
4. Are there any restrictions for ethics directions in accounting towards the most comprehensive ranges when practicing the profession? What is the nature of these restrictions?
5. What are the expected contributions that caused to strengthen ethical aspects when exercising the profession of accounts on the strategic direction of the profession?
6. What is the logistics system to support the shifting process towards adopting ethical aspects when exercising the accounting profession?

These research questions shall be addressed in this study and an attempt shall be made to seek logical answers based on research data from the respondents.

Hypothesis: In order to find answers to the research problem, and accomplish the stated objectives, the following two hypotheses are stated for this study

H¹. The presence of ethical principles in accordance with the Islamic ideology does not deny the need to prepare rules of professional conduct in accounting and auditing.

H². The presence of ethical principles in accordance with the Islamic ideology does not deny the need to prepare the rules of professional conduct in accounting and auditing.

Literature Review: In order to raise the professional and social level of its members, the Iraqi Association of Accountants and Auditors Act (law No. 185 of 1969) defend their rights, facilitate their work and ensure their future when they become old or in cases of sickness, disability, and unemployment. The Act also regulates the rules of practice of the profession.

The rules included manners, etiquettes and ethics of auditing profession in Iraq, which is a set of principles representing moral values characterizing the ideal standards of professional conduct, and a set of rules embodying behavioral traits that an auditor should show them when doing their profession and when dealing with professional colleagues, clients and others (Sedlák et al.:2019).

The perspective based on Islamic institution that is related to the fixed principle in the Koran and the Sunnah. In spite of the multiplicity of definitions, but they focused on the launch of Islamic thought from Islamic sources of Islamic legislation, as well as being a general perception of life and its launch of the Islamic culture.

Similarly, with the quality perspective, accounting aims to provide useful information to rationalize decisions and to accept accounting information to be useful for economic decision- making (Marandi et al.: 2018). To be useful, there are characteristics of recipes that must contain in the accounting information. These characteristics are defined as the quality of the properties, and will make it clear in the figure below, the qualitative characteristics of accounting information as presented by the FASB.

2. METHODS

A closed-ended questionnaire based on the Likert scale was adopted to collect data for this study. The data was evaluated in SPSS, version 25 in order to check its validity, reliability, Cronbach Alpha and perform the discriminate analysis. The questionnaire and the subsequent data analysis were divided into two items: first, ethical principles that emerged on Islam will lead to enhance the quality of accounting information; second, the relationship between ethical principles according to Islamic thought and the rules of professional conduct.

3. RESULTS

The validity of the questionnaire was measured through the split-half test, particularly because data were collected from different areas and it was necessary to ensure the stability and consistency of data. In this research, the researcher used (Split –Half) and (Cronbach Alpha) to test the Stability. Split Half is the method to gage the reliability of a test; two sets of scores are obtained from the same test one set from odd items and one set from even items, and the scores of the two sets are correlated. Spearman-Brown Coefficient test was used in this study to correct correlation coefficients. Table (1) shows that the value of correlation coefficients and correct correlation coefficients for items were high. Consequently, it shows that the stability of the answers was very high.

Item	Item content	No of Paragraphs	Correlation coefficients	Correct correlation coefficients
First	Depending on ethical principles that emerged on Islam will lead to enhance the quality of accounting information	9	0.982	0.986
Second	The relationship between ethical principles according to Islamic thought and the rules of professional conduct	10	0.974	0.978
	Total	19	0.979	0.977

Table (1). Split- Half test

Cronbach's alpha was used as a second method to measure the stability of this study. The table (Table 2) below shows that Cronbach's Alpha coefficients were high, which means that the stability of answers was high.

Item	Item content	No of Paragraphs	Cronbach's Alpha coefficients
First	Depending on ethical principles that emerged on Islam will lead to enhance the quality of accounting information	9	0.970
Second	The relationship between ethical principles according to Islamic thought and the rules of professional conduct	10	0.981
	Total	19	0.957

Table (2). Cronbach's Alpha coefficients

This causal relationship indicates that the basic function of the accounting profession is to provide useful information contributing to the rationalization of the decision as to the role of the auditing profession is to give confidence to the information, which is contained in the financial statements. In recognition of this role and achieve their mission, respondents of this study have committed themselves to a set of principles and behavioral rules that govern their work and express members' commitment to these rules of the accounting profession's recognition of its responsibilities towards the community, customers, and colleagues in the profession. Their acceptance of these rules of ethical behavior in the performance of their professional responsibilities leads to raise the level of the profession and gain the community's trust, and increase the effectiveness.

Data Analysis: The use of frequencies for the analysis of the questionnaire was found positive in the sense that respondents disapproved of the content if the number of iterations of the scale (I agree, strongly agree). The average size of the sample exceeds a 23.5 relative weight is greater than 60%). It is a negative paragraph, in the sense that the sample does not agree on the content if the number of iterations of the scale (I agree, strongly agree) does not exceed the average size of the sample, a 23.5 relative weight of less than 60%.

First Axis Analysis: The adoption of ethical principles emanating from the Islamic religion that will enhance the quality of accounting information.

The use of iterations in the table (5), shows the views of the study sample in the first section of this study: The adoption of ethical principles emanating from the Islamic religion that will enhance the quality of accounting information)

The Relative Weight	Standard Deviation	Variance	Arithmetic Mobile	Neither Agree Nor	Neutral	Total Agree / Strongly	First section	
0.81	1.02	1.04	4.04	3	0	44	The adoption of the principle of sincere testimony leads to support the usefulness of accounting information	1
0.71	0.74	0.55	3.55	2	6	39	The adoption of the principle of honesty and integrity leads to support the usefulness of accounting information	2
0.79	0.98	0.96	3.96	2	2	43	The adoption of the principle of integrity leads to support the usefulness of accounting information	3
0.82	1.05	1.11	4.11	2	5	40	The adoption of the principle of secrecy secrets leads to support the usefulness of accounting information	4
0.80	0.99	0.98	3.98	0	0	47	The adoption of the principle of honesty leads to support the usefulness of accounting information	5
0.78	0.95	0.89	3.89	2	0	45	The adoption of the principle of perfection leads to support the usefulness of accounting information	6
0.55	0.48	0.23	3.23	44	0	3	The adoption of ethical principles in Islamic thought will not affect the usefulness of supporting accounting information	7

0.80	1.0 0	1.0 0	4.0 0	8	3	36	The adoption of the principle of integrity leads to support the neutrality property in accounting information	8
0.77	0.9 2	0.8 5	3.8 5	2	2	43	The adoption of the principle of honesty leads to support the property in the honesty of expression in accounting information	9
0.77	0.9 2	0.8 5	3.8 5	62	1 8	340	Total	

Table (5). The first axis analysis, The adoption of ethical principles emanating from the Islamic religion that will enhance the quality of accounting information

The revelations have the following implications

A. In question (1) reached the relative weight (81%) and the number of iterations of the scale (I agree, I strongly agree) (44) which shows that the adoption of the principle of sincere testimony leads to support the usefulness of accounting information for the respondents.

B. My question (2) was the relative weight (71%) and the number of iterations (I agree, I strongly agree) (39) suggesting the principle of honesty and righteousness leads to support the usefulness of accounting information.

C. In question (3) were the relative weight (79%) and the number of iterations of the scale (I agree, I strongly agree) (43) which indicates that the adoption of the principle of integrity leads to support the usefulness of accounting information.

D. In question (4) were the relative weight (82%) and the number of iterations of the scale (I agree, strongly agree) (40) which indicates that the adoption of the principle of secrecy secrets leads to support the usefulness of accounting information.

E. In question (5) reached the relative weight (80%) and the number of iterations of the scale (I agree, I agree strongly) (47) which shows that the adoption of the principle of perfection leads to support the usefulness of accounting information.

F. In question (6) were the relative weight (78%) and the number of iterations of the scale (I agree, strongly agree) (45) suggesting that those who prepare the budget do not care and scientific research and educational activities at the university.

G. In question (7) were the relative weight (55%) and the number of iterations of the scale (I agree, strongly agree) (3) which shows that the adoption of ethical principles in Islamic thought support Accounting information.

H. In question (8) reached relative weight (80%) and the number of iterations of the scale (I agree, strongly agree) (36) which indicates that the adoption of the principle of integrity leads to support the neutrality property in accounting information.

I. In question (9) were the relative weight (77%) and the number of iterations of the scale (I agree, strongly agree) (43) which shows that the adoption of the principle of honesty leads to support the property in the honesty of expression in the accounting information.

J. In general, it turns out that the arithmetic average of all the paragraphs of the first axis (the adoption of ethical principles emanating from the Islamic religion that will enhance the quality of accounting information) equal to 3.45 weights.

Relative equals 77%, is greater than the relative weight neutral, "60%" and the number of iterations of the scale (I agree, I strongly agree) (340), constitutes 82% of the total occurrences axis indicating the respondents agree on the adoption of ethical principles and Islamic clerics that will enhance the quality of accounting information. This was due to the adoption of ethical principles derived from faith and worship more effective in human behavior from the rules adopted the principle of punishment in case of violation.

Through statistical analysis as well as the Z test it was accepted the first hypothesis, which states that adoption of ethical principles emanating from the Islamic religion that will enhance the quality of accounting information.

In general, it turns out that the arithmetic average of all the paragraphs of the first axis, the relationship between moral principles, according to Islamic thought and the rules of professional conduct equal to 3.99 relative weight equal to 80% is greater than the relative weight neutral, "60%". The number of iterations of the scale (I agree, I agree strongly) (447), which constitutes 95% of the total occurrences axis indicating the respondents agree on the adoption of ethical principles emanating from the Islamic religion that will enhance the quality of accounting information. This was due to several factors and effects including:

1. The use of technology in accounting methods lead to the increasing importance of the adoption of ethics according to Islamic ideology to the presence of the possibility of the manipulation of accounting figures using those techniques.
2. That there is a complementary relationship between moral principles and according to Islamic Ideology and rules of professional conduct, then, that the adoption of ethical principles stemming from the belief and worship in the issuance of ethical rules will increase compliance with those rules.

4. CONCLUSION

The study derives several conclusions: First, the multiplicity of professional conduct is linked to communities and working professionals who must interact at a single state of level in order to remain consistent with the adherence and compliance of conditions. Second, the application of the rules of professional conduct is focused on the external auditor more than other practitioners of the profession like accountants, employees and internal auditors. Third, rules of professional conduct do not specify objective evidence that there are many cases of manipulation between the accountants and auditors, despite the virtual adherence to those rules. Fourth, the compliance to ethics and rules of practice of the profession of accounting and auditing gives the impression of their importance to the presence of some aspects of the exercise of these professions.

Fifth, there is a causal relationship between the qualitative characteristics of accounting information and the rules and ethics of the practice of the profession of accounting and auditing. Lastly, the principles and moral values required by the rules of conduct and ethics is not a new innovation. On the contrary, they represent Islamic values, authentic source of the Qur'an and Sunnah and advocated by the principles of Islam. It is a sincere testimony to avoid perjury and no concealment of the truth and integrity and honesty and adherence to truth.

This study thus has stressed upon the adoption of ethical principles emanating from the Islamic religion that will enhance the quality of accounting information. The study also found that the existence of moral principles in Islamic thought to discharge the need to issue the rules of professional conduct.

The significance of this research is represented in the importance of restoring the lost trust between the accounting and users of financial statements. It sets importance to create a set of ethical standards that boosts confidence in the quality of services provided by the accounting profession. The study recommends to set up rules of professional conduct at the level of a single state and that should be developed and updated to fit with the circumstances in which they operate.

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BIODATA

A.S AL-DALAWI: A.S Al-Dalawi is a Full Professor at the Department of Accounting, Faculty of Administration and Financial Sciences, Cihan University-100St. Nawruz, Erbil. Iraq. Prof. Amjad Sabir Al-Dalawi, Ph.D., is the President of Cihan University, and he is an Assistant Professor at the Department of Accounting, Faculty of Administration and Financial Sciences, Cihan University-Erbil. He has a total of 16 Journal papers and 3 Published books. Research interest focus on accounting, financial, and banking science and money markets.



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Professional competency instrument validity of assessment on teacher work performance

Validez del instrumento en la competencia profesional de evaluación del desempeño en el trabajo docente

SUKADARI

ORCID: <http://orcid.org/0000-0003-2813-5428>

sukadariupy@gmail.com

PGRI University Yogyakarta, Yogyakarta, Indonesia

ABSTRACT

The purpose of this research is to examine professional competency instrument validity on the assessment of teacher work performance based on the analysis of Aiken's V and confirmatory factor analysis (CFA). The conclusions in this research, namely: 1) the results of testing the validity of Aiken's V content of 0.75 in the professional competence instrument, this indicates that the instrument can be used because it has been fulfilled substantially, construction, and language aspects; 2) the validity test result by confirmatory factor analysis shows that the 16 items on professional competency can be used to assess teacher work performance.

Keywords: professional competency, quantitative descriptive, validity, work performance.

RESUMEN

El propósito de este estudio es examinar la validez del instrumento de competencia profesional en la evaluación del desempeño docente basada en la V de Aiken y el análisis factorial confirmatorio (CFA). Las conclusiones de este estudio, a saber: 1) los resultados de la prueba de validez de contenido V de Aiken de 0,75 en la competencia profesional del instrumento, indican que el instrumento puede usarse porque ha cumplido sustancialmente los aspectos de construcción y lenguaje; 2) El resultado de la prueba de validez mediante el análisis factorial confirmatorio muestra que los 16 ítems sobre competencia profesional pueden usarse para evaluar el desempeño del maestro.

Palabras clave: competencia profesional, descriptivo cuantitativo, desempeño laboral, validez.

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1. INTRODUCTION

In 2011, the totals of teachers in Indonesia were 2,306,015, which were planned to be certified gradually until 2021. However, this situation becomes a new problem for the government when the teacher work performance that has been certified has decreased even does not occupy the certification standards. The decline of teacher work performance can be caused by several things; one of them can be caused by the sum of more tasks that must be carried out by the teacher. The law of the teachers and lecturers mentions that teachers must have academic qualifications and competencies. These competencies include pedagogic competence, personal competency, social competency, and professional competency (Andersson et al.: 2011, pp65-78).

Work performance is the work that can be achieved by a person or group in an organization suitable with the authority and responsibility of each in achieving the objectives of the organization concerned legally, in accordance with the moral and ethics (Aritonang: 2005, pp.1-16; Ganyi: 2016, pp.16-30). Teacher's performance divided into two dimensions, namely: cognitive and affective. The cognitive dimension is conveyed that effective teacher shows extensive knowledge or they have pedagogical content to educate students and develop themselves. Whereas in the affective dimension, the teacher is able to express student interest and promote student performance in the classroom (Long & Hoy: 2006, pp.303-314).

The teacher is a role model for students both at school and outside. It is appropriate if the teacher must have extensive knowledge, mature personality, good social attitude, and professionalism at work. In general, this is stated in the Teacher and Lecturer Law which is packaged into teacher competency. Competency is a set of knowledge, skills, and attitudes that must be possessed, lived, and mastered by the teacher in carrying out professional duties.

Anggara & Chotimah (2012) argued that competency is a set of skills and abilities of a teacher that must be possessed in order to carry out its performance optimally so it produces a learning process as desired (Anggara & Chotimah: 2012, pp.107-203). Teachers as an educator have an important role in education, so it needs to be developed as a dignified profession as a professional educator. Timperley, Wilson, Barrar, & Fung (2008) many factors must be mastered by the teacher in the learning process (Wilson et al.: 2008). In addition to the knowledge factor, a teacher is required to manage student attitudes through real practice. This professionalism must be owned by the teacher.

Professional competency is the teacher's ability to master the knowledge in the fields of science, technology, art and culture that they are capable of. Professional competency, consisting of: 1) mastery of subject matter widely and in depth appropriate with the standard content of the education unit program, subjects, groups of subjects to be taught; 2) scientific concept and its method, technology or art disciplines that are relevant conceptually coherent with the education unit program, subject, groups of subjects to be taught. There are at least 10 professional competencies which are aspects of the teacher's basic abilities, namely: (1) mastering learning materials, (2) managing the learning process, (3) managing classes, (4) using technology media, (5) mastering the foundation of education, (6) interacting in the learning process, (7) assessing students, (8) conducting guidance and counselling program in school, (9) conducting school administration, (10) understanding the principles of educational research (Huling & Resta: 2001).

One of the efforts in improving the education quality can be done with an appropriate assessment system, both assessment of individual student and teacher as an educator. Therefore, assessment holds an important role in education. A good assessment system will push the student to learn better while a good assessment for the teacher can improve classroom learning strategies and their work performance. Johnson et al., (2008: p 2) suggests that work performance assessment is a system that includes: 1) the purpose of assessment, 2) tasks (or prompts) that elicit the performance, 3) a responses demand that focus the examinee's, 4) systematic method for rank assessment (Johnson et al.: 2008).

Wilkerson & Lang (2007: p 14) suggested one of the standards for measuring teacher competency, that is by looking at the completeness standard tests related to the validity and reliability of a test device. The

standard has been recognized to carry out a valid, reliable and impartial test. Therefore, it is necessary to develop a good assessment instrument to be able to assess the actual ability of the teacher (Wilkerson & Lang: 2007).

A good instrument should be able to measure what should be measured. In addition, good instruments can measure variables that are determined accurately. So that, an instrument is considered good for measuring certain variables when their level of validity and reliability is fulfilled (Ramadani et al.: 2017, pp.180-188; Kopackova & Libalova: 2019, pp.1-12). The validity of a test device can be interpreted as the ability of a test to measure what should be measured.

Validity is a way to showing the support of empirical fact and theoretical reason for the interpretation of the test score or instrument score and related to the accuracy of measurement (Retnawati: 2016; Ardakan et al.: 2018, pp.29-33). Criteria validity is called predictive validity, it is the validity of a test device in making predictions, it can predict the success of students in the future. The predictive validity of a test device can be seen from the correlation between test device with specific desired criteria, which is called the criteria variable (Edeme: 2018, pp.28-33; Albalaw: 2017, pp.111-131).

2. METHODS

1- Design

This research was conducted with a quantitative method approach and it was descriptive research. This research was done to find out the elements of teacher performance. In addition, this research was conducted to explore the abilities or professional competencies possessed by the teacher. The method in this research used a quantitative approach because the researcher wants to explore and collect data as much as possible about the teacher's work performance through professional competency assessment. This research was conducted in Bantul, Yogyakarta Special Region. The place to obtain data was done in both public and private elementary schools, which became the PGRI University of Yogyakarta school laboratory.

2- Population, Sample, and Sampling Technique

The population in this research was all high-grade teachers, both public and private elementary schools, who became PGRI University of Yogyakarta school laboratory. The total population in this research was 52 elementary schools consisting of 11 sub-districts in Bantul. Furthermore, the researcher did not select individuals separately, but the researcher takes samples from each sub-district in the group (Edson, et al.: 2017, pp.340-358). Therefore, determining the sample of each sub-district used the Cluster Random Sampling technique. This technique was carried out through the grouping of SD / MI in each sub-district in Bantul. The numbers of samples used in the teacher work performance assessment research were 144 teachers. The validation process is a collection of evidence to provide scientific basic for the interpretation of a test score. In order for the instrument used in the research to measure the teacher's work performance well, so the researcher does the validity test of the instrument used.

3- Data Collection

Data collection technique assesses teacher work performance using the test instrument. The test instrument used by the researcher is a multiple-choice objective test with a politomousscale, that is each test answer option has a different score. The highest score is four and the lowest score is 1. Professional competency instruments are a measuring tool that will be used to assess teacher work performance. Therefore, the instrument used by the researcher is a valid instrument. One of the conditions for obtaining a good instrument is good validity complied. This is done so that the instrument is able to measure precisely when used to measure teacher work performance in different places.

Validity is a way to showing the support of empirical fact and theoretical reason for the interpretation of the test score or instrument score and related to the accuracy of the measurement. While the validation process is a collection of evidence to provide the scientific basis for the interpretation of a test score, in order for the instrument used in the research to measure the teacher's work performance well, so the researcher does the content validity and construct validity test of the teacher professional competency instrument.

Content validity carried out through expert judgment continued using the Aiken's V formula, which is one of the statistics to show the content validity of each item. In order for the instrument used to comply with the content validity, the preparation of the item begins with reviewing the variable and indicator tested through a grating. Based on the grating, items were then made. The items that have been made are then asked to be reviewed by the experts who are considered capable by paying attention to the material, construction, and language used in the item. The content validity review was carried out by an expert team in accordance with the field of research conducted by the researcher. The expert team consists of lecturer in accordance with the scientific field studied and teachers who already have sufficient teaching experience and they have passed teacher certification. Test items that have Aiken's $V > 0.60$ can be accepted and it considered good to use. Therefore, in this research, the instrument statement is considered valid if it complies with these criteria.

The construct validity used in this research uses factor analysis, which functions to summarize or reduce observation variables into new dimensions that present the main variables (factors). The construct validity test used is exploratory factor analysis (EFA) which aims to investigate the factors contained in the points of observation and confirmatory factor analysis (CFA) with the aim of affirming a measurement theory in order to compare theoretical with the empirical result.

Factor analysis carried out through the extraction and rotation factor method. The factor analysis used principal components extractions, which aim to determine the factor loading of each item and varimax rotation that aims to clarify the points that enter the factor. Construct validity testing is used in all instruments of teacher work performance assessment research, both test instruments and non-test instruments to obtain the dimensions in the proper grouping. The results of the EFA were further analyzed using CFA.

3. RESULTS

Content validity is done through expert judgment. The teacher professional competency instrument consists of 16 multiple choice objective test items with a politomous scale, that is, each test answer option has a different score. The assessment of teacher test instruments was carried out by three experts and the value of the experts was used to calculate the coefficient magnitude of Aiken's V content validity. The results of content validity analysis of teacher test instruments are presented in Table 1.

	Item Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Aiken's V	1	0.83	1	0.8	0.75	0.8	0.7	0.83	0.7	0.83	0.92	0.9	0.92	0.92	1	0.83

Table 1. Aiken's V Score of Professional Competency Instrument

Table 1 shows that the content validity coefficient of Aiken's $V \geq 0.60$ in each item. Based on the content validity criteria stated by Retnawati (2016), it can be stated that as many as 13 items have the highest validity categories and three items have high validity categories. The summary of the testing analysis results of Aiken's V content validity is presented in Table 2.

Indicator	Item Number	Description
Mastering the material, structure, concept, and scientific mindset	1, 2, 3, 4, 6, 8,	Extremely high validity
	10, 11, 12	High validity
	5, 7, 9	High validity
Mastering competency standard and basic competency	13, 14	Extremely high validity
Utilizing information technology and communication	15, 16	Extremely high validity

Table 2. The Summary of Aiken's V Professional Competency Instrument Result

The summary results show the first indicator with 12 items indicating that the coefficient of 9 items is ≥ 0.80 and it is included in the extremely high validity category. While, the other three items have a high validity category with the coefficient $0.60 < r_{xy} \leq 0.80$, which is item number 5, 7, and 9. The number of items arranged on the second indicator is 2 items and both have extremely high validity categories with a coefficient 0.92. The questions total used in the third indicator of professional competency instruments on the teacher work performance are two items. The content validity testing result of the item included in the category is extremely high, respectively with the coefficient 1.00 and 0.83.

This is appropriate with what was presented by Retnawati (2016) that the item was extremely high validity (very good) if it had Aiken's V between $0.80 < r_{xy} \leq 1.00$ and $0.60 < r_{xy} \leq 0.80$ for high validity (good). So that from the 16 test items, 13 items can be said to be very good and three other items in the good category.

The form of the teacher instrument was a test instrument consisting of 16 items multiple choice objective test with a polytomous scale which had been validated by experts and then it given to 144 respondents that are elementary school teachers (teachers in grades IV, V, and VI). Data obtained from respondents were analyzed using quantitative descriptive. The construct validity calculation, the data were analyzed using exploratory factor analysis and it was continued using confirmatory factor analysis. The following stages were factor analysis until to get the desired results.

3.1. Exploratory Factor Analysis

The exploratory factor analysis results on the sample adequacy showed the Chi-Quadrate value in the Bartlet test in the amount of 570,634 with 120 freedom degree and p-value less than 0.01. This shows that the 144 sample size used in this factor analysis is sufficient. In addition, the sample adequacy analysis results were strengthened by the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) of 0.802, which is greater than 0.5.

Based on the sample adequacy analysis, it can be concluded that all items in the test instrument can be further analyzed. The value of anti-image correlation analysis results if the value is $> 0,5$ so that the statement item can be used and if < 0.5 , then the item is not used. The anti-image correlation shows that all items in the professional competency instrument are accepted because the anti-image correlation value of each item is more than 0.5 (> 0.5). It can be concluded that all items in the professional competency instrument can be used.

Based on the Eigen's value of the factor analysis result, it can be obtained that the respondent's data on the professional competency instrument of teacher performance contains four eigenvalues greater than 0.1 (> 0.1). It can be said that that professional competency instrument in assessing teacher performance has four components from 16 test items with a percentage value of 54.90%. So that the analysis result interpretation becomes clearer, the researcher looks at the scree-plot of eigenvalue resulting from the analysis of these factors.

The scree-plot show that the eigenvalue generated from factor analysis obtained graphs consisting of one steep. This shows that there is one dominant component that is measured in the professional competence

instrument of teacher work performance assessment. The scree-plot result show eigenvalue starting to slope on the third component is presented in Figure 1.

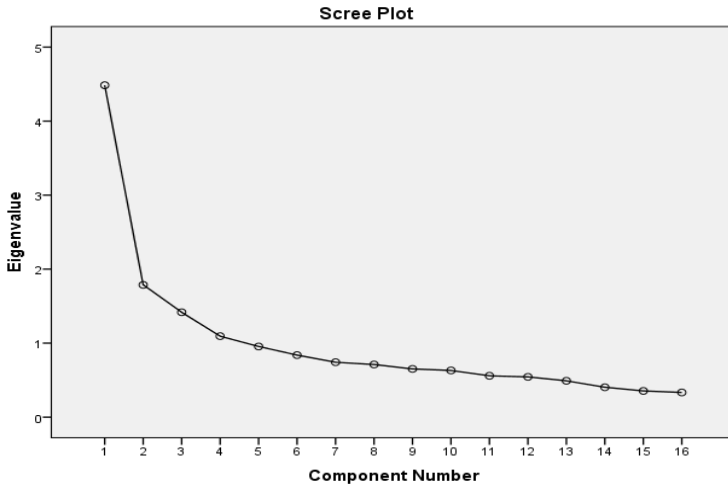


Figure 1. Scree-plot of professional competency instrument analysis factor

3.2. Confirmatory Factor Analysis

Before testing the construct validity of the professional competency instrument using Confirmatory Factor Analysis (CFA) with Lisrel 8.54 software, the researcher first tested the normal distribution assumption. The normal distribution assumption test obtained from the professional competency instrument data that is done to find out whether the normality assumption data is fulfilled or not. The normality test result can be seen from univariate normality, which describes a sample of one variable distribution, and multivariate normality which gives a description of the joint distribution from all variables in the sample. The univariate normality analysis results are presented in Table 3.

	Skewness		Kurtosis		Skewness and Kurtosis	
	Z-Score	P-Value	Z-Score	P-Value	Chi-Square	P-Value
D.1.1	1.531	0.126	-5.533	0.000	32.960	0.000
D.1.2	-0.634	0.526	-7.766	0.000	60.710	0.000
D.1.3	-1.482	0.138	50.142	0.000	2.516.422	0.000
D.1.4	-0.084	0.933	63.932	0.000	4.087.281	0.000
D.1.5	-2.841	0.004	-3.947	0.000	23.648	0.000
D.1.6	-1.891	0.059	-5.025	0.000	28.823	0.000
D.1.7	-2.466	0.014	-8.197	0.000	73.271	0.000
D.1.8	-1.070	0.285	-8.839	0.000	79.280	0.000
D.1.9	1.573	0.116	-11.235	0.000	128.701	0.000

	Skewness		Kurtosis		Skewness and Kurtosis	
	Z-Score	P-Value	Z-Score	P-Value	Chi-Square	P-Value
D.1.10	-1.048	0.295	-4.560	0.000	21.888	0.000
D.1.11	-0.438	0.661	-14.247	0.000	203.170	0.000
D.1.12	-1.235	0.217	-9.279	0.000	87.618	0.000
D.2.1	0.934	0.350	-7.513	0.000	57.324	0.000
D.2.2	0.040	0.968	49.187	0.000	2.419.330	0.000
D.3.1	-1.861	0.063	-27.623	0.000	766.501	0.000
D.3.2	1.216	0.224	-21.562	0.000	466.414	0.000

Table 3. Univariate Normality Test Result of Professional Competency Instrument

Based on the output in Table 3, it can be seen that the data does not comply with the normal distribution assumption (univariate normality). This was seen by the p-value in the univariate normality test of the skewness and kurtosis column, which showed that all test items were still, less than 0.05 (< 0.05). A data can be considered to comply with the normal distribution assumption if the p-value in Skewness and Kurtosis is greater than 0.05 (> 0.05) (Ullman & Bentler: 2003, pp.607-634). Furthermore, the multivariate normality result indicates that the data is not normal simultaneously. This can be seen from the p-value of the skewness and kurtosis column which is still less than 0.05 (< 0.05). The multivariate normality results are presented in Table 4. Based on the output in Table 4 and Table 5, it can be concluded that the data used does not comply with the univariate assumption and multivariate normal. Univariate normal distribution of each item is needed in this research.

Skewness			Kurtosis			Skewness and Kurtosis	
Value	Z-Score	P-Value	Value	Z-Score	P-Value	Chi-Square	P-Value
66.507	4.863	0.000	400.959	1.523	0.128	25.971	0.000

Table 4. Multivariate Normality Test Results of Professional Competency Instrument

However, multivariate distribution is more important because the data that does not have a univariate normal distribution, so it will produce a multivariate non-normal distribution (Eketu: 2018, pp.42-46). Furthermore, the researcher uses an alternative estimation method because the data is not normal, that is Robust Maximum Likelihood (RML), this is done by adding an asymptotic covariance matrix, which is useful for correcting the chi-square statistical value and it is known as Satorra-Bentler Scaled Chi-Square.

Based on the exploratory analysis, four components or clusters of 16 statement items were obtained and the data were analyzed using confirmatory factor analysis (CFA). CFA calculations were performed to determine the suitability of the model with the Lisrel 8.54 support. The run result for the model compatibility is done once.

The analysis result by CFA obtained Root Mean Square Residual (RMR) = 0.303; Goodness of Fit Index (GFI) = 0.788; and Root Mean Square Error of Approximation (RMSEA) = 0.060 or < 0.080 (good fit) and Satorra-Bentler Scaled Chi-Square = 130.58 with p-value 0.05286 or < 0.05 (good fit). Once it is known that the criteria for good fit have been fulfilled, the researcher looks at the load factor results of each item on the standardized solution. The load factor of each factor is presented in Figure 2.

Based on Figure 2, it can be seen that at least three items that have load value factor of ≤ 0.50 , while, the other 13 items have a good load value, which is above 0.05 (≥ 0.50). In addition, the researcher uses t-

value in determining the suitability model on a professional competency instrument. The t-value on professional competency instruments analysis are presented in Figure 3, as follows:

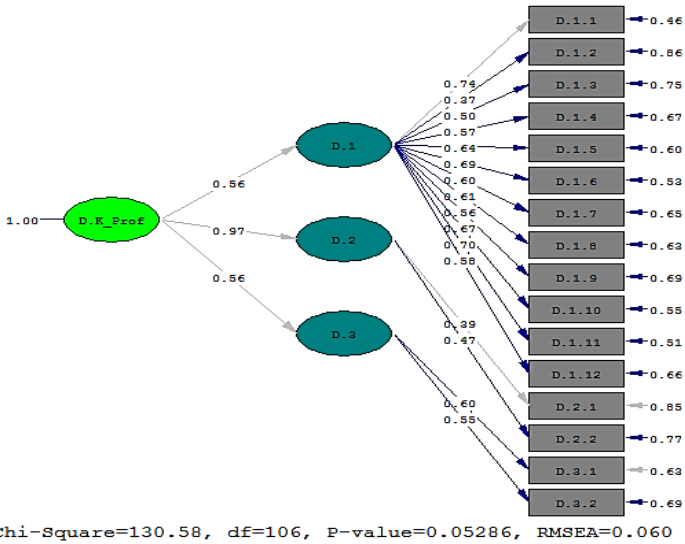


Figure 2. Basic Model Standard Solution of Professional Competency Instrument

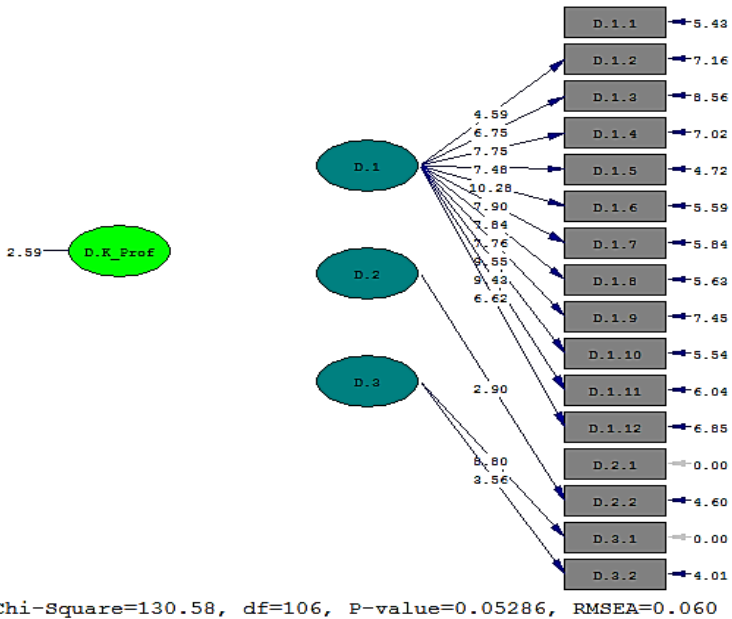


Figure 3. Basic Model T-Value of Professional Competency Instrument

Based on Figure 3, it can be seen that all items are significant with a good factor load of the value above 0.4 (> 0.4). When we see from the result and the suitability model shows that the proposed model has good conformity / the proposed model matches with the data and the items that are conceptualized to measure the latent variable; Items that are correlated caused by an identical statement.

Based on the factor analysis result, the standardized loading factor and t-values summaries to show the validity are presented in Table 5. Based on Table 5, it shows the quality coefficient significance result of the 16 test items that comply with the suitability model. There are values in Standardized Loading Factors (SLF) showing 3 (three) items that have low load factor less than 0.5, which are at D.1.2, D.2.1, and D.2.2. Whereas t-value for all items more than 1.96 (> 1.96). This shows that the test items used are significant.

	Item Number	Standardized Loading Factors (SLF) ≥ 0.5	Standard Errors	t-value 1.96	\geq Error Variance
D.1.1	1	0.74	0.46	fix	5.43
D.1.2	2	0.37	0.86	4.59	7.16
D.1.3	3	0.50	0.75	6.75	8.56
D.1.4	4	0.57	0.67	7.75	7.02
D.1.5	5	0.64	0.60	7.48	4.72
D.1.6	6	0.69	0.53	10.28	5.59
D.1.7	7	0.60	0.65	7.90	5.84
D.1.8	8	0.61	0.63	7.84	5.63
D.1.9	9	0.56	0.69	7.76	7.45
D.1.10	10	0.67	0.55	9.55	5.54
D.1.11	11	0.70	0.51	9.43	6.04
D.1.12	12	0.58	0.66	6.62	6.85
D.2.1	13	0.39	0.85	fix	0.00
D.2.2	14	0.47	0.77	2.90	4.60
D.3.1	15	0.60	0.63	8.80	0.00
D.3.2	16	0.55	0.69	3.56	4.01

Table 5. CFAResult Summary of Professional Competency Instrument

4. CONCLUSION

Based on the results, it can be concluded that researcher involves the expert judgment to validate professional competency instrument of teacher work performance assessment. The content validity testing result with the Aiken's V formula of professional competency instrument shows that the instrument is suitable for use because it has been fulfilled substantially, construction, and language aspects; the constructive validity testing result through exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) show that the 16 items on professional competency are appropriate to be used to assess teacher work performance.

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BIODATA

SUKADARI. Assoc. Prof., PhD at the Faculty of Education, PGRI University Yogyakarta Indonesia. He is the author, co-author and editor of several books or book chapters on education as well as published more than 50 scientific papers. Research interests focus on the study of teacher, culture, curriculum and psychology.



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Previous competences of information technology governance for the board of directors in Indonesia

Competencias previas de gobernanza de tecnología de la información para la junta directiva en Indonesia

S SOMJAI

ORCID: <http://orcid.org/0000-0002-8294-8166>

sudawan.so@ssru.ac.th

Suan Sunandha Rajabhat University, Bangkok, Thailand

D RUNGSAWANPHO

ORCID: <http://orcid.org/0000-0002-0532-0295>

duangsamorn.ru@ssru.ac.th

Suan Sunandha Rajabhat University, Bangkok, Thailand

ABSTRACT

This study focuses on the requirement of having a mechanism with respect to IT systems, highlighting any visible conflict between the organization and the IT governance structure. The aim of this study is to create an IT competence prototype that will facilitate attaining desired IT governance. Implications of this research are that the specific prototype developed can be used to gauge the IT competency in other domains. Moreover, the results and findings of this study can also be used as a starting point for future researches.

Keywords: Assessment Prototype, Board of Directors, Chief Information Officer, IT Expertise, IT governance.

RESUMEN

Este estudio se centra en el requisito de tener un mecanismo con respecto a los sistemas de IT que resalte cualquier conflicto visible entre la organización y la estructura de gobierno de IT. El objetivo de este estudio es crear un prototipo de competencia de IT que facilitará el logro del gobierno de IT deseado. Las implicaciones de esta investigación son que el prototipo específico desarrollado puede usarse para medir la competencia de IT en otros dominios. Además, los resultados y hallazgos de este estudio también se pueden utilizar como punto de partida para futuras investigaciones.

Palabras clave: Director de información, Experiencia en IT, Gobierno de IT, Junta directiva, Prototipo de Evaluación.

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1. INTRODUCTION

Organizations' dependency on IT systems is growing with a rapid pace in today's world (Adedoyin & Okere: 2017). Consequently, they are investing a considerable amount of their capital on establishing IT assets to meet the needs of their employees and their stakeholders.

Companies have nominated the Board of Directors to administer the day to day operations of organizations. They have the authority to make major investment decisions, define the strategic course of their organization, and are responsible for overall corporate governance (Adewale: 2016). Factually, the Board plays a key part in steering a company towards achieving its strategic objectives (Alhakimi: 2018).

IT governance must administer IT resources in the interest of stakeholders who have invested in the company and want ROI. Directors are also accountable for the proper administration of IT resources; therefore, they entreat their management to execute policies and controls prerequisite to IT governance. There are many possible advantages of following preeminent procedures in IT administered areas (Ahmad: 2018), which will yield long-term benefits for stakeholders. Regardless of many advantages connected with enhanced IT administration and governance, little research has been done to find out how Board should essentially govern the IT system of an organization (Wyrasti et al.:2018).

The survey also underlined IT as the fifth-ranked universal challenge faced by audit boards, which is above regulatory and scam issues. These surveys have discovered two major concerns explicitly with respect to IT namely; the inception of Social networking websites and the development of cloud services (Alreemy et al.: 2016; Akay: 2018).

The above-highlighted facts provide an impetus to the research objectives of this study. Following this background study, a detailed literature review was done in the field of IT governance with the drive to create a prototype in order to gauge the skills of the board, which was then tested in a corporate domain to verify its effectiveness (Turel et al.: 2017).

The study suggested four classifications, which can be beneficial in assessing IT governance, namely (a) administrating strategic issues; (b) demonstrating internal control; (c) risk associated with business and (d) confidentiality and legitimacy issues. Every segment was individually briefed out and packed with explicit ideas, driven from three distinct groups recognized in the literature review and stated as under.

Administrating Strategic Issues

1. The organization needs to identify the strategic value it will extract from the use of IT by using it efficiently and effectively.
2. There must be a configuration among IT activities and the overall goals of an organization.
3. Security measures must be in place in order to nullify the risk factor.
4. The organization must be aware of any competitive intimidations.
5. In order to improve business operations, the innovative idea must be incorporated with respect to IT.
6. Advanced communication tools must be installed.
7. Data Management systems must be in place to support the decision making process across the organization.
8. There must be a feasibility check with respect to IT assets acquisition.
9. Stakeholder interest must be safeguarded before acquiring any IT assets.
10. Viable HR policies must be confirmed.
11. The availability of resources to empower staff to influence new expertise must be confirmed.
12. That paperwork is complete with IT vendors must be confirmed.
13. The effect of company culture on IT administration must be taken into consideration.

Demonstrating Internal Control

1. Suitable supervision of IT connected tactical and operational hazard must be confirmed
2. IT administration mechanisms must be in place.
3. Appropriate measures must be taken to safeguard the security and document preservation.
4. Measures for exposing and nullifying any IT artifice need to be established.
5. Procedures to safeguard the company's economic value associated with IT expenditures need to be established.
6. That desired result is achieved through IT controlling, and mensuration system must be confirmed.
7. Piloting consistent evaluations of IT safety and dependability degrees.
8. That policies are executed efficiently must be confirmed.

Risk associated with Business

1. Awareness with respect to growth in IT developments and evolving your business accordingly.
2. That all risks associated with IT business operations are recognized and persuaded must be confirmed.
3. IT must be ensured that social networking websites are used to mark and measure customer views.
4. A smooth working association with third-party vendors/suppliers must be ensured.

Confidentiality and Legitimacy issues

1. It must be ensured that the local controlling authority required for guarding personal data should comply with defined rules and regulations.
2. Obedience with all pertinent local regulations concerning the utilization of hardware, software program, patent laws, etc must be confirmed.
3. Adherence to all principles, procedures, and structures influencing IT administration.
4. Adherence to environmental regulations while disposing of IT assets.

2. METHODS

The questionnaire of this study had three main parts. The first part of the questionnaire carried five questions with respect to the demographics of the respondents, which included the name of the company respondents worked in, followed by their positions in the company and total years of experience. Three questions were related to the company, which included company size, the industry company belonged to and whether registered with the Security Exchange Board (Khosravipour et al.: 2018).

Part 2 included diverse expertises that were further divided into different classifications and respondents were asked to assess with respect to significance, every IT concern that their company was facing. Part 3 re-cataloged each expertise and respondents were asked to rate the degree of expertise that the board has to control each concern.

In order to test the prototype, Indonesia was chosen for being a fast developing country and its security exchange regulated with strict government policies. Bursa Indonesia had 811 listed companies subject to strict pre-requisites of the Companies Act. World Bank has also identified Indonesia as a fast-developing economy in its world economic standings (Gisore & Jepchumba: 2017).

A paper-based research instrument was adapted for electronic delivery to the *LimeSurvey* platform supported by research Services, Griffith University. *LimeSurvey* has strong online monitoring features, which enabled the researcher to constantly monitor the data collected at any point in time. Therefore, the response

frequency and numbers were monitored from time to time. Completed responses (and incomplete responses) were progressively reviewed from time to time.

The responses were closed at 142 responses. On review, it was revealed this comprised of 120 complete responses and 22 incomplete responses. The 120 complete responses were used to analyze the results. At the time of the study, there were 811 companies listed on the Main Market of Bursa Indonesia, however, only 800 companies had their complete website addresses listed on the home page of Bursa Indonesia. The 120 complete responses represented 15% of the total population surveyed and were therefore considered to be an acceptable response rate.

3. RESULTS

Findings were examined in order to assess and find an answer to two main questions of the study. It was done by evaluating the grading of the CIO's in connection with a) the significance of each specific concern and b) by assessing the degree of expertise by which the board managed each concern. The following table (Table 1) encapsulates the data.

	Major Concerns	Significance	Expertise
Administrating Strategic Issues			
1	Organizations need to identify the strategic value which it will extract the use of IT by using it efficiently and effectively	4.035	4.178
2	Configuration among IT activities and the overall goal of an organization	3.607	3.75
3	Security measures must also be placed in order to nullify the risk factor	3.607	3.464
4	The organization must be aware of any competitive intimidation	4.035	4.035
5	In order to improve business operation, innovative ideas must be incorporated with respect to IT	3.464	3.892
6	Advance communication tool must be installed	3.321	3.892
7	Data Management systems must be in place to support the decision-making process across the organization.	3.75	3.75
8	There must be a feasibility check with respect to IT asset acquisition.	4.035	3.892
9	Stakeholder interest must be safeguarded before acquiring any IT asset.	3.607	3.464
10	Confirming viable HR policies.	3.75	3.75
11	Confirming the availability of resources to empower staff to influence expertise.	3.321	3.607
12	Confirming that paperwork is complete with IT vendors.	3.321	3.607
13	Taking into consideration the effect of company culture on IT administration.	4.178	3.892
Demonstrating Internal Control			
1	Confirming suitable supervision of IT connected tactical and operational hazard.	4.035	3.892
2	IT administration mechanisms must be in place.	3.464	3.464

3	Appropriate measures must be taken to safeguard the security and document preservation.	4.035	3.892
4	Establishing measures for exposing and nullifying any IT artifice.	3.75	3.607
5	Establishing procedures to safeguard the company's economic value associated with IT expenditures.	3.75	3.607
6	Confirming that desired result achieved through IT controlling and mensuration system.	3.607	3.75
7	Piloting consistent evaluations of IT safety and dependability degrees.	3.464	3.75
8	Confirming that policies are executed efficiently.	4.178	4.035
Risk associated with Business			
1	Awareness with respect to growth in IT developments and evolving your business accordingly.	3.75	3.464
2	Confirming that all risks associated with IT business operations are recognized and persuaded.	3.75	3.75
3	Confirming social networking websites are used to mark and measure consumer views.	3.607	3.464
4	Confirming a smooth working association with third-party vendors/suppliers.	3.464	3.607
Confidentiality and Legitimacy issues			
1	Confirming that local controlling authority requirement for guarding personal data at the same time complying with defined rules and regulations.	4.035	4.035
2	Confirming obedience with all pertinent local regulations concerning the utilization of hardware, software program, patent laws, etc.	4.035	3.75
3	Adherence to all principles, procedures, and structures influencing IT administration.	3.892	3.607
4	Adherence to environmental regulations while disposing of IT assets.	3.75	3.607

Table 1. The Major Concerns and Significance

In order to verify the rationality of the data, the reliability test was conducted. Therefore, Cronbach Alpha reliability test was performed for all eight categories in relation to Table 1 (significance and expertise score for all four categories of concerns).

The *significance* of the concerns was then examined by assessing the answers of respondents against Part two of the questionnaire. Scores were measured on a scale of 1 to 5 for each individual item with a minimum score of 3.5 which signified moderate significance and highest score 4.03 which signified highly significant. The average ranking of all the items examined showed a value of 3.68, which was close to 3.7 constituting every item as very significant (Shahbakhsh et al.: 2019). One open-ended question was also included in the questionnaire where respondents were asked to mention any other concerns not listed in the questionnaire and which they considered important to IT administration. Respondents did not add any notable concerns.

The mean was calculated category wise for each group of concerns. Table 2 suggests that respondents have given considerable significance to each item and contemplated that categorizing items was a very rational method in order to gauge overall IT significance.

Particulars	Concerns	Expertise
Administrating Strategic Issues	3.695	3.783
Demonstrating Internal Control	3.785	3.750
The risk associated with Business	3.643	3.571
Confidentiality and Legitimacy issues	3.928	3.750
Overall	3.763	3.713

Table 2

4. CONCLUSION

Over the last decade, the significance of IT administration is unquestionably intensified. But there are examples where Board members struggle to figure out the actual condition of IT affairs in their organization (Ale: 2018). Sometimes they fail to possess adequate knowledge to oversee the IT affairs efficiently, which is reflected in Board meetings when they display their deficiency in IT expertise and awareness about it. Companies Board of Directors is eventually accountable for proper governance of IT affairs including the actualization of desired advantage resulting in aligning IT with the goals of the organization; taking advantage of opportunities, and boosting up profit through proper use of IT; establishing controlling measures to minimize the risk factor. Therefore, it seems necessary for the board member to have IT skills at their disposal.

Therefore, this research paper aimed to address the issues concerning less available literature with respect to IT governance, by presenting a realistic prototype, which allowed assessing the degree of IT skills possessed by board members. Findings reveal that the prototype is a constructive way to assess the board members' IT expertise. Moreover, board IT expertise was also evaluated in terms of the management of the organization working at an authoritative level. Similarly, it was projected that the prototype can be tested with the rapidly growing economic situation and security exchange board, which was governed by stringent company act and government policies.

Moreover, we are living in a very dynamic environment that has increased dependency on subcontracting IT resources by organizations and the development of cloud services. It has also enlarged the scope of IT governance. This has forced board members to enlarge their IT skills levels. This also amplifies the importance of having a prototype to assess the degree of expertise of board members, which ultimately emphasizes the rationale of the current study (Akeju: 2018).

These findings might facilitate the company board of directors to exhibit a more improved IT administration, and at the same time monitor the impact of the IT system on the mechanism of IT governance (Albasu & Nyameh: 2017).

There are however a few limitations of the study. Findings from such types of research are much dependent on the answers of the respondents. It is difficult to judge whether the responses received from the participants truly reflected their views, and were not altered to make them look more suitable. There is also a possibility that management may have thought if they truly shared their views publicly, it might backfire which board members may find it disrespecting. Therefore, fear of retribution is always there. Similarly, the sample size selected may not truly reflect the characteristics of the total population, which is the core requirement of successfully evaluating the prototype competency and boundaries. Respondent also did not highlight any deficiency with respect to the evaluation of the prototype, nor was added any other major IT concern. Investing

the prototype in some other settings might also have revealed some other issues. Therefore, for future studies, it would be better to keep these limitations in mind.

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BIODATA

S SOMJAI: Somjai is the Director of the Doctor of Philosophy Program in Development Administration, Graduate School, Suan Sunandha Rajabhat University, Thailand. Her research areas are Public and Private Administration, Development Administration, Leadership, and Logistic & Supply Chain.

D RUNGSAWANPHO: Rungsawanpho is an Assistant Professor and the Dean of Graduate School, Suan Sunandha Rajabhat University, Thailand. Her research areas are Management, Entrepreneurship, and Development Administration.



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Knowledge exchange and transformational leadership style for team improvement

Intercambio de conocimientos y estilo de liderazgo transformacional para el mejoramiento del equipo

B WATTHANABUT

ORCID: <http://orcid.org/0000-0003-1330-2684>

busaaiey2516@gmail.com

North Bangkok University, Thailand

ABSTRACT

The principal objective of the current study was to explore the link between knowledge sharing, transformational leadership style, team performance, and mutual trust. In addition, the moderating role of mutual trust was also examined in the relationship of all other variables. Findings of the current study suggest team performance improves through the sharing of knowledge. The current study also viewed that team members share knowledge through coordination and that much of the knowledge shared is tacit. The study used PLS-SEM to analyses the data.

Keywords: Knowledge sharing, mutual trust, team performance, transformational leadership.

RESUMEN

El objetivo principal del presente estudio fue explorar el vínculo entre el intercambio de conocimientos, el estilo de liderazgo transformacional, el rendimiento del equipo y la confianza mutua. Además, el papel moderador de la confianza mutua también se examinó en la relación de todas las demás variables. Los resultados del estudio actual sugieren que el rendimiento del equipo mejora a través del intercambio de conocimientos. El estudio actual también observó que los miembros del equipo comparten conocimiento a través de la coordinación y que gran parte del conocimiento compartido es tácito. El estudio utilizó PLS-SEM para analizar los datos.

Palabras clave: Confianza mutua, desempeño del equipo, intercambio de conocimientos, liderazgo transformacional.

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1. INTRODUCTION

In the current era of globalization, there exists immense competition due to local and international competitors (Jernsittiparsert et al., 2013: 218-225). For this reason, organizations are forced to adopt activities that are performance-oriented and play a central role in organizational development. Several support mechanisms are adopted by organizations to improve the human resource available to them. These mechanisms are developed at organizational and employee levels in which teams and employees of the organization are given learning opportunities, leadership support, and empowerment as well (Yoon et al., 2013: 249-264).

Team performance is an essential indicator of the success of any organization, considering factors related to the organizational environment and individual environment. The core of a team lies with its members who play a critical role in organizational performance as these players collaborate and are also competitors as well. There exist different criteria related to team formation, so the effectiveness of a team may vary in each organization. Several researchers discuss all these criteria and constructs related to team development and performance.

Organizations have to put much effort into developing and form high functioning teams within the organization. They have to go through much pain and struggle to form a team. There are different stages of team formation, which need proper guidance to leaders to form a team. All organization faces the stages of formation of team development. Leadership is a significant factor in the success or failure of the team. The contribution of every team member achieves the collective success of the team. So, there can be several reasons for the failure of a team, including the inability of team members to perform, lack of coordination resulting in collective failure and the problem of synchronization among team members (Zaccaro, et al., 2001: 451-483; Osman & Sentosa, 2013: 25-37). This shows that a lack of proper guidance and leadership can be a significant cause of team failure.

When the teams are formed, there exists a link among team members in terms of motivation, proficiencies, and personalities. It is expected that a team will perform several complex goals in a short period. It is expected that there will be proper leadership within the team that will communicate and define the established goals. Moreover, the leader will also outline goals to be achieved by the team. There are several styles of leadership adopted by organizations to achieve a common goal. Transformational leadership is one of the most common and discussed styles of leadership. The transformational leaders play the role model of all followers and team members who share knowledge and creative ideas so the team can work efficiently and cooperatively (Choi, et al., 2016: 459-479; Orumwense et al., 2017: 19-23; Olowa et al., 2017: 1-8).

The purpose of this paper is to empirically evaluate the impact of Knowledge Sharing and Transformational Leadership on team performance in order to determine whether these vital human resource variables have a significant influence on the development and performance of teams. The study has also investigated how mutual trust among the team members moderates the relationships between knowledge sharing and team performance, along with finding the association of transformational leadership and team performance.

There are several characteristics of capable team performance. First of all, the actions of team members should be integrated to achieve a goal. Secondly, members of the team are required to perform in dynamic and complex environments. The third characteristic is the leadership style of the team. These leaders are critical members of the team who define the goals and objectives of the team. They also assign tasks to team members to achieve these goals (Zaccaro & Klimoski, 2002; Omenka et al. 2017: 505-520).

There is a significant difference between knowledge sharing and other terms, like knowledge exchange and knowledge transfer (Jernsittiparsert & Srisawat, 2019: 432-447). There is an acquisition of knowledge in knowledge sharing while in knowledge exchange and knowledge transfer; it is just distribution of the acquired knowledge. Moreover, knowledge sharing is also related to communication but. However, in the strict sense, it is not possible to share all information, like confidential information, or detailed knowledge cannot be shared

freely. Sharing of knowledge is a cognitive subject. Rebuilding the behavior of employees is indispensable to get knowledge from others. The knowledge used by it is to be acquired, thus sharing the knowledge. The relation among at least two parties is knowledge sharing because one of the two parties has the knowledge, and the other side acquires that knowledge (Zheng, 2017: 51-58). Leaders and leadership fascinate all as it is observed that leaders inspire individuals, corporations, and nations all. Academicians, researchers, and scholars have tried to understand and define the process of leadership (Jermsittiparsert & Srihirun, 2019: 531-538). Stogdill (1974) pointed out that there exist as many definitions of leadership as the number of scholars who have tried to define this concept. Among these definitions and explanations, the concept of transformational leadership has attracted many scholars. Most of the studies conducted in the last 20 years regarding leadership are based on transformational leadership (Judge & Bono, 2000: 751; Sangpern & Chienwattanasook, 2019: 33-41).

The performance of a team is improved as a result of knowledge sharing. It is because of three reasons: enhanced creativity, better problem solving, and improvement in the decision-making process. The team members can consider more options due to knowledge sharing. Followers can learn from the experience of other employees and team members. In this way, knowledge is used within the team in a better way, which leads to an improvement in the decision-making process. The problems faced in an organization can also easily be solved by knowledge sharing because problems can be better understood, more alternatives to solve the problem can be explored, and issues causing problems can be found out. Several studies have supported the argument that team performance is improved by knowledge sharing (Jamshed & Majeed, 2018).

Leadership at the level of the team is essential for the firm to be successful because a large number of firms are adopting the culture of team-based work. Transformational leaders are confident and optimistic about the future. Moreover, they express the goals and objectives to followers. In this way, followers are encouraged as they view the vision of the organization to be meaningful. Employees also consider their work as an essential contribution to achieving organizational goals (Piccolo & Colquitt, 2006: 327-340).

In the current study, trust is seen as faith in the goodwill and behavior of others that can vanish or grow due to experience or interaction. Lack of trust among the team members may also impact productivity, empowerment, delegation, and communication. Trust is very sensitive, that can be lost quickly because of negative experiences. Researchers have reported four elements of trust-building, namely, respect, consistency, openness, and honesty. Without any one of these dimensions, trust can even break or fray (Hakanen & Soudunsaari, 2012).

2. METHODS

In order to address the objectives and research questions of the current study, a survey method was used. A primary research technique was employed, taking the questionnaire as a tool for data collection. The structural equation modeling for analyzing the structural relation was selected. SEM is a combination of multiple regression and factor analysis and observes the structural relation between the latent and measured constructs as well as the direct and indirect connection between constructs. The selection of sample size is an essential aspect of Structural Equation Modelling. In the process of choosing an appropriate sample size, a sample of 500 was selected for this research. However, in order to avoid response-bias, the sample size was increased to 600. The overall response rate came out to be 72.5 percent having 435 well addressed questionnaires.

Also, the Statistical Package of Social Sciences (SPSS) was also employed for assembling data and for advanced statistical analysis. Initially, the responses obtained through questionnaires were coded into the software, and statistical analysis was performed through PLS. SEM is an advanced multivariate analysis and has been broadly used in business research. It involves data analysis of multiple variables observing the direct and indirect causal relation with simultaneous estimation of separate, multiple, and interdependent regression

equations. The SEM technique is preferable as compared to multiple regression because SEM simultaneously observes the nature of the association between multiple variables, whereas multiple regression observes the relation between these variables separately and independently.

3. RESULTS

Structural Equation Modeling helps in identifying the extent to which the determination of the structural model is in line with the sample data and how appropriately it fits the data. It particularly observes the structure of relationships among the existing observed variables (Hair et al., 2014: 106-121). On the other hand, observed variables explain the latent variables were helping to make inferences about them. However, latent variables are the unobserved variables that require more and more constructs for defining. Furthermore, a maximum likelihood approach was used for the advanced evaluation of the model. Measurement model, together with the confirmatory factor analysis, examined the estimates from the CFA (see figure 1).

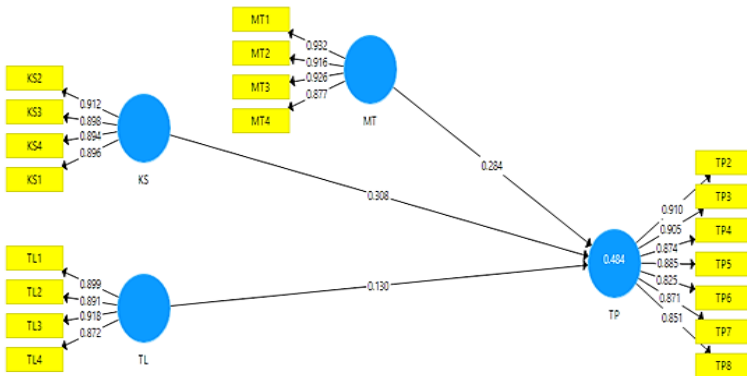


Figure 1: Measurement Model

Confirmatory Factor Analysis was also used to assess whether the constructs of both proposed and measured models show consistent results.

	KS	MT	TL	TP
KS1	0.896			
KS2	0.912			
KS3	0.898			
KS4	0.894			
MT1		0.932		
MT2		0.916		
MT3		0.926		
MT4		0.877		
TL1			0.899	
TL2			0.891	
TL3			0.918	
TL4			0.872	
TP2				0.910
TP3				0.905
TP4				0.874
TP5				0.885
TP6				0.825
TP7				0.871
TP8				0.851

Table 1. Outer Loadings

The coefficient value of 0.80, 0.70, and 0.60 are considered to be good, acceptable, and poor reliability. According to this rule of thumb, a value above 0.50 depicts adequate reliability, and less than 0.50 depicts poor reliability of constructs. However, 0.50-0.60 is a suitable and acceptable range for the measures of reliability. All the constructs for the present study turned out to be reliable. Based on previous researches, 0.60 was taken as the threshold value for the Cronbach alpha estimate.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
KS	0.866	0.967	0.969	0.68
TS	0.93	0.95	0.96	0.799
MT	0.968	0.949	0.96	0.829
TP	0.867	0.968	0.97	0.667

Table 2. Reliability Analysis

The goodness of fit indices turned out as TLI= 0.938, PNFT= 0.933, RMSEA= 0.05, and CFI=0.94. The values of all estimates are within the acceptable levels, explaining the goodness of fit. However, the SEM-PLS is used for the estimation of the inner model, i.e., determining the composite reliability, discriminant validity, and factor loadings of the constructs.

Discriminant validity is also obtained for the current study by comparing the item and cross-loadings. Discriminant validity determines the extent of distinctiveness and visibility of the measures of constructs. Afterward, the structural equation model is estimated using a path diagram, which is a useful technique of measuring the indirect and direct association between observed constructs. For this reason, SEM was preferred for this research and hypotheses testing.

	KS	TS	MT	TP
KS	0.825			
TS	0.827	0.894		
MT	0.815	0.892	0.911	
TP	0.885	0.723	0.730	0.817

Table 3. Discriminant Validity

Furthermore, a hypothesized structural model was developed for assessing the relationship between the latent constructs. However, path coefficients were obtained to observe the association between the variables and to conclude the proposed hypotheses. After assessing the structural model, the fitness of the model was checked through the Goodness of Fit test. It determines if the proposed model is appropriate for hypothesis testing. Finally, the measurement model was converted into the structural form for identifying the association between exogenous and endogenous constructs. Table 4 shows the findings of direct hypotheses, depicting the significant acceptance of all direct hypotheses.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
H1	0.414	0.416	0.048	3.672	0.001
H2	0.563	0.353	0.068	3.516	0.001
H3	0.652	0.654	0.059	4.912	0.000

Table 4. Direct Relations

The moderation of mutual Trust in the relationship between knowledge sharing, transformational leadership style, and team performance is shown in Table 5.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
H4	0.524	0.635	0.078	4.372	0.001
H5	0.474	0.764	0.070	3.239	0.000

Table 5. Indirect Relations

Nonetheless, Table 7 shows that R2 is 76.7%. According to Chin (1998), R2 value above 0.67 is considered as substantial, more than 0.33 considered as moderate; however, value below 0.33 but above 0.19 describe weak determination. In the current study R2 value is 0.484 which is substantial

Latent Variable	Variance Explained (R ²)
TP	48.4%

4. CONCLUSION

The principal objective of the current study was to explore the link between knowledge sharing transformational leadership style, team performance, and mutual trust. In addition to that moderating role of mutual trust was also examined. The study has approached the argument that knowledge sharing and transformational leadership style improves team performance. Findings of the current study suggest that creativity is a process that starts in the team through the sharing of knowledge. The current study is also of the view that the process of creativity starts in the situation when the team members share knowledge through coordination and it is also argued that the much of the knowledge is shared when team members meet to share knowledge in a given area, much of which is tacit.

Sharing such tacit knowledge creates a flow of novel ideas that contribute to successful outcomes, such as new products, processes, and patents. The findings of the study have shown agreement with the proposed or hypothesized results. The study has used PLS-SEM to analyse the data. The study will be helpful for policymakers in the researcher in understanding the issues related to the variables of the study. The findings of the study revealed the fact that, though trust is complicated yet is a key to team-level performance. It is argued that trust considered a foundation of working together as it helps in enhancing social interactions. Trust plays a crucial role when global business teams, startups, and networks are being created.

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BIODATA

BUSAKORN WATTHANABUT holds Doctor of Public Administration from Valaya Alongkorn Rajabhat University under the Royal Patronage, Thailand. She currently is the Director of Master of Arts in Business and Human Capital Development, Faculty of Liberal Arts, North Bangkok University. Her research areas are Public Administration, Humanities, Philosophy, and Religion.



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Use of social media in health care by patients and health care professionals: motives & barriers in Thailand

Uso de las redes sociales en la atención médica por parte de pacientes y profesionales de la salud: motivos y barreras en Tailandia

T SRIMARUT

thammarak.sr@ssru.ac.th
Suan Sunandha Rajabhat University, Thailand

K TECHASATIAN

ORCID: <http://orcid.org/0000-0001-7005-5910>
k.techasatian@gmail.com
Shinawatra University, Thailand

ABSTRACT

The purpose of this study was to examine the motives and barriers in the use of social media in healthcare for patients and healthcare professionals. It was found that patients and healthcare professional users constituted on Facebook (62.9%), on Twitter (49.4%) on YouTube (13.4%). The use of Facebook among patients was superior (89%) because it is now becoming a household social networking site. LinkedIn among healthcare professionals was superior (95%) because it is becoming an extended network of colleagues. The results suggested a strong variance in patients and health care physicians motives for the use of social media.

Keywords: healthcare professionals, patients, Social media, social networking sites.

RESUMEN

El propósito de este estudio fue examinar los motivos y las barreras en el uso de las redes sociales en la atención médica para pacientes y profesionales de la salud. Se encontró que los pacientes y usuarios profesionales de la salud se constituyeron en Facebook (62.9%), en Twitter (49.4%) en YouTube (13.4%). El uso de Facebook entre los pacientes fue mayor (89%) porque ahora se está convirtiendo en un sitio de redes sociales para el hogar. LinkedIn entre los profesionales de la salud fue el sitio más grande (95%) debido a que es una red extendida de colegas. Los resultados sugieren una fuerte variación en los motivos de los pacientes y los médicos para el uso de las redes sociales.

Palabras clave: pacientes, profesionales de la salud, redes sociales, redes sociales.

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1. INTRODUCTION

Thailand aims to establish a robust healthcare services framework as a part of its social and financial assets. This is possible only when the Thai government allows its people to open and equivalent access to all types of healthcare services. In order to achieve this objective, Thailand has been trying to improve the quality human services framework since 1975 (Jantavongso: 2013). Nowadays, sensitive healthcare data are accessible through the Internet and online networking sites (Jantavongso, 2015: 25-37). Wellbeing and restorative records, wellbeing advice, individual wellbeing records or databases are effectively developed. Anybody can look into the data and crucial information of others using e-wellbeing frameworks (Shah et al.: 2014, p.10).

Social media is also a secure platform for carrying out online innovations and good practices in order to enhance socio personal communication, experiences and points of view (Gupta et al.: 2013, pp.293-302; Subair & Oriogu: 2016, pp.67-72). Moreover, social media applications are low-cost advertising instruments that assist in encouraging network building, the rapid spread of data, and subsequently promising trust and certainty of public (Jermsittiparsert et al.: 2018, pp.1257-1273). It can take numerous structures like content, pictures, sound, and video (Parida et al.: 2016, pp.1134-1141; Mishra: 2018, pp.1457-1471). Social advertisers confront difficulties, for example, expanded numbers and sorts of medical problems seeking general society's consideration; restrictions on individuals' time; and expanded numbers and kinds of correspondence channels, including the internet. A multimodal approach is the best method to contact the audience about medical problems.

An extensive literature survey was done to facilitate data for the current study. Several sources like journals, books, and websites of health organizations, and hospitals were consulted and examined for the relevant data on the motives and barriers faced by patients and healthcare professionals. A contextual analysis was done to sort out how social media helped in advancing social life and general wellbeing (Constantinides: 2014, pp.40-57; Kaplan & Haenlein: 2009, pp.93-101).

Since the primary purpose of this study was to examine the use of social media in Thailand by patients and health professionals, this study also explored the impact of e-health policies in Thailand, which is facing several health-related issues and barriers of medical services such as lack of funds, no availability of expert doctors and healthcare professionals, and lack of communication (Jantavongso: 2015, pp.25-37; Tyagi & Siddiqui: 2017, pp.61-67; Mitts: 2018, pp.28-36).

Formerly electronic media meant communication through email. Since social media platforms offer better communication, there is an opportunity that one to one individual interaction among physicians and patients should be made. Furthermore, health care information can spread innovatively. Portals such as patient site.org allow filling of a prescription, virtual communication with physicians, and also view laboratory tests online. This is another method to empower patients, as this gives them the chance to take care of themselves (Laranjo et al.: 2014, pp.243-256; Uddin: 2017, pp.311-319).

Digital technologies have made communication and interactions more accessible all around the world (Lupton: 2014, pp.174-183). Furthermore, blogging tools such as Facebook, Twitter, LinkedIn are a few tools that are being used to shape and spread unlimited information at an increasing rate. These tools have addressed all age groups, but it is necessary to enquire whether these social media platforms have the potential to mold health care delivery, address healthcare disparities and integrate collaborative medicine. This is a fundamental fact that social media are accessible to everyone. During the last decade, multiple events were seen on social media related to health care (Lupton: 2014, pp. 174-183). Statistics reveal that health care inquiries were 3.6-5.6% via google. This indicated an increased reliance on social media for gathering healthcare information. The platform social media provides an opportunity for virtual interactions and allows for engagement of natural interaction and sharing of information among patients.

Social media gives a huge market for health advancement, with millions of web-based clients available for medical services agencies (Nielsen Company May: 2011). Social media is also a significant (i.e.,

commendable venture of wellbeing advancement resource) and successful approach to convey health-related data to low-income parents with an end goal to advance their children's health-related issues. It was discovered that wellbeing messages conveyed to low-salary parents must originate from specialists and ought to be customized (Stroeve et al.: 2011, p.1; Mohajan: 2016, pp.31-53).

Better approaches for pulling in clients and impacting patients with better healthcare practices have shown up (i.e., social network sites, web journals, mobile applications, and so forth.). Notwithstanding, there are numerous conflicting perspectives that provide reasons to feel ambiguous about the adequacy of such showcasing in human services, given its specific attributes (i.e. sensitive data, protection issues, security issues, the requirement for an eye to eye meeting with the doctor, less control over social media than with customary showcasing, down to earth and moral worries about the responsibility for data transmitted, and so on) (koumpouros et al.: 2015, pp.495-507; Morgan & Alcocer: 2017, pp.14-22)

Maintaining Privacy would be difficult as HIPAA laws require physicians to archive medical information as a part of the medical record, and communication on social media would require saving it to take medical decisions upon admission to the hospital. This would add extra cost and would be cumbersome (Santesteban-Echarri et al.: 2017, pp.65-73; Mungwari: 2018). Furthermore, medical laws also demand that physicians take and sign agreements and also build the required number of networks to assure privacy. Since this is done privately, this would require physicians to manage their compliance and EHRS efficiently and not to become victims of cybercrime.

Social networking sites for healthcare purposes are utilized mostly by clinicians and hospitals who are affiliated with larger organizations as they are capable of managing resources. This does not add a burden to clinicians and promotes efficiency as well (Santesteban-Echarri et al.: 2017, pp.65-73). Thus, the barriers to e-health include financial burdens that the use of technology tends to add to the physicians.

Formerly surgeons who have posted video cases of patients or tweeted about inappropriate conduct are addressed by the law as violating patient's confidentiality and patient privacy and, therefore, not recommended (Barlow et al.: 2015). From a health care employer's perspective, health professionals responsible for hiring social networking sites and health care professionals can utilize networking sites only for recruitment and hiring. A survey indicated that 79% of employers review social media for their prospective employees, and less than 10 percent of candidates were aware of this activity. Hence caution and discretion should be practiced before online content is published to avoid the formation of negative professional judgment.

The study would be helpful because it identifies the usage of social media among patients and health professionals. It also identifies the social media site commonly used for seeking healthcare information or advice. Moreover, it also identifies barriers faced by patients and healthcare professionals when using social media. It would be helpful in future research as it will help in developing strategies to modify social media as per the needs of patients and healthcare professionals.

2. METHODS

According to the problems identified, specific research questions were developed around the areas of inquiry:

- (a) What are patients' motives behind the use of social media on health-related issues?
- (b) What are the physicians' motives for using social media on health-related issues?
- (c) What are the barriers faced by patients' who use social media for health-related issues?
- (d) What are the barriers faced by physicians' who use social media for health-related issues?

The study was conducted on the middle class to upper-class general public and healthcare professionals in Thailand. The data was collected from users of social media. The sample size was 200, comprising patients

between 20 and 50 years of age and health professionals between 25 to 66 years. A total of 200 questionnaires were filled up, i.e., 100 questionnaires each by patients and healthcare professionals. The responses were kept anonymous. The respondents were identified through online via social media

Respondents were asked to report their experiences of the use of social media, including Facebook, Twitter, LinkedIn, and YouTube. The emphasis was on finding out the motives and barriers they face in the use of social media for health purposes.

A five-point Likert questionnaire was used on 1-5 scale with one as strongly disagree, and five strongly agree. This validated 28 item questionnaire was adapted from (Antheunis, Tates & Nieboer: 2013) which included questions associated with barriers and motives.

3. RESULTS

The data was analyzed using SPSS v.21. The descriptive statistics reveal that a majority (99.3%) of patients used one or more of the five social media: Facebook had 83.5% users, Twitter, 63.2% users, YouTube 40.2% users, and LinkedIn 38.2% users. Out of the total respondents, among patients, it was found that 31.7% used social media platforms for health purposes, out of which the majority (62.9%) used Facebook, followed by Twitter (49.4%). The other two media platforms, YouTube (13.4%) and LinkedIn (5.6%) were found to be scarcely used for health purposes. Among health professionals, 59.3% used one or more social media sites, out of which 43.1% used Facebook, 38.6% used YouTube, 35.9% used LinkedIn, and 22.9% used Twitter. Among these healthcare respondents, 26.8% used social media platforms for health purposes, primarily LinkedIn used by 70.7% and Twitter by 51.2%.

When asked about motives for the usage of social media platforms for health issues, patients expressed various reasons, which included adding awareness and familiarity, doctor-patient communication, Social sustenance, Seeking and Sharing Advice, and Personal-care. Table 1 shows the usage of two social media platforms by patients: Twitter used by 23% and Facebook by 37% for social sustenance, followed by sharing advice 22% on Twitter and 35% on Facebook, adding awareness and familiarity 19% on Twitter and 26% on Facebook, and so on. Patients sparsely used Youtube and LinkedIn, so their statistics were not investigated

	Twitter (%)	Facebook (%)
Increasing knowledge	19	26
Doctor-patient communication	14	14
Social support	23	37
Exchange advice	22	35
Self-care	12	20

Table 1. Patients' main categorical motives for health-related social media use

Table 2 depicts the findings at individual item level in the questionnaire, on the Twitter platform, the primary motive of patients was to remain updated on advancements in health care (50%), followed by enhancing understanding about illness and disease (41%); sharing ideas and taking feedback (35%) and making comparison (29%).

On the other hand, the data for Facebook was slightly different. At individual item level in the questionnaire, on Facebook platform, the majority of patients (40%) expressed sharing ideas and taking feedback was the primary motive, followed by getting updated on advancements in health care (35%), and enhancing understanding about illness and disease (34%) while 28% said their motive was to make comparison. (Table 2).

	Twitter (%)	Facebook (%)
Get updates on advancements in healthcare	50	35
Enhance understanding of illness and diseases	41	34
Sharing ideas and taking feedback on health issues	35	40
Make a comparison with other patients	29	28

Table 2. Patients' primary motives for health-related social media use at the item level

Regarding healthcare professionals, the data revealed that their primary motives included various reasons such as increasing knowledge and awareness, doctor-patient communication, professional Efficiency, marketing, and communication with colleagues. Table 4 depicts the findings with marketing and communication with colleagues rated as the highest motives on all social media platforms. Results on specific items demonstrate that the primary purpose of using social media among healthcare professionals was to enhance their network via LinkedIn (95%) and Twitter (65%), followed by updating their professional networking LinkedIn (70%) and Twitter (58%) and sharing workplace ideas with outer world via LinkedIn (45%) and Twitter (68%).

	Twitter (%)	Facebook (%)	LinkedIn (%)	YouTube (%)
Increasing knowledge	8	1	1	25
Doctor-patient communication	25	13	6	2
Efficiency	13	8	5	0
Marketing	61	30	38	14
Communication with colleagues	63	20	56	5

Table 4. Health professionals' main categorical motives for health-related social media use

	LinkedIn (%)	Twitter (%)
<i>Enhancing social networking</i>	95	65
<i>Updating professional networking</i>	70	58
<i>Share the workplace with people</i>	45	68
<i>Sharing professional information with colleagues</i>	43	60

Table 5. Health professionals' primary motives for health-related social media use at the item level

In order to explore barriers faced by both patients and healthcare professionals, we checked the frequencies at both individual and categorical levels. It was revealed that patients faced barriers like Privacy issues, Unreliable and untrustworthy information, and Inefficiency in using social media platforms for health-related issues. The highest mean 4.32, SD=0.99, was measured for privacy issues followed by unreliable and untrustworthy information and inefficiency faced in social media platforms.

	M	SD
Privacy issues	4.32	0.99
Unreliable and untrustworthy information	3.32	0.79
Inefficiency	1.90	0.76

Table 6. Patients' barriers regarding health-related social media use

The barriers faced by health professionals varied a little but remained mostly the same such as Inefficiency, lack of skills, Legal grounds, and Privacy concerns. The highest mean 3.99, SD=0.81, was measured for inefficiency, followed by a lack of skills, legal grounds, and privacy concerns.

	M	SD
Inefficiency	3.99	0.81
Lack of skills	3.35	0.80
Legal grounds	2.90	0.94
Privacy concern	2.70	0.84

Table 7. Professionals' barriers regarding health-related social media use

The study aimed to investigate health professionals' and patient's intentions and motives for the use of social media for health-related issues. We found that both categories of our study population were actively involved in the usage of social media for health care. In general, the results represented a variance and did not high light dominance of any social medium or motives and preference for medium deferred in both the health care professional and patient population.

During the last decade, social media has broadly affected the field of medicine by increasing the use of communication among patients and the public. Existing examples include virtual patient communities, medical information online and emergency broadcasts during natural disasters to create awareness and educate general masses. Medicine 2.0 is an existing platform specifically catered to the clinician's use and allows enhanced communication skills. Furthermore, the Dutch Medical Association published guidelines on the usage of social media and acknowledged its dominant role in seeking health care. These guidelines further gave nine recommendations for the use of social media and encouraged the use of specialists in each department to benefit from social media's role. Our data indicated the usage of social media exceeded that of the health professional, which is consistent with the results of the previously reported studies.

Our first objective was to evaluate if social media was being utilized for health care purposes and if there was any difference between the studied cohorts. We found that among health care professionals, the usage of LinkedIn and Twitter was more than Face book, but among the patient population, the use of Twitter and Facebook was more. These results are also consistent with previously published studies.

Also, social media platforms like Facebook now tends to play the role of a platform of social support where patients and health professional express their experience with a particular physician and express their recommendations to other people. The platform of Twitter and Facebook, in comparison to LinkedIn and YouTube, represented informality in communication among peers. LinkedIn, therefore, was utilized more for connecting healthcare professionals.

Evidence from previous studies also indicated that the usage of social media has increased, which is revealed in the form of groups created by members of common interest. Our results are consistent with these findings, and we found groups on Facebook that have a vast number of followers from the patient and non-

patient populations who trusted other people's recommendations to join these groups. Although these platforms are intended for their sole purposes, their discussion involved general recommendations on health care and health care physicians.

Our aim was also to find motives behind the usage of social media to identify the factors and motives behind the usage of different social media, i.e., Facebook and Twitter. It was found that doctors' patient's communication, social exchange, sharing advice, self-care, increasing awareness and knowledge on the disease, expression of emotions on their health, and to achieve a comparison on other patients were a few motives among patients and health care professionals.

Our second aim was to investigate Barriers for the use of social media for health-related issues between the two cohorts. These barriers were found to be variant among patients who were more concerned about maintaining privacy and confidentiality and reliability of the healthcare-related information. The health care professionals, on the other hand, were more concerned with the confusion social media created in patient's minds concerning diagnosis and treatment, and also resolving patients' issues using social media placed an additional burden of time and resources on physicians. We feel that physicians would be concerned about communicating with the patients using the social medium as formerly, there have been many lawsuits that have been filed against clinicians internationally.

The impact of social media is enormous due to technological developments in health care. Some of the teaching hospitals and private institutions are already using social media to increase awareness and to provide medical education to the public. With the increase in the use of social media and its impact, more health care institutions have opened in Thailand. We feel that hospitals, medical institutions should use discretion in the use of social media in order to ensure a healthy doctor-patient relationship in terms of health care.

4. CONCLUSION

The results of our study have given a deep insight into the motives behind the usage of social media. It is felt that since the data was collected online using social mediums, this could be presented as a way for studying our population that may not be a true representative of the entire population. This indicates the need for future studies in order to generalize these results. Moreover, we have not explored the age or the experience of both the patients and health care professionals. As young people are keener and more active in the use of social media, it is, therefore, necessary to explore future studies with this demographic information. Lastly, our respondents were 70% females; hence, we do not know the motives behind the male population and their intentions behind the use of social media. This calls for future research to study the impact of social media on gender basis too in different health care institutions and to gain a perspective on a more massive scale.

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BIODATA

Thammarak SRIMARUT is a lecturer of Suan Sunandha Rajabhat University, Thailand. His research area is Industrial Technology.

Kanlaya TECHASATIAN is an Assistant Professor of the School of Nursing, Shinawatra University, Thailand. Her research areas are Health Care, Nursing, and First Aid.



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Succession of King Hamengku Buwono X Ngayogyakarta

Sucesión del Rey Hamengku Buwono X Ngayogyakarta

A.N.S. RIZAL

ORCID: <http://orcid.org/0000-0003-1163-3068>

alvinriezal@yahoo.com

The State Islamic University of Syarif Hidayatullah, Jakarta, Indonesia

ABSTRACT

King is God's representative who does not submit to the king of the same as opposing God's will. In a king, the soul is saved on integrity and truth emit because a king can absorb supernatural forces in himself. The Javanese enthroned king was basically one who could not be entered by people from outside the Keraton. The Javanese concept said political power is not something that can be contested. Political power is something that is passed down and is come directly from the revelation of the Almighty.

Keywords: King HB X, Ngayogyakarta Kingdom, Succession of Power, Word of King.

RESUMEN

El rey es el representante de Dios que no se somete al rey de la misma manera que oponerse a la voluntad de Dios. En un rey el alma se salva en integridad y la verdad se emite, porque un rey puede absorber fuerzas sobrenaturales en sí mismo. El rey entronizado de Java era básicamente a quien no podía entrar gente de fuera del Keraton. El concepto javanés dice que el poder político no es algo que pueda ser disputado. El poder político es algo que se transmite y proviene directamente de la revelación del Todopoderoso.

Palabras clave: King HB X, Palabra del Rey, Reino de Ngayogyakarta, Sucesión de Poder.

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1. INTRODUCTION

In 2015 the people of Yogyakarta Province, Indonesia were startled by a series of words of the Sultan (king) of Hamengku Buwono X. First, on April 30, 2015, contained Gusti Allah Gusti Agung Kuasa Cipta paringana sira kibbeh adiningsun sederek dalem sentolo dalem lan Abdi dalem. Nampa welinge dhawuh Gusti Allah Gusti Agung Kuasa Cipta lan Rama ningsun eyang eyang ingsun, para leluhur Mataram Wiwit Waktu iki ingsun Nampa dhawuh kanugrahan Dhawuh Gusti Allah Gusti Agung, Kuasa Cipta Asma Kelenggahan Ingsun Ngarso Dalem Sampean Dalem Inggang Sinuhun Sri Sultan Hamengku Bawono Inggang Jumeneng Kasepuluh Surya Ning Mataram Senopati ing Ngalaga Langgenging Bawono Langgeng ing tata Panatagama. Sabda Raja iki Perlu dimengerteni diugemi lan ditindake yo mengkono (Laureano et al.: 2018, pp. 4-7).

King's Word means

God the Great of the Creator who knows the brothers, families in the Keraton (palace of the kingdom) and the servants (Kalogeropoulos et al.: 2020). I receive the command from God who was my father, my ancestors and the ancestors of Mataram (kingdom before Ngayogyakarta), from this time on I have called His Highness the Sultan of Sri Sultan Hamengku Bawono the Tenth Solar in Mataram, the Senopati in the honor, the Everlasting God, Eternal in the Toto Panotogomo. The word of the King is to be understood, accepted and practiced according to my word.

Second, on May 5, 2015 contained

Siro adi ingsun, Sekseono ingsun Sampean Dalem Inggang Sinuhun Sri Sultan Hamengku Bawono Inggang Jumeneng Kasepuluh Surya Ning Mataram, Senopati ing Ka logo, Langgenging ing Toto Panotogomo Kadawuhan Netepake Putri Ingsun Gusti Kanjeng Ratu Pembayun Tak tetepake Gusti Kanjeng Ratu GKR Mangkubumi Mangertenono yo mengkono dawah ingsun (Mohammadi, & Yekta, 2018, pp. 1-7).

Brother, please watch me welcome to the Sultan of Sri Sultan Hamengku Bawono of The Tenth Sunshine of Mataram, the Senopati in the honor, the Everlasting God, the Eternal Order of Panotogomo my Lord God the Queen of the Rings to be the Lord of the Queen Mangkubumi Hamemayu The Everlasting Life of Mataram. Understand that is my command (Sumarlam: 2016, pp. 58-70).

The king of Java is very much related to the Sabda Pandhita ratu (a form of consistency and accountability king). What a king has said is a final decision that cannot be taken back. What a king says is like a Sabda, having magical powers and mystical powers Because in the Javanese tradition there is a concept of role models. The king is always regarded as a portrait of a role model for his people (Nooradi et al.: 2017, pp. 71-75). Therefore, the burden of a king is very heavy for there is not a single figure that can be burdened with various behaviors.

2. MATERIAL AND METHODS

In Javanese tradition, the expression and message that a king wants to convey are sometimes not so open and what it is. The Javanese world is symbolic. That is the inner world although it contains aspects of abstraction, but can be interpreted and understood. However the message of a king, or the words delivered by the king who is sometimes misunderstood. Behind the inscriptions is something that is implied. Power is an intact and unified unity (Van Dyk: 2018). This means that the power cannot be competitive, un-boxed or divided, and comprehensive (not just in certain areas). The power of the king is like the power of the gods, the great and the mighty (Pakdel, & Ashrafi: 2019). Therefore it can be said that the kings of Mataram often

described themselves as great kings and Binathara, Baudhendha Nyakrawati (greatness as a god, law-keeper, ruler of power).

Power, authority, and legitimacy have reciprocal relationships and play a very important role in political life. Maintaining a power without the support of authority and legitimacy is especially the legitimacy of the public will only open up pro-public opinion to be potentially leading to a latent fundamental issue: the crisis of trust (Rahim: 2017). However, the legitimacy of the Javanese king never came from the power of the people. That means, there is one mechanism of power called the throne, which is given due to inheritance or descent factors.

In this paper, the authors will use the library research method, which is the research focused on the search and literature review related to the subject matter of both primary and secondary data. The author uses a historical-sociological approach by tracing the developmental history (historical details) of the issue presented. Also, the organizers use political approaches aimed at understanding the historical course of the political activity of political figures whom the ways of achieving political goals the needs created by political situations and the obligations resulting from such political goals.

3. RESULTS

Many Javanese think that Sri Sultan Hamengku Buwono X (King of Kingdom of Ngayogyakarta) are "Satria Pininggit" (a hero who will appear in time) that will end the chaos and chaos that now plagues the country and people across Indonesia. As we know he was the Crown Prince of the kingdom of Ngayogyakarta, Sri Sultan Hamengku Buwono IX having the young name is BRM Herjuno Darpito whom this name is not even obtained. As stated by Sri Sultan Hamengku Buwono IX back to the time of Sultan Hamengku Buwono I (Farid: 2018, pp. 84-98).

At that time Sultan Hamengku Buwono I was crowned a puppet figure made of leather. Among them is the work of the king himself, very delicate and beautiful. These five movies then became the royal heirs. However, the king himself had predicted that this puppet would be lost during the reign of Sultan Hamengku Buwono III. Then it will return in the time of Sultan Hamengku Buwono VIII and Sultan Hamengku Buwono IX. Later, when the five movies are back, it is time for the country to prosper and prosper. Such is the prediction of the founder of the Sultanate of Ngayogyakarta.

It turns out that during the time of Sultan Hamengku Buwono III whom the five movies were completely lost. Later in the reign of Hamengku Buwono VIII, two of them were found again. And, when I returned from the study of Holland, someone from Cirebon came to meet my oldest sister to deliver something to the kingdom of Ngayogyakarta. Well, because I did not know anything about all these old stories, I called a Javanese literary expert to re-examine the ribbon of the movie theater. After researching the castle expert, as well as matching the various ribbons about the royal puppet, it turned out to be a perfect match for the lost royal character. The figure presented at the time was a beautiful figure of Arjuna. Thus, three of the five puppets returned to the palace (Monfries: 2015).

Similarly, before the birth of my oldest son in 1946, someone came from Ambarawa. He also intended to give the movie the heroine of Srikandi (Arjuna's wife), refined and beautiful. The return of the Srikandi movie is accompanied by a message that the newborn baby will be named Arjunawiwaha. I think it will be bad for the child when I give him the name Arjunawiwaha. Then I looked for another sound where Arjuna's name could be entered. So my son, at birth, gave me the name Herjuno Darpito.

The signs accompanying the birth of Herjuno Darpito may have been regulated by the Almighty. Because, in the course of his life later the Sultan chose to interact more with the people, not just knowing, but trying to understand the character of each person.

After adulthood, the child was given the title of KGPH Mangkubumi. His birth was written on March 2, 1946. After examining, according to what is written in the book of the Jumenengan Dalem Sri Hamengku

Buwono X, it is true that on April 2, 1946 Sri Sultan Hamengku Buwono X was the second son of Kanjeng Raden Ayu Windyaningrum. Sri Sultan Hamengku Buwono IX's wife.

In Javanese horoscopes, people born on the 2nd generally have many acquaintances who love one another, love to help one another, and so many people feel their help. Also, people born on the 2nd generally like to talk as they are. Never talk that is harmful to others and unselfish. While giving birth in April, he generally has affection for his family, is good at managing his home life, is smart, and works hard. Often getting a good position in the job, so it is easy to make a living. "He will live nobler,"

Birth 2 April 1946 with the accuracy and the Selasa wage (java's Tuesday) with Wukunya Wugu Bataraja Singajalma. People born Wage Tuesday have a count of 7 based on the calculation of values Tuesday 3 and Wage 4. Based on Javanese tales on the day of his birth Sultan Hamengku Buwono X is always considered cautious in acting. He has ambitions and his ambition to move forward is great, though at times lacking inability. However, his feelings are sharp and delicate (Alam, & Yudhoyono: 2018).

Living in a palace environment is certainly different from living outside a palace. Certain teachings apply in the palace environment that cannot penetrate the palace walls, as a social entity. The palace has its own culture. According to Darsiti Soeratman in his study of palace life, a variety of symbols were found in all aspects of life, starting with the shape and manner of buildings, regulating the cultivation of trees considered sacred, setting up seating, keep and preserve the Pusaka (hereditary), such as the clothing worn and how to wear it. Also, the language used, behavior, color selection, and so on (Soeratman: 1989).

Sultan Hamengku Buwono X attended the public schools of Elementary School of Yogyakarta (graduating 1959/1960), Junior High School III (graduating 1962/1963), High School VI Yogyakarta (graduating 1965/1966), and the Faculty of Law at Gadjah Mada University. Like many other children Mr. Jun initially only owned a bicycle. Then he got on a motorcycle and finally a red VW frog car. The Volkswagen car often breaks down.

Moelyono is a Yogyakarta journalist who also shared his experiences in the daily Yogya Post. According to Mas Jun, he is a campus activist at the Faculty of Law at Gadjah Mada University, loves music, football, and can volunteer or make his own money. he used to be a photographer around from village to village for mass production of ID cards. At that time Mas Jun had a VW frog car that was used as a mini studio for the photo ID (Sastronaryatmo: 2010). The Sultan himself processed the photo, wrote Moelyono.

In 1972 BRM Herjuno Darpito married Tatiek Drajat and when Herjuno Darpito or KGPH Mangkubumi was crowned Sultan Hamengku Buwono X, the empress won the title of Lord of the Queen (GKR) Hemas. From the outcome of the marriage were five daughters, the Gusti Raden Ajeng (GRAj) Nurmalitasari, GRAy Nurmagupita, GRAj Nurkamnari Dewi, GRAj Nurabrajuwita, dan GRAj Nurastuti Wijareni (Zubair: 2003).

Before the Sultan of Hamengku Buwono X was crowned king on 7 March 1989, on 29 August 1988 Sultan Hamengku Buwono IX gave the mandate to Sultan. Sultan Hamengku IX provides two choices noble or humble. I answer, I want to be humble. Humble does not always have wealth, but its nature gives others and benefits others. While the noble may be rich but for themselves, recalled Sri Sultan Hamengku Buwono X.

If you choose humble, you must promise me five things to do in his attitude if he ever replaces me. The message of Sri Sultan Hamengku Buwono IX is that first of all I must respect the people, even if that person is not happy with me. Second, it must not violate the country's rules. Third, have the courage to say what is right and what is wrong. Fourth, I must promise not to have any ambition, except to bless the people. Fifth, more give than receive.

Memories of Sultan Hamengku Buwono X. The messages of Sultan Hamengku Buwono IX continue to hold and guide KGPH Mangkubumi to the highest throne in the Kingdom of Ngayogyakarta. Therefore, the true message of the will was to his successor is a sign or symbol as the expression is all too Javanese familiar. That is to say, the Javanese people do not think it is always open. Therefore, it takes intelligence to be able to understand the meaning of others, who speak their mind, (Alam, & Yudhoyono: 2018)

The long title of the Sultan shows the complexity of the ideas or concepts contained therein. These ideas and concepts are inspired by the teachings of Islam, which are the official religion of the Kingdom of Ngayogyakarta. Conceptually, a sultan's title has broad implications for all aspects of human life, since his status as a sultan not only legitimates his people but also legitimates God Almighty. The status of the sultan comes from God as his gift and the power he holds is a divine mandate in a mystic sacred.

Thus, the Sultan was not only a political leader, but also a religious leader. In his leadership capacity, the sultan was not only involved in the external aspects but also the internal aspects. The Sultan is a leader with intellectual and spiritual capabilities. Sri Sultan Hamengku Buwono X shows that as the great king of Agung Binathara bahu Dhendha Anyakrawati, Ambeg Adil para Marta, Memayu haying Jagat Raya. This is evident when the May 20, 1998, entire of the people gathered in the North Square of Yogyakarta to hear his message.

Speech of Sultan Hamengku Buwono X In The Applause of the Yogyakarta People's Movement May 20, 1998.

Assalamu'alaikum Wr. wb.

My dear brothers and sisters, patriots of Yogyakarta,

If we reflect on the history of the struggle of the nation, the meaning that we need to address today is: return to the spirit of Yogyakarta struggle of citizenship and simple conduct. To that end, the younger generation of the nation's leading leaders remains loyal to the spirit of citizenship and simplicity, which is, in fact, the true root of culture. Many rulers are always looking for symbolic meanings in almost every event, especially if the symbolism is done away with a misinterpretation, which seems to be contradictory, as it comes out of the ruling of the ruler.

Ora llok, it does not mean that you can criticize the authorities. The burden of blindness and appraised Mbalelo only be attributed to the people who demand their rights, so fast beaten and slashed. And not for the ruler who can no longer meet the aspirations of the people, because he is too busy with power-play- it is just a game of power. Instead, it is addressed only to the displaced people, not to those who prosper and prosper at the expense of the masses. Unggah-Ungguhun transpires: tepa-Sarira and Ewuh-Pakewuh (humble and polite) can only be recognized by the people, not their corrupt offices, collusion and so on.

These are my brothers, called the moral crisis, who continue the crisis of people's trust in the ruler. We have long been of great concern, because of structural fear, so the misunderstood meaning is allowed by the authorities at the subordinate level. The downside is the deviation from the true meaning. Sadly, it often leaves behind the meaning that was once taught by the ancestors. And indeed, we are at the end of the road, or the beginning of a new road that may be long, demanding the role of all the people to join this nation to the gate of ambition. With the Proclamation of August 17, 1945, sovereignty in the hands of the people as well as Information on September 5, 1945, the people of Yogyakarta supported the Proclamation and favored the republic (Martitah, & Sumarto: 2018).

It is a historic call if today all components of the people of Yogyakarta appear to support the National Reform Movement along with other reform powers. To that end, my brothers and sisters of the Yogyakarta people, together with Sri Lanka's Chief of Staff VIII, will present the "Information" to the people and the People of Yogyakarta, as follows.

A king being the center of power the people will only hear what is being said, whether it is been an order, a prohibition, or a statement. Therefore, the Javanese government had no law, except for the words of the royal sacredness known as Sabda Pandhita ratu. According to Selo Soemardjan, the word is a sacred word of a king; it will never be revoked. Moreover, the words of a king are not merely those of the king, they are words that have been perfected with cosmic power and have absorbed into the king's feelings and thoughts.

"The absolute nature of the words of this sacred saint is understood and accepted by the whole community without question. Those who are commissioned to carry out the order without resentment or doubt, otherwise unseen, subtle forces can turn and harm themselves". A king in the Javanese concept is no ordinary human. Since he is not an ordinary person, the king should be wise here. If not a king, then one would not be subject

to the rules of the queen's command. It is only the gifted king who conveys his word, to protect his people, and to help and guide them in the pursuit of prosperity and happiness (Soemardjan: 2017, pp. 41-46).

History records the Word of the king during the reign of the king. The Montauk Forest case, to uphold Pajang's power, Sultan Adiwijaya had to face the Adipati Jepang, Arya Penangsang, a descendant of the powerful Sultan Demak. The Sultan of Adiwijaya himself (afraid) faced him. He was not sure if he would beat him. Therefore, on the advice of his advisers, the sultan held a contest: whoever could defeat Penangsang would be given the prize, the land of Pati and Mataram.

With a clever trick, Penangsang can be defeated by both Pemanahan and Punjabi. Therefore, the Sultan had to give the two areas to those who served. Between Pemanahan and Penjawi there is an agreement that the first will receive Mataram, which is still forested and Mentaok forest, while the second will receive Death, which is a developed district. Once Penangsang was assassinated, the Sultan did not hesitate to give Pati to Punjabi. But that is not the case with Mataram. Why not?

Sultan Panjang is hesitant to give Mataram to Pemanahan because according to Sunan Giri's predictions, Mataram will grow into a major state and political center in Java. Sultan Adiwijaya is worried that Sunan Giri's prediction will mean the end of Pajang's history. That is why he always took the time to hand over Mataram to Pemanahan. As the Sultan always delayed the surrender of the promised land of Mataram (Mohamad: 2016, pp. 4426-4430). Thus, Pemanahan was a disappointment. He did not know what to do and how to do it. But fortunately, there was Martani, his brother who was his advisor. At the request of the Martyr, they both went to Sunan Kalijaga for advice and assistance.

Indeed, the guardians of the past were respected and their words obeyed, for if they were not obeyed they could bring ruin. The guardian assesses the claim that the Arbitration is fair. Therefore he is willing to remind Sultan Panjang of his promise. He recalled the "words of the queen not being a guardian" Sultan Panjang did not want to give the promised gift, but because he remembered the predictions of Sunan Giri, which he believed would come true, Adiwijaya had been hoping to take over other areas, so it is not Mataram. But if this is done, then Adiwijaya as queen will not keep the promise. If this happens what do people say? She'll probably take care of him.

How does Sunan Kalijaga's attitude see the Adiwijaya's concerns? Sunan Kalijaga is quite wise. Therefore, he advised that Bahanahan be asked to promise not to do rebellion against Panjang, he was willing to be a witness meaning that, if he rebelled, he would not receive the blessing of Sunan. And it is dangerous to break it.

It was at the service of Sunan Kalijaga that the land of Mataram was surrendered by Adiwijaya to the Occupation, while the Adiwijaya was guaranteed its rule. Someone who has made a promise or promise with the principle of not be refuse is encouraged to take action to fulfill his promise. In the historical example of the Adiwijaya Mentaok Forest Case, it was encouraged to do what was promised, which is to give a gift. Breaking the promise raises doubts: they are ashamed! Worse than that: he is accused of being arbitrary. Therefore, an action to cover the arbitrary impression must be taken. Or if the promise made by him poses a risk later in the day, the risk neutralization effort must be made (Sirait: 2016, pp. 237-260).

Because of the principle of the "royal word", the king was encouraged to be a knight, whatever his risk, his promise to keep. If a king does not keep what he says, promises or commands, it is best for him to resign. Why not? If he does not want to resign, he will be judged by his people as arbitrary and therefore will be fought to bring it down. Words of Sultan Hamengku Buwono X.

Following is an explanation of Sri Sultan Hamengku Buwono X. The Sultan must issue two words of king it was issued after he take orders from God delivered through his ancestors And explained several issues including the use of the word Assalamuallaikum (greeting of Moslem) This King's words do not use Assalamuallaikum. I feel this is the beat of God through my ancestors I convey this decree to others. The period if indeed God uses Assalamuallaikan right? But do not say in the Palace you cannot use Assalam

Alaikum, he said, in a dialogue using Javanese with Yogyakarta residents about the Word of the King and Dawuh Raja at the home of his eldest daughter, GKR Mangkubumi (Pembayun), Friday (05/08/2015).

Meanwhile related to the change from Buwono to Bawono is the expansion of the horizon. "Buwono is an alit universe (small), Bawono is an Agag (big) universe, so like Buwono is a region, Bawono is national, more or less like that," he said.

While from start as long as Kasepuluh is the serial number. The Sultan exemplifies how many first, second, third and so on. "So Kasadasa, Kasapuluh, cannot be called Sedasa. Why because how many is an additional calculation, not Gumanti (serial number)," he explained.

The name Suryaning Mataram appears, according to the Sultan, basically the agreement between Ki Ageng Archery and Kyai Giring has been completed (not changed).

The old Mataram from the time of Ken Arok Singosari to Panjang was also the Mataram known as the old Mataram. New Mataram from the Eyang Panembahan era until now. So there was a long time ago in Mataram and a Warming and Giring agreement was separating it from the new Mataram. Because the agreement was finished, from the days of Ken Arok to Panjang to the Senapati Worship and now essentially descendants. Not separated again between the old and the new because there was an agreement earlier.

Sultan explains the change of the title of Khalifatullah Sayidin to Lenggenging Toto Panoto Gomo. "Lasting is not accompanied by Allah, cuddling the universe Pranataning (preserving the world according to God's command with world rules)," said the Sultan.

Another commandment, according to the Sultan, he received was that the current situation could not be considered as simple as the previous king because of changing circumstances. I was not hit by the agreement. Because I am the one who has been governed for the new age, he said.

The Sultan admitted that this was unexpectedly just a day before being released. There is no such thing as sudden. The command is the authority of Allah of Greatest. This command cannot anytime (not trusted and underestimated). The king who does not carry out more orders receives anger and torture, he said again.

The Sultan realized that the words of the King and command the king would cause debate among his brothers. But if not delivered, the order would be a risk for the Sultan and his observers or younger brothers. "If the King does not carry out orders, the risks that arise are greater than those of others," the Sultan said.

Before receiving the revelation, the Sultan admitted that he had long gone through the process alone in the kingdom, in a special room. He also stated that there were no teachers or shamans who influenced the issuance of the Word of the King and command Raja. I am fine with my younger siblings and other people who do not know the true words of the King and the King's command. I did not react to anything. It is okay then I got angry with God, he said. The Sultan also said that during the command Raja procession in the Siti Hinggil Ward, Pembayun lined up with the younger brothers and other relatives of the Kingdom. The Sultan then asked Pembayun to sit in the chair of Watu Gilang, the stone that would normally be occupied by Sultan candidates. There I set (Pembayun). He has the right to sit in that chair, said Sultan.

Professor of UGM History, Prof. Dr. Djoko Suryo, the words of the newly released king is natural and must be followed as a monarchical system and outsiders cannot interfere in the matter. Several other groups welcomed the word because it was a momentum of change as it had been during the change of the Ancient Mataram with the Hindu style into the New Mataram with the Islamic style. The word of the king, according to the sultan, was a milestone in the elimination of the separation between the old Mataram and the new Mataram, which had a direct influence on reducing the influence of Islam in the kingdom. With the loss of the title Khalifatullah, that means the king is no longer the religious leader and determinant of religious life based on Islam. The loss of the title also opened up the opportunity for the emergence of the future female king. Meanwhile, if referring to the teachings of Islam, women should not be a king. When viewed from the words

of the second king, it seems that the oldest daughter of the sultan was prepared to be the successor to power (Suryo, & Margana: 2009).

4. CONCLUSION

Reigning King of Java is inaccessible to outsiders. In the Javanese concept, political power is not something that can be contested. Political power is something that is directly and indirectly derived from the revelation of the Almighty. Thus, the Javanese king did not know the terms of competition for power. Unlike power in the concept of modern democracy, it is the people who decide. Without the support of the people, it will be difficult to grasp power. In the modern and democratic political system, the political office can be fought by anyone, not by an exclusive group of families. Therefore, there is competition and contestation, and the people are given the right to vote.

In other words, borrowing the term *Daoed Joesoef*, the supreme power of the throne is granted by the dictatorship of God's blessing, while the dictatorship of the supreme power of the presidency with the blessing of the people (by the great of people). Both symbolize the power of someone who is formally at the top of the government. The power of the throne refers to the monarchy and the seat of the president refers to the republic, wrote *Daoed Joesoef* in *People's sovereignty*, November 24, 2008.

Many in the community associate the word of this king with the realization of what *Sabdapalon* conveyed in *Darmagandhul's* letter as well as in the *Damarwulan* and *Fiber Papers*. *Sabdapalon* says that another 500 years when corruption is rampant and disaster strikes, he will return to sweep Islam from Java and restore Java's religious and cultural success as usual. This assumption is also reinforced by the attitude of the sultan who no longer uses the word "Assalam Alaikum" in starting his words.

Sri Sultan is a king who is still very close to his teachings. She is still active in her daily activities including fasting and meditation. From his spiritual journey, Sri Sultan is believed to have captured the traits that required him to create momentum by eliminating the separation between Hindu Mataram and Muslim Mataram. The removal of the divide also eventually opened the opportunity for the resumption of the Dharma teachings in Java. I do not know ... exactly what is in the mind of Sri Sultan, but what is certain is the momentum of change. This change will only happen if Sri Sultan has courage and firmness. The changes made by the sultan will have a huge impact, which is equivalent to the impact of the transformation of the period Hindu Mataram into a Muslim Mataram. The ones who will be most active in this conflict will be the parties who are working hard to maintain the process of Islamization as well as those who rule the throne.

Architecturally, the establishment of the *Yogya* palace is also very Hindu-like. In general, *Yogyakarta* is limited by *Mount Merapi* to the north and the south coast to the south. Both places are believed to be sacred places by the entire royal family. With location settings such as straight lines between mountains, jungle monuments, palaces, and even the south sea, the *Prince of Philosophy* creates a philosophical axis that is in line with the *Tri Taran Karana* and *Tri Angga* (*Parasangan-Pawahan-Palamah*). Philosophically symbolically, this philosophical axis symbolizes the harmony and balance of man's relationship with his Lord and man with man and nature including his five constituents namely fire (*Dahan*), wind (*Maruta*) and *akasa* (either). This philosophical axis is also a symbol of the philosophy of Creation and My Lord. The concept of *Tri Harana Karana* based on the book *Vastusastra* is also very strong in the architectural model and the layers of the palace itself.

The Tradition of Fireworks used at the time of *Sekaten* and/or the pile for Thanksgiving activities in the *Yogyakarta* royal procession also did not deviate from Hindu philosophy. Mounts or piles of food symbolize *Mount Mahameru*. It is hoped that the symbol will always be able to provide fertility, safety and blessing to humanity.

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BIODATA

A.N.S. RIZAL: Alvin Noor Sahab Rizal (S.H.I) is currently a prospective master of Islamic studies at State Islamic University of Syarif Hidayatullah graduate school Jakarta where is sponsored by the Indonesia Endowment Fund for Education (LPDP) under the Ministry of Finance of the Republic of Indonesia. Currently active in the CUSQA (Center for *Ushuluddin* Studies and Quality Assurance) and the I_Can Community. Previously he obtained a bachelor's degree in Islamic Politics at State Islamic University of Sunan Kalijaga. He has written various articles on social media which are several politic journals.

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Determinants of job hopping factors among lecturers in private universities, Malaysia

Determinantes de los factores de cambio del trabajo entre profesores de universidades privadas, Malasia

M SELVANATHAN

ORCID: <http://orcid.org/0000-0001-6880-2198>

mahiswaran@gmail.com

National Higher Education Research Institute (IPPTN), Universiti Sains Malaysia (USM)

M.M BUGA

ORCID: <http://orcid.org/0000-0002-3007-6175>

buga.m.m2@gmail.com

*Asia Pacific University of Technology & Innovation
(APU), Malaysia*

TH ARUMUGAM

ORCID: <http://orcid.org/0000-0002-1128-7778>

dr.thilages@apu.edu.my

*Asia Pacific University of Technology & Innovation
(APU), Malaysia*

M SUPRAMANIAM

ORCID: <http://orcid.org/0000-0002-3734-0899>

mahadevan.s@taylors.edu.my

SEGi University, Malaysia

N JAYABALAN

ORCID: <http://orcid.org/0000-0002-4761-2261>

neeta@segi.edu.my

*Faculty of Business, Accounting, and Management,
SEGi University, Malaysia*

ABSTRACT

Job-hopping is becoming a phenomenon over the years as lecturers keep moving from one job to another for better opportunities and self-development. The objective of this research is to study the factors that influence job-hopping in Private University in Malaysia. The antecedent factors are lack of promotion and growth, salary and benefits issues, job insecurities and work-life imbalance. A total of 120 questionnaires were distributed to participants who work in private university, Malaysia. The results reported that salary and benefits issues, job insecurities and work-life imbalance have a significant and positive correlation with job-hopping.

Keywords: Job Hopping, Job Security and Promotion, Self-Development, Work-life Imbalance.

RESUMEN

El cambio de trabajo se está convirtiendo en un fenómeno a lo largo de los años a medida que los profesores se mueven de un trabajo a otro. El objetivo del estudio es analizar los factores que promueven el cambio de trabajo como son la falta de promoción y crecimiento, el salario y los problemas de beneficios. Se distribuyeron un total de 120 cuestionarios a los participantes que trabajan en una universidad privada, Malasia. Los resultados informaron que los problemas salariales y de beneficios, las inseguridades laborales y el desequilibrio entre la vida laboral y personal tienen una correlación significativa y positiva con la inestabilidad laboral.

Palabras clave: Desarrollo Personal, Desequilibrio en la Vida Laboral, Salto de Trabajo, Seguridad y Promoción Laboral.

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1. INTRODUCTION

In recent years, job-hopping has become a common and an inescapable concern for both lecturers and employers, and that it has become a progressively serious problem in the management of human resources. An individual who changes their job often is described as job-hopping (Krishnan: 2012). Before, it was normal for lecturers to work under the direction of a manager or one organization throughout their career. Lecturers now change their work and career more often than before (Kafeel & Alvi: 2015). Unlike the concept of organizational loyalty in the past, professional loyalty has transformed (Bansal: 2014). Therefore, maintain the best talent for lecturers is a great challenge. However, from the perspective of lecturers, mobile capabilities can quickly provide economic benefits for the professional development of gold (Pranaya: 2014). In summary, there are two types of job-hopping practices; changing a job due to development or for financial gains cited by (Ifije et al.: 2016). One way is due to the acquisition of better job opportunity or opportunities, and the intention to turn the wheels towards the wheel of professional development. As a result, the personal call if often called hunchback.

Job-hopping is important globally in a global environment due to employers, positive and negative lecturers, and even the development and growth of the entire industry (Naresh & Rathnam: 2015, pp. 38-45). For example, a business conversion track provides information, skills, and knowledge that were previously organized in a new organization, which could damage previous institutions. As a result, some organizations remain cautious in their recruitment with job-hoppers (Bansal: 2014). Nevertheless, not all job-hoppers will have a negative impact. After all, because lecturers are ambitious and have better opportunities, entrepreneurs are more likely to be the best, especially in computer industries such as the technology industries, outsourced business processes, and some technology industries. Work intensity such as the manufacturing industry, including the textile industry and the food and beverage industry.

The definition of job-hopping is an individual leaving employers to enhance their career and increase their professional development and growth cited by (YUEN: 2016). Naresh and Rathman (Naresh & Rathman: 2015, pp. 38-45) stated a similar point that job-hoppers move between jobs to increase their salary and growth. Also, according to a study done by Casselman Research (Casselman: 2015), some recruitment teams believe that job-hopping is one of the best ways to maintain the lecturers' passion and it is good for their personal development.

Job-hopping is emerging as a major challenge to many organizations nowadays. As explained by Taylor and Zimmer in 1992, some of the causes of voluntary turnover or considered by companies are working overtime, insecurities, confusion, and downsizing. Lack of job growth opportunities, no training being offered, and no challenge in work offered by companies, leadership problems, co-workers not being treated well and being passed over for promotion are also reasons for the high rate of job-hopping (Dharmawansa & Thennakoon: 2016).

The high employment rate and the turnover rate of the workforce have become a major problem to be solved (Yi: 2014). According to reports, the average American lecturer has a term of 4.6 years in the same job position. The average retention time for young lecturers between 20 and 34 years is only 2 to 3 years in the U.S cites by (Pranaya: 2014) from the United States Bureau of Labor Statistics. Therefore, young people are one of the highlights of these workdays. As shown in the following graph (figure 1), the turnover rate of the labor force of 22-29 years in 2015 was around 3% with about 4% in the mid-1990s.

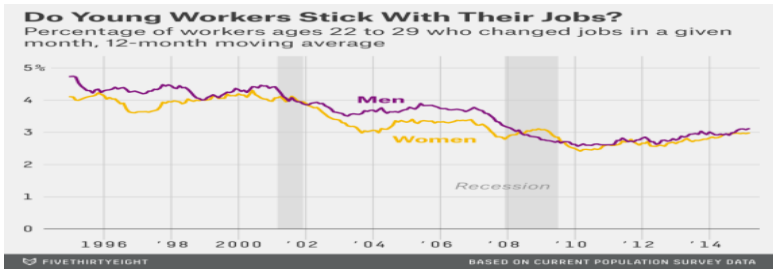


Figure 1. Percentage of employees ages 22 – 29 that changed jobs within a given month (Casselman: 2015).

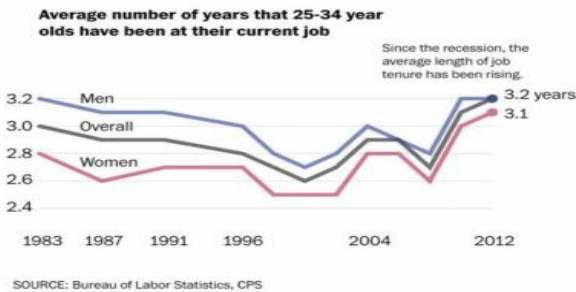


Figure 2. Number of years employees have been at their previous jobs (Trombetti:2015)

According to the following two people (Figures 1 & 2), it is easy to know the age of the workforce. The participants are mainly between 20 and 35 years old. After all, younger lecturers are more likely to question new things and adapt to new working conditions (Pranaya: 2014).

2. METHODS

Table 1 indicates the instruments used for this study according to the variable.

Sample Type	Section	Variables that need to be measured	Items	Scale	Resources
Employee	B	DV	3	5-point	(FENG, 2008)
		Job-Hopping $\alpha = .800$			
Employee	C	IV	3	5-point	(Delery & Doty, 1996)
		Lack of Promotion & Growth $\alpha = .817$			
		Salary & Benefits $\alpha = .931$	5	5-point	(MUNISAMY, 2013)
		Job Security $\alpha = .850$	5	5-point	(Giunchi et al., 2016)
		Work-life Balance $\alpha = .894$	5	5-point	(Kellman, 2015)

Table 1. Research Instrument

To determine the sample size for this research, the researcher will use the general rule by Hair, Black, Babin, Anderson, & Tatham in 2006. Minimums of 20 cases are needed for each variable according to (Hair et al.: 2006). Therefore, a sum of 100 samples will be the satisfactory number for the sample size of this research (5 variables x 20 cases = 100). For the researcher to gain more respondents, the total number of 120 questionnaires will be distributed. In this study, the researcher's target population is job-hoppers above the age of 25 in a private university in Malaysia. The respondents will mainly be a lecturer of any private university and in any department within the University to generate accurate and greater information regarding job-hopping. The researcher will choose a 'Simple Random' sampling technique

The reliability test is used to measure the stability of results when they are verified constantly. According to (Mahlangu & Kruger: 2015, pp. 167-182) (refer to table in chapter 3), a Cronbach's alpha coefficient range below 0.6 is considered poor and above 0.6 is acceptable. The study done by Mahlangu and Kruger in 2015 will be followed, which is 0.6 to 0.9 is accepted. Table 2 shows the reliability test done on the variables in this study.

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Job-Hopping (DV)	.772	.773	3
Lack of Promotion & Growth	.793	.794	3
Salary & Benefit issue	.785	.789	7
Job Insecurity	.846	.849	5
Work-Life Imbalance	.762	.763	5

Table 2. Reliability statistics of all Variables

As shown in the table above, the Cronbach's Alpha figures obtained are over 0.7. This shows the reliability of the measurement obtained from this research. To view the SPSS output, please refer to the Appendix in this document.

This study will be following the Kolmogorov-Smirnov test because this test examines values to determine if they are likely to follow a normal distribution given the population size (Spsstests: 2018). The null hypothesis is rejected, if the p-value is < 0.05. This indicates that the variables do not follow a normal distribution within the population. The sig. value is 0.58, which is greater than 0.05. This means that this data normally distributed with the population.

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.	
DV	.080	120	.058	.973	120	.016

Table 3. Normality test

To determine the strength of the correlation, the researcher followed a guide that was introduced by Evans in 1996 cited by (Beldjazia & Alatou: 2016). Below is a list of the guide to follow:

- .00 - .19 "Very Weak"
- .20 - .39 "Weak"
- .40 - .59 "Moderate"
- .60 - .79 "Strong"
- .80 -1.0 "Very Strong"

Tables 4 below illustrates all the results drawn from the Dependent Variable(DV) and Independent variables(IVs) in this study and were used to test the hypothesis. The first correlation is between job-hopping and lack of promotion and growth, the results show that there is a very weak correlation between this DV and IVs comparing the results with Evans in 1996 guides. Though, the correlation between job-hopping and job security and work-life imbalance shows that it is sufficient. Finally, job-hopping is closely related to salary and benefits, the result shows a high correlation between these two variables. All the correlations are above 0.40 except for Lack of promotion and growth, which is below 0.19.

Looking at the lack of promotion and growth row in the tables suggests that the correlation with other variables is very weak except for work-life imbalance. Where the correlation between the variables is below 0.253, which is weak.

Also, the row in the table below, containing salary and benefits issues, shows that the correlation with other variables is 0.403 and above, which is moderate and above, except for the correlation with lack of promotion and growth, which is 0.072. The third independent variable, that is job insecurities, shows that two of its correlations are below 0.225, this suggests that the correlation is weak between this job insecurity and Lack of Promotion and Growth and Work-life Imbalance, while job insecurity has a moderate correlation with job-hopping and Salary and Benefits Issues.

The last independent variable, which is Work-life Imbalance row in the table, indicates that two of its correlation is below 0.253; this shows that the correlation is a week between Work-life Imbalance and Lack of Promotion and Growth and Job Insecurities. Meanwhile, it also has two correlations that are above 0.485, those are job-hopping and Job Insecurities.

		Correlations				
		DV	IV1	IV2	IV3	IV4
DV	Pearson Correlation	1	.166	.616**	.497**	.485**
	Sig. (2-tailed)		.070	.000	.000	.000
	N	120	120	120	120	120
IV1	Pearson Correlation	.166	1	.072	.122	.253**
	Sig. (2-tailed)	.070		.435	.183	.005
	N	120	120	120	120	120
IV2	Pearson Correlation	.616**	.072	1	.403**	.503**
	Sig. (2-tailed)	.000	.435		.000	.000
	N	120	120	120	120	120
IV3	Pearson Correlation	.497**	.122	.403**	1	.225*
	Sig. (2-tailed)	.000	.183	.000		.013
	N	120	120	120	120	120
IV4	Pearson Correlation	.485**	.253**	.503**	.225*	1
	Sig. (2-tailed)	.000	.005	.000	.013	
	N	120	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4. Correlation between Dependent Variable and Independent Variables

3. RESULTS

The table shown below displays the hypothesis results gathered from this research grounded on multiple analyses.

HYPOTHESIS	SIGNIFICANT	RESULT
H_1 : There is a relationship between the lack of promotion and growth and job-hopping.	0.473	Rejected
H_2 : There is a relationship between Salary and benefit and job-hopping.	0.000**	Accepted
H_3 : There is a relationship between job-hopping and job insecurity.	0.000**	Accepted
H_4 : There is a relationship between Work-life imbalance and job-hopping.	0.009**	Accepted

**Significance at $p < 0.05$

Table 5. Hypothesis Findings

To conclude this chapter, it contains the results from the gathered data of 120 questionnaires. At the end of this chapter, the multiple regressions result was used to check whether the hypothesis is accepted or rejected. Only one (1) hypothesis was rejected in this study, which was there is a positive relationship between job-hopping and lack of promotion and growth, while the other three (3) hypotheses were accepted.

4. CONCLUSION

Based on the findings in chapter 4, this objective was rejected shown in the hypothesis result table. This means that there is no positive relationship between job-hopping and lack of promotion and growth. Contrary to the findings of this research, past studies have shown that there is a positive correlation between job-hopping and lack of promotion and growth. There is a relationship between job-hopping and lack of promotion and growth, according to an experiment done by (Delery and Doty: 1996). Like a conclusion in a study done by (Cowling & Newman: 1995), states that one of the factors that contribute to job-hopping is the lack of promotion and growth. Also, one of the factors that increase the rate of job-hopping is the lack of promotion and growth for the employees or lecturers, according to Chen and Zhang Wei (Chen et al.: 2016, pp. 11-25).

Based on the results of this study, it shows a positive relationship between job-hopping and salary & benefits issues. Other research studies by the research show the same results, that there is a correlation between job-hopping and salary and benefits issues. A study by (Masood et al.: 2014, p. 97) states that salary and benefits issues have a positive relationship between job satisfaction and lecturer performance that affects job-hopping.

The hypothesis has been accepted; the results of this research indicate that there is a positive relationship between job-hopping and job insecurities. The results of this study are similar to that of (Giunchi et al.: 2016, pp. 3-18). Giunchi et al supported this statement, showing that there is a relationship between these variables.

Also, Massoud et al. revealed that there is a relationship between job-hopping and job insecurity. The final hypothesis of this study is considered a positive correlation between job-hopping and the work-life imbalance. Previous studies have shown that there is a positive correlation between job-hopping and work-life imbalance. Kellman (Kellman: 2015) states in his research that job-hopping rate increases if the balance between work and life is not stable.

Research on job-hopping issues helps to prevent a recession in Malaysia. With the increasing number of job-hopping in the country, it will lead to markets being more open to hiring job-hoppers. Job-hopping can hurt the development of human resources and economic development. Therefore, the findings of this research are essential to determine the main causes of job-hopping and being able to solve those problems.

Furthermore, this study may generate good information to the public and their concern to factors that influence job-hopping. Also, the public will be aware of the significance of job-hopping in the management of human resources. As a result, this research can increase public awareness of the problem and prevent those problems from becoming even worse.

In addition, the research helps the government of South Sudan to investigate the main factors that lead to job-hopping. According to the results of this research, job insecurities and work-life imbalance are positively related to job-hopping. Therefore, as a result, the government can develop ways to reduce the increasing job-hopping rates by enforcing new laws or mending the labor laws.

The purpose of this study was to determine the factors that influence job-hopping. However, as in every research, there are a few limitations. The study focused on only four independent variables. Nonetheless, more issues have an effect on job-hopping. Therefore, for future recommendations, the researcher should include more Independent Variables (IV). The researcher could research and identify the other factors that contribute to job-hopping. This would enable the research to have more variables and respondents perhaps would relate to others more than the mentioned ones.

Also, this study focuses on the factors that contribute to job-hopping in Private University in Malaysia. Job-hopping is a global issue not only in Malaysia, but other countries are also experiencing high job-hopping rates. The result of this study only applies to Malaysia. Job-hopping is a global issue other countries are also experiencing high job-hopping rates. Other research could do this research in other countries as well. Lastly, the size of the research sample is also relatively small about the total number of cases of job-hopping in the country. Having a bigger sample size would have made the research more accurate. Additionally, this research could be expanded to other areas/regions of the country. Lastly, the researcher believes that including a larger sample size for the questionnaire in the future would result in better and more accurate results. Furthermore, if the participants were categorized into office worker and manual workers, they may have various factors that influence them in job-hopping. In conclusion, the overall results of the research were analyzed and discussed based on the objective given in the first chapter. Results from previous research were used as a comparison to the finding in this study. Also, the importance of this research was determined. Limitations of the study are included as well as recommendations.

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BIODATA

M SELVANATHAN: Mahiswaran Selvanathan is a chairman at National Higher Education Research Institute (Institut Penyelidikan Pendidikan Tinggi Negara), Universiti Sains Malaysia (USM) (main employee). He is an enthusiastic, hardworking, adaptable and responsible teacher at Universiti Sains Malaysia. His research area is business administration and management.

M.M BUGA: Mander Marius Buga received Bcs in software engineering at Asia Pacific University of Technology & Innovation (APU), Malaysia and master of business administration and management at Asia Pacific University of Technology & Innovation (APU), Malaysia. She is a young, enthusiastic, hardworking, adaptable and responsible graduate with the ability to work in both independent and in a collaborative environment. She has sound knowledge of new market trends and technology as she is constantly up to date on emerging technology.

M SUPRAMANIAM: Mahadevan Supramaniam is an SAP Certified Solution Consultant as well as an Oracle Certified expertise. He is currently attached to the School of Computing at Taylor's University College Malaysia. Before joining Taylor's University College, he was an R&D Engineer (Software) in Motorola Malaysia and Xyratex, United Kingdom. Mahadevan has extensive industrial experience and participated in many projects such as Intelligent Bank Management Simulation system, virtual reality simulation systems, Online Web Database Application and Product Management Test Systems. As the foremost exponent in Enterprise Research Planning in Taylor's, his expertise and research interest lie in the optimization of ERP and database technologies for the banking industry and SMEs.

TH ARUMUGAM: Dr. Thilageswary Arumugam Received higher education at Centre of Business Digitisation and Innovation, Faculty of Business Management, Asia Pacific University of Technology and Innovation. Her research area is Electronic Business & Management. Her skills and experts are Knowledge-Management, Multivariate-Analysis, Statistical-Analysis, Data-Analysis, Multiple-Regression.

N JAYABALAN: Neeta Jayabalan is a full-time lecturer in Segi University Kota Damansara. She holds a Masters in Human Resource Management from the Graduate School of Business University Utara Malaysia. She has over 5 years of industrial experience and 7 years of teaching experience in the area of Human Resource Management. She has taught courses related to entrepreneurship, management, Human Resource Management for the students doing business studies.



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Vowel deletion in Raimi and Najdi Arabic

Supresión de vocales en árabe Raimi y Najdi

A.A ALAHDAL

ORCID: <http://orcid.org/0000-0002-4870-6091>

a.alahdal@qu.edu.sa

Qassim University, Kingdom of Saudi Arabia

ABSTRACT

Dialectical variations operate at varied linguistic levels giving a dialect its unique place on the language map. In a paper, AlYaari et al. tried to consider a comparative study of the linguistics of the different dialects of Yemeni Arabic DYA. This paper looks at Raimi Yemeni Arabic, a dialect that is not considered by AlYaari et al. The paper considers two phonological phenomena studied by Alyaari et al.; namely, vowel deletion and absence of diphthongs. The paper demonstrates that RA is similar to Adeni Arabic in terms of vowel deletion, but is unique in monophthongization.

Keywords: Monophthongization, Najdi Arabic, Raimi Arabic, Syncope.

RESUMEN

Las variaciones dialécticas operan en niveles lingüísticos variados que le dan a un dialecto su lugar único en el mapa del idioma. En un artículo, AlYaari trató de considerar un estudio comparativo de la lingüística de los diferentes dialectos del árabe yemení DYA. Este artículo analiza el árabe ramio yemení, un dialecto que AlYaari no consideran. El artículo considera dos fenómenos fonológicos estudiados por Alyaari ; a saber, eliminación de vocales y ausencia de diptongos. El documento demuestra que la AR es similar al árabe Adeni en términos de eliminación de vocales, pero es única en la monoptongación.

Palabras clave: Árabe Najdi, Árabe Raimi, Monoftonización, Síncope.

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1. INTRODUCTION

Arabic is one of the most widely spoken languages in the world. It is "spoken natively by about 300 million speakers and as a second language (L2) by perhaps another 60 million" (Owens: 2013). It is "the sole or joint official language in twenty countries in a region stretching from Western Asia to North Africa" (Watson: 2002). Arabic has a standard form described extensively in *Alkitab*, written by Sibawaih in the eighth century. Since then, and for different factors, Arabic has developed so many varieties that some may not be mutually intelligible.

What is remarkable about Arabic, as observed by Owens, is that Arabic has been able to preserve its grammar system throughout the centuries. However, it should be noted here that no Arab child has Standard Arabic as his/her first language. Standard Arabic is learned in schools and colleges. An interesting field of research then is to look at the different dialects, compare their systems and see whether certain generalizations can shed light on a spectrum of the historical development of the dialects (Davis: 2016, pp. 73-90).

2. METHODS

AlYaari et al. (AlYaari et al.: 2012, pp. 430-458) try to consider a comparative study of the linguistics of the different dialects of Yemeni Arabic, as "little is known" about them – an ambitious endeavor. This paper is a step in that direction. It looks at Raimi Yemeni Arabic RA, a dialect spoken in the central part of Yemen across a series of mountainous areas, which includes Burma district and Raima governorate. The population is around 470000. The dialect has not been studied before as far as I know. In addition to comparing RA to other Yemeni dialects in terms of syncope, the paper extends its scope to look at Najdi Arabic, a variety of Arabic spoken in the Kingdom of Saudi Arabia.

3. RESULTS

In this section, I look at the sound inventory of RA and compare it to that of Standard Arabic (SA) as well as to other DYAs.

3.1 Consonants of SA and RYA

The consonant system of Arabic has, to a great extent, been preserved throughout. Only a few differences have emerged, and these differences differ from one dialect to another. In this section, I will consider the sound system of RA and see how it differs from that of SA. It will turn out that like other modern dialects of Arabic, the sound system of RA is not so different from the sound system of SA (Abu-Rabia: 2019, pp. 1-11).

Generally, SA has twenty-eight consonant sounds distributed over nine places of articulation. Table (1) below shows the distribution of the consonants. It should be noted that there is no consensus among linguists on terminology. For instance, what Watson (Watson: 2002) describes as glottal are laryngeal for Owens (Owens: 2013); and interdental are Dentals; Watson's emphatics are 'Pharyngelized' for Owens.

Like other DYA, RA maintains almost all of the consonants. There seems to be only one difference: the post-alveolar fricative /ʒ/ has become a voiced velar plosive. Not all DYAs witness this change. For instance,

Sanaani Arabic has a voiced velar plosive /g/. But this /g/ has replaced the uvular stop¹. It is interesting that both dialects move towards making a velar stop in terms of contrast, albeit using different strategies: RA 'backs' a coronal' while SA 'fronts' a uvular. It should be noted that the original postalveolar is maintained in SA. The velar plosive is available in most DYAs, such as Taizi and Adeni. The Table (2) presents the consonantal system in RA.

	Labial	Labio-dental	Dental	Dento-alveolar	Post-alveolar	Palatal	Velar	uvular	pharyngeal	Glottal
Plosive Emphatic	b		t, d ṭ, ḍ				k	q		ʔ
Fricative Emphatic		F	θ, ð ð̣	s, z ṣ	ʃ, ʒ			x, ɣ	ħ, ʕ	h
Nasal	m			N						
Trill				R						
Approximant						j	w			
Lateral				L						

Table 1. The Consonant system of SA

3.2 Vowels in SA and RA

Compared to the rich consonantal system, Standard Arabic has an impoverished vowel system. SA has six vowels: three short vowels /i/, /a/ and /u/ and their long counterparts /i:/, /a:/ and /u:/. Arabic also has two diphthongs /ay/ and /aw/. The short/long vowel phonemic dichotomy is preserved in YRA.

However, RA exhibits monophthongized versions of the historical diphthongs, a fact manifested in many modern dialects of Arabic such as Cairene and Sudanese, among others (Watson: 2002). In RA, /ai/ and /aw/ have been monophthongized to long /e:/ and long /o:/ respectively.

¹ It is not clear whether the substitute of the uvular stop /q/ is accurately the velar stop /g/.

	Labial	Labio-dental	Dental	Dento-alveolar	Post-alveolar	Palatal	Velar	uvular	pharyngeal	Glottal
Plosive Emphatic	b		t, d t̤, d̤				k	q		ʔ
Fricative Emphatic		f	θ, ð θ̤, ð̤	s, z s̤, z̤	ʃ		g	x, ʁ	ħ, ʕ	h
Nasal	m			n						
Trill				r						
Approximant						j	w			
Lateral				l						

Table 2. The Consonant system of RA

Badawi and Hinds (Badawi and Hinds: 1986), cited in Watson (Watson: 2002), observes that in Cairene, diphthongs still appear in certain words and concludes that monophthongized long vowels are not phonemes. In RA, by contrast, diphthongs never show up.

33 Vowel deletion/Syncope

Vowel deletion is a very common phonological phenomenon in Arabic dialects. Different vowels in different positions can be deleted (Watson 2002). In this paper, however, I will look at one case of vowel deletion – known as syncope. Syncope is the process of deletion of a short vowel in the middle syllable of a phonological word, a root with certain inflectional affixes.

3.4 Vowel deletion in Yemeni dialects of Arabic

Alyaari et al. (Alyaari et al.: 2012, pp. 430-458) investigate the phenomenon of vowel deletion in the past tense/perfective form of verbs in different dialects of Yemeni Arabic and conclude that all Yemeni dialects except Adeni displays this phenomenon. The table below adapted from Alyaari et al. (Alyaari et al.: 2012, pp. 430-458) presents the paradigm of the verb *Jalas* in its past tense/ perfect form in SA, Adeni and other dialects of Yemeni Arabic.

SA	Adeni	Other YDA	Gloss
<u>jalas-a</u> sat-3sm	Jalas	jilis	'He sat down'
<u>Jalas-at</u> sat.3sf	Jalas-at	Jils-at	'she sat down'
<u>jalas-ta</u> sat-2.s.m	jalas-t	jilis-t	'You (singular) sat down'
<u>jalas-tum</u> sat-2m.p.	jalas-tu	jilis-tu	'You (2 nd .p.m.pl) sat down'
<u>jalas-tunna</u> sat-2f.p	jalas-tum	jilis-tayn	'You (2 nd .p.f.pl) sat down'
<u>jalas-na</u> sat-1p	jalas-na	jilis-na	'We sat down'
jalas-u sat-3m.p	jalas-u	Jils-u	'they (3 rd . p. m. pl) sat down'
jalas-na sat- 3f.p	jalas-u	Jils-ayn	'they (3 rd . p. f . pl) sat down'

Table 3. The paradigm of the verb Jalas in YDA

Looking at the table (3) above, we observe the following facts. The Standard Arabic form of the verb is maintained in Adeni about its phonetic shape; that is, the same vowels are preserved (Taha, & Sayegh-Haddad: 2016, pp. 507-535). Two differences arise between SA and Adeni on the one hand and other DYA on the other. First, the low vowels have been raised, i.e. /ɪ/ in place of /a/.² The other phonological phenomenon, our main concern here is vowel deletion with verb forms inflected for 3s.f, 3pf, 3m., reproduced in table (4) below.

SA	AD	Other DYA	Gloss
jalas-at sat-3.s.f	jalas-at	Jil-sat	'she sat down'
jalas-u sat-3m.p	jalas-u	jils-u	'they (3 rd . p. m. pl) sat down'
jalas-na sat- 3f.p	jalas-u	jils-ayn	'they (3 rd . p. f . pl) sat down'

Table 4. Verbal forms showing syncope

In other verb forms, the two vowels of the standard Arabic form are maintained. Alyaari et al. report these facts but ultimately offer no explanation; they claim that there is no explanation for them. I will try to present a straightforward analysis of these facts below. Let us look at the same paradigm in Raimi, and compare it to SA and other DYA.

² This is an interesting phenomenon on its own. Newman (2005), reported in Embarki (2013), remarks that the vowel /a/ has a frequency that 'slightly exceeds 60%; /ɪ/ just below 25%'. Interestingly, this percentage might hold for SA, but certainly not for dialects. The phonological phenomenon of fronting is very common. Consider the following.

/shariba/ → /shirib/

3.5 Vowel deletion in Raimi Yemeni Arabic (RA)

The following table (5) presents the paradigm of the verb *Jalas* 'to sit' in the perfective/past tense form.

SA	RA	Adeni	Other DYA	Gloss
<u>jalas-a</u> sat-3sm	gilis	Jalas	jilis	'He sat down'
<u>jalas-at</u> sat.3sf	gilis-at	jalas-at	jils-at	'she sat down'
<u>jalas-ta</u> sat-2.s.m	gilis-k	jalas-t	jilis-t	'You (singular) sat down'
<u>jalas-tum</u> sat-2m.p.	gilis-kum	jalas-tu	jilis-tu	'You (2 nd .p.m.pl) sat down'
<u>jalas-tunna</u> sat-2f.p	gilis-kum	jalas-tum	jilis-tayn	'You (2 nd .p.f.pl) sat down'
<u>jalas-naa</u> sat-1p	gilis-naa	jalas-na	jilis-na	'We sat down'
jalas-u sat-3m.p	gilis-u	jalas-u	jils-u	'they (3 rd . p. m. pl) sat down'
jalas-na sat- 3f.p	gilis-u	jalas-u	jils-ayn	'they (3 rd . p. f. pl) sat down'

Table 5. The paradigm of the verb *jalas* in the perfective/ past tense form across DYA

The postalveolar /j/³ found in SA and another DYA is backed to become a velar /g/. Apart from this, RA turns out to be interesting in two respects. First, like other DYA, the central vowels are raised. In terms of vowel deletion, however, RA, like Adeni, maintains the syllable structure of SA; it does not show any vowel deletion. Thus, RA is a dialect that should be added, in addition to Adeni, to the list of dialects that do not show vowel deletion.

Unlike Cairene, Sanaani and other DYA, RA does not opt for syncope. Short vowels are never deleted. Vowels can be modified, but not deleted. The following table represents the paradigm of the verb *jalas* in both SA and RA.

SA	RA	Gloss
<u>jalas-a</u> sat-3sm	gilis	'He sat down'
<u>jalas-at</u> sat.3sf	gilis-at	'she sat down'
<u>jalas-ta</u> sat-2.s.m	gilis-k	'You (singular) sat down'
<u>jalas-tum</u> sat-2m.p.	gilis-kum	'You (2 nd .p.m.pl) sat down'
<u>jalas-tunna</u> sat-2f.p	gilis-kum	'You (2 nd .p.f.pl) sat down'

³ This symbol is used for simplicity reasons, otherwise, the sound is the postalveolar fricative / ʒ / or affricate /dʒ/.

jalas-naa sat-1p	gilis-naa	'We sat down'
jalas-u sat-3m.p	gilis-u	'they (3 rd . p. m. pl) sat down'
jalas-na sat- 3f.p	gilis-u	'they (3 rd . p. f. pl) sat down'

Table 6. The verb *jalas* in SA and RA

Looking at the paradigm in the table (4), we observe that vowel deletion is restricted to short to the short vowels that occur word finally, as the first form above *gilis* (3sm) shows (the input is presumably *Jalasa*). Crucially, the short vowel in the second syllable does not delete in RA, as opposed to other DYA (except Adeni).

3.6 Analysis of Syncopé in DYA

Alyaari et al. (Alyaari et al.:2012, pp. 430-458) raise the issue of vowel deletion in the different dialects of Yemeni Arabic and claim that "there is no cause/effect relationship between vowel deletion and other processes of consonants' segmentation and/or those of syllabification". However, looking closely at the facts, it turns out that a simple straightforward explanation can be offered. The main question that needs to be answered is: Why is there syncope only in some forms (namely, with certain functional markers, 3sf, 3pf, and 3 pm)? Is the process driven by some principle in the computational system of syntax; that is, is it a syntax-phonology interface phenomenon? or purely phonological? Facts point to the latter option.

First, vowel deletion/syncope is a cross-linguistic phenomenon. It occurs in most dialects of Yemeni Arabic (Watson: 2002; Alyaari et al.: 2012, pp. 430-458). Broselow (Broselow: 1991, pp. 35-59) observes it in Iraqi, Sudanese, Makkan, and Syrian. It occurs in Moroccan (Broselow: 1998, pp. 261-280), Sudanese, Cairene and Muscat dialect (Hamid 1984; Bushra 1997), as reported by Alyari et al.

Along the spectrum, there are two aspects of vowel deletion that dialects show differences in (1) the type of vowel that gets deleted and (2) whether the output is a permissible structure in terms of rules of syllable structure.

In terms of the type of the vowel deleted, Watson (Watson: 2002) shows that in Sanaani, syncope may target any short vowel, i.e. /ɪ/, /u/ or /a/. In other dialects, such as Cairene, Watson observes, syncope targets only high vowels. Now, Alyaari et al. (Alyaari et al.: 2012, pp. 430-458) show that DYA, except Adeni, behave like Sanaani in that any short vowel can be deleted. consider the following.

(1) SA	DYA
/sharibat/	/shirbat/ 'she drank'. (deletion of high vowel /ɪ/)
/jalasat/	/jilsat/ 'she sat down'. (deletion of low vowel /a/)

The other aspect of difference that dialects of Arabic display relates to the output of syncope: Is it a permissible structure? For instance, in Cairene, the output of syncope, as observed in Watson, must be in accord with the principles of syllable structure, whereas in Sanaani, the output could be (and is often) an impermissible structure.

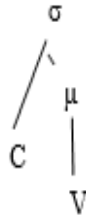
Following Borselow (Borselow: 1991, pp. 35-59), Watson (Watson: 2002) argues that syncope is “invoked to reduce the number of monomoraic syllables in the utterance and maximize the number of optimal bimoraic syllables”. This seems to be on the right track. Notice that as the vowel gets deleted, the vowel in the last syllable becomes either a diphthong or a long monophthongized vowel.

We follow Piggott’s (Piggott: 1995, pp. 283-326) typology of syllable weight according to which a short vowel represents a mora and a long vowel/diphthong corresponds to two moras; that is, CV syllables are monomoraic and CVV are bimoraic.

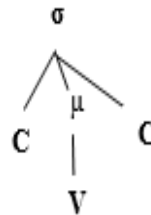
(2) The Weight Typology (Piggott: 1995, pp. 283-326)

2.a The Monomoraic (light) Syllable

(i)

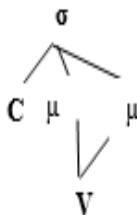


(ii)

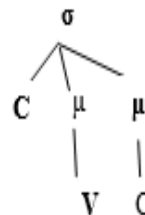


2.b The Bimoraic (heavy) Syllable

(i)

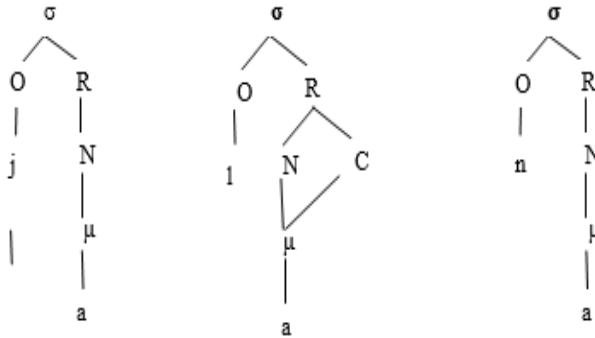


(ii)

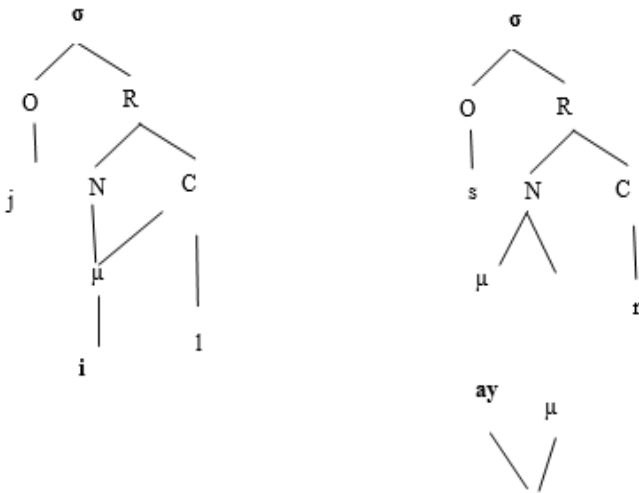


Consider the syllabification of the verb *jalasna* ‘they.f. sat’ in Standard Arabic according to the typology given above.

(3) Syllabification of *ja.las.na* in Standard Arabic.



(4) Syllabification of *Jil.sayn* in Sanaani, Ibbi, etc and Najdi Arabic.



Comparing the syllabification in (6) with that in (7) we realize that in (6) the word consists of three monomoraic syllables. In (7), however, the number of syllables is reduced by one (there are only two syllables instead of three) but morality is increased. The second syllable is bimoraic.

From a theoretical perspective, reducing the number of syllables in a word is driven by a general principle of economy - a substantial assumption underlying developments in linguistic theory. Physically, producing two syllables is simpler than producing three.

Having established that syncope is a natural phonological operation that is attested cross-linguistically, let us see why vowel deletion occurs only in some forms in DYA that Alyaari et al. consider.

It should be noted at the outset that syncope is an optional strategy that languages/dialects may choose. Thus, Standard Arabic, Adeni Arabic, and Raimi Arabic do not opt for syncope and maintain the CVC syllabic structure. Other dialects of Arabic, including DYA, Cairene, on the other hand, choose to delete short vowels to increase morality. Let us look at the Table (5) again, reproduced as a Table (7) and study the forms that do not manifest syncope.

SA	RA	Adeni (AR)	Other DYA	Gloss
<u>jalas-a</u> sat-3sm	gilis	Jalas	Jilis	'He sat down'
<u>jalas-at</u> sat.3sf	gilis-at	jalas-at	jils-at	'she sat down'
<u>jalas-ta</u> sat-2.s.m	gilis-k	jalas-t	jilis-t	'You (singular) sat down'
<u>jalas-tum</u> sat-2m.p.	gilis-kum	jalas-tu	jilis-tu	'You (2 nd .p.m.pl) sat down'
<u>jalas-tunna</u> sat-2f.p	gilis-kum	jalas-tum	jilis-tayn	'You (2 nd .p.f.pl) sat down'
<u>jalas-naa</u> sat-1p	gilis-naa	jalas-na	jilis-na	'We sat down'
jalas-u sat-3m.p	gilis-u	jalas-u	jils-u	'they (3 rd . p. m. pl) sat down'
jalas-na sat- 3f.p	gilis-u	jalas-u	jils-ayn	'they (3 rd . p. f. pl) sat down'

Table 7. Forms that do not manifest syncope

Based on the table above, the following are the forms that do not show syncope.

(5)

- | | | | | |
|----|------------|-----------|------------|-----------------|
| a) | jalasa | jilis | * jils | 'he sat' |
| b) | jalasat | jilis-t | * jils-t | 'she sat' |
| c) | jalastum | jilistum | * jilstum | 'you(m.p.) sat' |
| d) | jalastunna | jilistayn | * jilstayn | 'you (f.pf) |
| e) | jilisnaa | jilisnaa | * jilsnaa | 'we sat' |

The forms (1b-e) are excluded because the output of syncope would violate the phonotactics of the dialect. Note that the deletion of the short vowel in the second syllable will result in a consonant cluster of three sounds, [lst] and [lsn]. In (1a), although the consonant cluster that would arise after syncope, namely [ls] is possible, (cf. *hals* 'boasting'), the form is excluded. One can conjecture that the output of syncope here violates word minimality or Park's (Park: 1997, pp. 249-259) Disyllabic requirement in morphology. Note that we are dealing with a morphologically complex word – a verb plus an agreement marker.

3.7 A note on Syncope in Najdi Arabic

Najdi Arabic is a variety of Arabic spoken in the Qassim district in Saudi Arabia. Table (8) below shows the corresponding verbal paradigm in Najdi.

SA	QSA	RYA	AYR	Other DYA	Gloss
<u>jalas-a</u> sat-3sm	jalas	Gilis	jalas	jilis	'He sat down'
<u>jalas-at</u> sat.3sf	jalas-at	gilis-at	jalas-at	jils-at	'she sat down'
<u>jalas-ta</u> sat-2.s.m	jalas-t	gilis-k	jalas-t	jilis-t	'You (singular) sat down'
<u>jalas-tum</u> sat-2m.p.	jalas-tum	gilis-kum	jalas-tu	jilis-tu	'You (2 nd .p.m.pl) sat down'
<u>jalas-tunna</u> sat-2f.p	jalas-tin	gilis-kum	jalas-tum	jilis-tayn	'You (2 nd .p.f.pl) sat down'
<u>jalas-naa</u> sat-1p	jalas-na	gilis-naa	jalas-na	jilis-na	'We sat down'
jalas-u sat-3m.p	jalas-u	gilis-u	jalas-u	jils-u	'they (3 rd . p. m. pl) sat down'
jalas-na sat- 3f.p	jals-e:n	gilis-u	jalas-u	jils-ayn	'they (3 rd . p. f. pl) sat down'

Table 8. Paradigm of *jalas* in its perfective past tens form in Najdi

As the table above shows, syncope occurs only in the third person singular form jalsayn. The other two forms in which syncope occurs in the different DYA are the 3rd person singular feminine as in jilsat and the 3rd person plural masculine, as in jilsu.

Interestingly, Najdi Arabic, a dialect spoken in rural areas, behaves more like Raimi Arabic than like Sanaani - a case related to the bedouin-urban axis raised by Watson. Watson (Watson: 2002) conjectures that "bedouin-urban axis: bedouin dialects tend to be more conservative and homogenous". This seems to be on track.

4. CONCLUSION

In this paper, certain phonological issues in Raimi Arabic have been considered. It has been argued that historical diphthongs have been monophthongized in RA as well as in most of the modern dialects of Arabic (Benmamoun, & Bassiouney: 2017). It has also been argued that almost all dialects of Yemeni Arabic use the strategy of vowel deletion/syncope to increase morality (McCarthy: 2018). The output of syncope in these dialects must be bound by the rules of the phonotactics of the language. Raimi and Adeni, on the other hand, like to go with Standard Arabic in maintaining all vowels. The paper extends its scope to Najdi, a dialect spoken in Saudi Arabia. The purpose is to reflect on the bedouin-urban dichotomy raised by Watson (Watson: 2002). It has been shown that Najdi behaves more like Raimi (a rural dialect) than like Sanaani (an urban dialect) in terms of vowel deletion. This in a sense supports Watson's claim that rural dialects are more conservative: they tend to, preserve to a maximum, the system of Standard Arabic.

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BIODATA

A.A ALAHDAL: Dr. Ameen Ahmed Alahdal is an Assistant Professor of Linguistics at the College of Sciences and Arts, Eqlat Alsoqoor, Qassim University, KSA. He has published papers in high indexed journals including *Lingua* and made many presentations at international conferences in India and Switzerland. With his admirable research insights, he has signed an agreement with the Deanship of Scientific Research, Qassim University for publication of some funded projects and was given precedence over a huge number of researchers whose proposals submitted for the same purpose were turned down.



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Literature in English as a foreign language classroom in KSA: rectifying a relationship with odds

Literatura del inglés como segunda lengua en las aulas de KSA: rectificación de una relación con probabilidades

KH.A. ALKHODIMI

ORCID: <http://orcid.org/0000-0003-4894-8223>
kaq2002@yahoo.com

College of Languages and Translation, Al-Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

A.A.M.H AL-AHDAL

ORCID: <http://orcid.org/0000-0002-9794-1100>
anif_al_ahdal@yahoo.com

College of Sciences and Arts, Methnab, Qassim University, Saudi Arabia

ABSTRACT

Languages are representative of the culture of their speakers, EFL teaching and learning through the literary creations of a language can be beneficial in many respects. This paper aimed to elaborate on the benefits of literature in enriching and enhancing EFL learners' experience. The focus of the study is the assessment of the attitudes and perceptions of sophomore EFL learners and teachers in the College of Languages and Translation, Imam Muhammad Ibn Saud Islamic University and College of Sciences and Arts, Methnab, Qassim University. The findings were overall showed improved outcomes following the administration of the treatment.

Keywords: EFL Curriculum, Learner Perception, Literature, Pedagogy.

RESUMEN

Los idiomas son representativos de la cultura de sus hablantes, la enseñanza y el aprendizaje de EFL a través de las creaciones literarias de un idioma pueden ser beneficiosos en muchos aspectos. El objetivo del estudio es analizar los beneficios de la literatura para enriquecer y mejorar la experiencia de los estudiantes de inglés como lengua extranjera. Universidad y Facultad de Ciencias y Artes, Methnab, Universidad Qassim. En general, los resultados mostraron mejores resultados después de la administración del tratamiento.

Palabras clave: Currículo EFL, Literatura, Percepción del Alumno, Pedagogía.

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1. INTRODUCTION

There is an essential yet complex relationship between teaching English as a foreign language (EFL) and teaching literature in that they share a common medium, i.e. the language, and they have co-dependency, yet, in the eyes of many learners, they may stand in opposition and disharmony with each other. Teachers of literature and EFL, however, are well aware of the fact that, even in the remotest possible relationship, language and literature are the two ends of a continuum, with ties and co-dependencies that can neither be neglected nor denied. Smith (Smith: 1972, pp. 274-278) points out a similar attitude when he states that “no teacher of literature ignores linguistic problems and no language teacher really wants to leave his students speaking a sterile impoverished version of the language”, implying that a knowledge of literature ‘adorns’, ‘hones’, and ‘polishes’ language learners’, and by the same token any language user’s linguistic skills and competencies while a knowledge of language allows for better and more appreciative readers of literary texts. Considering the focus of the present study, seeking ways to teach literature more effectively, as a component of EFL curriculums, and use it as a tremendously useful aid to reach improved outcomes, with its immediate academic and occupational benefits in terms of ESP (English for specific purposes) and EAP (English for academic purposes) achievement, is a task that is not only worth the effort but probably indispensable to any teaching enterprise. Aside from offering EFL learners a real, tangible context for language acquisition, literature helps them to develop cognitive faculties useful for EFL learning, and any learning in general.

Many linguists, including Brumfit and Carter (Brumfit, & Carter: 1986) and Parkinson and Thomas (Parkinson, & Thomas: 2004, pp. 306-310), have confirmed this supposition and pointed out the beneficial role of literature in teaching foreign languages. They hold that literary texts offer a ‘natural’ context of language use far better than ESP or EAP, thus meeting the objective of the latter in an indirect but even more effective way. Also, literature has this unique status, and the added advantage, in helping develop culture and intercultural consciousness among the learners (Chastain: 1988). Seen from this perspective, studying literature is probably not an exclusively linguistic undertaking, and maybe dubbed a philosophical, historical, cultural and even ‘spiritual’ experience. McKay (McKay: 1982, pp. 529-536) also believes that the target culture can be best explored through literature. Given this background, and the fact that, the study of literature is woven into the very fabric of language and rhetoric, i.e. oral and written communication and the spirit of discovery, literary elements including prose, drama, and poetry are increasingly finding their way into EFL curriculums all over the world and, by the same token, the KSA universities. However, literature courses are not particularly favored by EFL learners in Saudi universities.

The study of Al-Ahdal et al. (Al-Ahdal et al.: 2017) revealed that young EFL learners, who have just finished high school and entered the university, find literary courses, in general, challenging and prefer to have little or minimal exposure to literature in their EFL curriculum, which the fact that there is, indeed, minimal literature in Saudi EFL curricula enforces and caters to. They enroll in the university with the assumption that they are going to become fluent English speakers by engaging themselves rigorously in specialized language and translation courses that are not going to ‘beat around the bush’ and give them what they have signed up for in terms of ESP and EAP achievement. With poor motivation and pressures of syllabus and exam performance occupying the learners, teachers find it a big challenge to engage students in a meaningful study of literature components. Unsurprisingly, these learners end up doing well neither on the language components nor on the literature components, i.e. they fail to either acquire language proficiency or enjoy both the intrinsic and peripheral benefits of learning the language through literature, including language enrichment and cultural vision.

We started this study with a twofold aim: First, to educate and train the teacher/learner duo on the significance of literature in the EFL curriculum; Second, to assess the role of learner motivation in the study of literature to enhance their Grade Point Average (GPA).

The pilot study, involving informal interviews with teachers and learners of sciences and arts and translation and languages, pointed at a range of possible problems in the literature classes under the University programs. We list the learners' perceptions first:

- Learners believe that teachers are more inclined to devote a larger part of the class time to language components.
- When curricular compulsions demand the teaching of literature, teachers tend to take up the poetry components first, which is the most challenging and of least interest to the learners.
- Learners are rarely encouraged to do tasks that involve the free composition of a literary piece.
The teachers' perceptions are:
 - Learners do not have the time, the previous knowledge or the motivation to seriously study literature components and simply want a quick and easy formula to speak fluent English.
 - Literature components fail to consider learner interest and most are outdated pieces that fail to engage the readers.
 - The library most accessible to the EFL learners, i.e. the Department library, does not offer varied and quality works of literature for supplementary reading.
 - In the absence of literary and cultural programs, the study of literature is mostly theoretical and distant for the EFL learners.

Based on the findings of the preliminary interview, questionnaires and interviews were designed to collect the primary data across the two universities in literature and language courses.

2. METHODS

Hoff (Hoff: 2019) adopts a novel approach, and introduces a unique perspective, to teaching and learning literature in EFL classrooms. Basing his argument upon Byram's model of Intercultural Communicative Competence, which involves learners' cognition and emotion apart from the historical, cultural and social aspects that come with the texts, Hof argues that the conflict and the challenge that learners experience in the study of foreign literature is not always necessarily detrimental to their learning process. On the contrary, he believes, it provides a fertile ground for the 'dialogue between the Self and Other', encouraging, among others, profound critical thinking and cultural sensitivity.

Sholichach and Purbani (Sholichach & Purbani: 2018) assert the need for integrating literature into foreign language curricula while strongly opposing any approach that focuses exclusively on linguistic components. They believe that literary texts offer authentic models and rich sources for language development and doing away with literature deprives learners of a worthwhile opportunity and an unimaginably helpful tool to improve the language they intend to learn most comprehensively.

As proponents of content-based teaching, Bland and Mourão (Bland, & Mourao: 2017) assert that, since EFL classrooms have a pluricultural composition, the inclusion of literature in the curriculum, as a workable vehicle for language teaching, is essential.

On the question of including literature in the EFL curriculum, Mohammed (Mohammed: 2017) holds that the main difficulties and challenges in teaching literature in the EFL classroom stem not from teachers not being aware of them, rather from their not doing anything to counter them.

In his study of Swedish EFL learners, was proposed a theoretical model for using literature in the EFL classroom: First, he suggests a pre-reading segment to assess and identify whether the reader applies a bottom-up or top-down reading strategy. Then, while reading, the teacher decides which activities will enhance rather than hamper the learners' processing of the text and employs and enforces those activities. Finally, the

teacher employs post-reading activities/tasks to ensure the attainment of the best pedagogical outcome from the reading activity.

In a study of Taiwanese EFL students' perceptions of literary texts and their general attitude towards literature, Tseng (Tseng: 2010, pp. 53-65) found that novels were the most preferred and poetry the least, which shows a global pattern and trend in the unpopularity of the latter. Contemporary rather than classic literature was also liked more, with comic books, novels, realistic fiction, science fiction, and fantasy, and thrillers and mysteries being the most favored.

Abraham (Abraham: 2010, pp. 78-90) states that, contrary to general belief and assumption, reading literature is not a one-dimensional endeavor dealing exclusively with, and fostering, learners' textual comprehension and skills. He considers learning literature a holistic undertaking that "not only improves the basic skills of reading, writing, listening and speaking but also other language areas like vocabulary, grammar, and pronunciation."

Bagherkazemi and Alemi (Bagherkazemi & Alemi: 2010, pp. 30-48) warn against an overarching, broad-brush approach to the introduction of literature to the classroom. They assert the need to "select the most appropriate approach or combination of approaches" and design activities and tasks that take into account "the idiosyncratic features of the classroom, educational system and culture in which they will be used."

According to Van (Van: 2009, p. 2), literature in the EFL classroom offers learners a context similar to real-life situations. It also appeals to their imagination, develops their critical thinking and provides them with a worthwhile opportunity to expand their vocabulary by having access to authentic and interesting materials.

In a study with Sudanese EFL learners, Ali (Ali: 2007) finds that, apart from the authenticity of language, the literature of the target language (English in this case) also familiarises learners with the language culture. This is an important finding, and relevant to the objectives of the current research, since many EFL learners in Saudi Arabia attend the courses with the hope, and the intent, of finally using the language they aspire to learn in native speaking environments, for academic and occupational purposes.

Quoting Duff and Maley (Duff & Maley: 1990), Savvidou (Savvidou: 2004) cites three reasons for including literature in the EFL curriculum: linguistic, methodological and motivational. Linguistically, varied textual exposure offers learners an opportunity to look at different types and usages of the English language. Methodologically, literature sensitizes learners to the processes of reading. And motivationally, literary texts make reading texts an enjoyable experience for EFL learners.

In their research, Akyel and Yalçın (Akyel & Yalçın: 1990, pp. 174-180) concluded, from EFL learners' perceptions, that the novel and drama were seen as the most effective literary genres in the development of their language and literacy competence. Prose fiction proved to be their favorite, but poetry was 'dreaded' due probably to the generic centrality of theme (which can be culture-bound and culture-specific), unorthodox sentence pattern and formation and the use of ambiguous words, literary devices and figures of speech that enforce it, such as similes, metaphors, synecdoche, irony, etc.

Collie and Slater (Collie & Slater: 1987) list four main reasons, among others, for the inclusion of literature in the EFL classroom. They include authentic material, cultural enrichment, language enrichment, and personal involvement.

Foreign language teaching and acquisition have come a long way since the early days of the Grammar-Translation Method. The introduction of the concept of communicative competence and strategies employed for its accomplishment has revolutionized the teaching of EFL, and its perception by both educators and learners. In recent studies, a positive relationship has been established between the development of critical thinking skills as a result of studying literary texts. Literature has been observed to provide learners with a unique opportunity to explore, interpret and grasp the world around them by acquiring a variety of meanings, interpretations and viewpoints. Literature contributes to the global development of skills and will, thus, remain an important part of the EFL curriculum. It is in this background that we conduct the current study.

This study critically examines the current materials and pedagogies available in the teaching of literature and evaluates the findings of student/teacher inputs on how literature is viewed by them to propose practical and practicable procedures to make reading literature both enjoyable and conducive to learning achievement. Simply put, the idea is to find an answer to the question as to why English literature courses are not favored by learners. The larger aim is to design a relevant, student-oriented literature component and to underline the significance of literacy courses as an integral part of language acquisition and an important tool in the improvement of students' language competency. This research would be beneficial for both language learners, in that it addresses and tries to solve problems that render an otherwise enjoyable and greatly useful language-learning tool (i.e. literature courses). A boring chore, and the teachers, for the same reason and for the added benefit of being able to teach more than just a foreign language and presenting worldviews that can hardly be offered by any medium other than the literature of that language.

The current research was a collaborative study conducted across College of Languages and Translation at IMBSIU and College of Sciences and Arts, Methnab, QU. The respondents were a total of one hundred and twenty-five sophomore students of these colleges studying for degrees in Arts, Translation and Languages, with basic linguistic and literary exposure as all of them had graduated from high schools where they had already studied English for a minimum of six years. Second-year (sophomore) EFL students were selected on the assumption that they were more likely to be familiar with American and British literature and hence, better disposed to answer the fourteen-item questionnaire. The rationale behind having subjects from varied branches of English language use (i.e. Arts, Translation and Languages) was to assess and verify the hypothesis on a broader spectrum. English teachers engaged in the experiment were also informally interviewed using open-ended questions. The data were statistically analyzed to draw generalizations and make relevant recommendations.

3. RESULTS

Table 01 below presents the fourteen-item questionnaire with responses based on Likert Scale ranging from 1-5, 'Strongly Agree' to 'Strongly Disagree'.

Q	Statement	1	2	3	4	5	Total reverts
1	Doing the English literature component in my EFL syllabus is an intellectually rewarding experience for me.	22	55	36	3	3	119
2	The literature class is one of anxiety and stress for me.	25	25	39	18	17	124
3	I prefer to read literature in Arabic rather than English.	23	23	29	33	17	125
4	When I read a poem, I can understand the theme easily.	10	29	36	36	14	125
5	I find reading an English novel the most enjoyable.	39	36	29	17	4	125
6	At home or in my leisure time too I sometimes pick up and read an English novel.	11	38	36	22	18	125
7	It is fun reading classic novels and drama.	29	49	26	15	7	122
8	When we read a poem in English, the inverted or irregular word order is challenging for me.	41	39	32	8	3	123

9	I find it incomprehensible when I am made to read about people who are different from me and my culture.	13	31	40	23	15	122
10	When I read a literary piece, I get to learn new language possibilities.	29	52	33	7	2	123
11	I would exchange my literature class for language any day.	13	33	39	29	10	121
12	Between novels and drama, I prefer the latter.	27	31	37	20	6	123
13	I believe the literature component is of no use for my future.	16	38	32	25	12	124
14	Given a chance, I could suggest literary texts that I think we would enjoy doing in the EFL class.	18	46	42	13	5	124

Table 1. Responses based on Likert Scale Gradation

Motivation and a sense of usefulness and purpose can play a significant role in any learning environment. When asked how far the literature component in their EFL syllabus was intellectually rewarding to them, a large percentage of the respondents of the current study (48.8%) reported in the positive. This can be interpreted to mean that learners enjoy reading literary texts and view the literature component as essential to their intellectual faculty but are unable to overcome the learning problems associated with literature in the curriculum and are, thus, reluctant to have to deal with it altogether.

This outcome is further supported by the participants' responses to the next item in the questionnaire concerning learner anxiety vis-à-vis the literature class. Fifty of one hundred and twenty-five respondents reported feeling anxious indicating an inability to live up to their expectations despite feeling motivated for the literature class. A more or less large number, however, thirty-nine to be precise, opted for 'neutral' to the same question. This result is also supported by learners' willingness to study literature in their mother tongue rather than English, as with limited exposure to literature, in a foreign language in school years, they tend to shirk the literature part even though they wish to learn the language. Poems are perceived by the respondents as the most challenging literary genre/component as an overwhelming majority favored the reading of novels, though it is noteworthy that using novels as teaching/learning materials takes a back seat to poetry in EFL classrooms in KSA. The reason for this could be that teachers are perpetually hard-pressed to meet curricular deadlines, and due to the generic length of the novel and the tempting equally generic short nature of poetry texts, they deem it far more practical to include more poems than novels in their curriculum.

It may be pointed out here that even for courses at the university level, learner opinion is not sought in the curriculum design, meaning their needs are, for the most part, not directly addressed, if not completely neglected, by the planners and teachers. Novels, the classics in particular, are remarkably favored by the respondents but their inclusion in the syllabus is minimal to non-existent. The data suggests that learners tend to engage in reading literature provided the context is familiar to them. The researchers would like here to cite the example of a medieval poem by the famous English poetess, Mary Robinson, titled 'London's Summer Morning'.

The poem is included in the literature book of middle school EFL learners in KSA. Though a beautiful peep into a typical London morning of the era, second and foreign language learners often stumble through a passage of more than two hundred years having difficulty understanding almost each and every word. Not only has the language undergone significant changes, the social milieu has also metamorphosed, which renders questionable the whole point of their inclusion in their curriculum.

One of the most significant findings regarding the claim of authentic language use attained by the inclusion of literature in the EFL classroom is vindicated by the fact that the majority of respondents reported that

exposure to literature offered them better insight into new language possibilities. However, it is still perceived as challenging by the respondents as they stated their preference for language rather than literature classes.

Concise language and dialogues that are rooted in context have often proved to be welcomed by foreign language learners. In the current study too, respondents reported a preference for drama as it helps them situate the language in an immediate, easy-to-relate context. Even though overall, the respondents perceived literature as useful, they stated their skepticism towards its usefulness in the long run. A large number, however, was so positive that they proposed to be able to contribute to the selection of literature components for their curriculum in the future.

Any study of an EFL classroom would be incomplete without seeking an understanding of the perceptions and views of the teachers as well as learners. Accordingly, we sought the opinions and inputs of the English teachers (N=6) who participated in the administration of the experiment. This was arranged in two separate sessions owing to the teachers' employment at two different campuses.

The interviews revealed that teachers were well-aware of the learners' problems with literature components but were, for the most part, lacking in training and tools to deal with them effectively. Some teachers reported that they were at greater ease doing the linguistic components than literature as the very vastness of literature and what it entails equally flabbergasted them. All teachers stressed the need for more language classes as they believed such a step would alleviate language anxiety among both learners and teachers in EFL classrooms.

A two-pronged strategy needs to be adopted to eliminate the teacher/learner bias against the inclusion of literature in EFL settings of KSA. To this end, ongoing professional development and (re-)training teachers with the latest know-how and resources from successful EFL environments and practices is imperative. Research focussed on diagnosing problems related to EFL learning/teaching should be encouraged among teachers to help them develop critical thinking in pedagogy and to rule out the possibility of theoretical and operative stagnation inflicting higher education.

Incentives could be allocated for this kind of research for further encouragement. Greater learner involvement to assess and fulfill their needs more effectively is also inevitable. To this end, teacher/student councils can be formed and called upon from time to time to evaluate old curricula and incorporate changes where needed. One final word: language learning is what it is: learning of a language, and, if the aim is to make our students true global citizens equipped with the knowledge to fare capably in this world and contribute to it, EFL learning needs to be treated as an essential component of it rather than as yet another school 'subject' to pass or fail.

4. CONCLUSION

Of all literature components, poetry is found to be particularly challenging even for more proficient learners. This becomes worse with not-so-proficient learners as the respondents in the current study. The textbooks currently used in Saudi Arabia consist of a relatively balanced proportion of prose and poetry but given the findings, it may be surmised that poetry, especially abstract and extremely culture-specific poetry, should be removed from the books.

They can be replaced by poems with simpler words and structures (such as Wordsworth's *Daffodils* and/or even more contemporary poems like Sylvia Plath's *Tulips*) or other components like short scenes from the drama. Further, instead of focusing on the conventional practice of translating literature to the mother tongue, activities like projects and enactment may be encouraged to help learners build a bridge between the curriculum and real life. Greater inclusion of learners in making decisions on the choice of reading materials should also become a regular practice. This can be achieved by offering several texts to the learners to choose from.

The researchers would like to point out here that such measures are now a call of the day as learners are moving towards greater autonomy given the age of information explosion. It is not only EFL learners who may benefit from such measures, but ESL and ESP learners can also benefit from a teaching theory and practice that puts learners' needs at the center of the teaching-learning dynamism.

The study can also be used in a wider context since, as the findings of previous research indicate, the question of the incorporation of literature into EFL curricula and learners' disinterest, and at times even outright repulsion appears to be a challenge to educators in EFL teaching institutions all over the world. Part of the problem may be out of curriculum designers' control as (especially) the new generation is increasingly getting used to living a fast-paced life of internet memes and GIFs and literature, by its very nature, is an undertaking that requires patience and a more-than-ten-seconds attention span.

However, for the part that is the onus of EFL teachers and curriculum planners, teaching literature needs also to be adjusted to the new lifestyles we are all living, with technology infiltrating every aspect of life and superfast information access, and move away from its old perceptions and practices relying heavily on a lazy interpretation, and implementation, of Grammar-Translation approach, towards more engaging methodologies and practices. It is a great challenge but, as the experience of this study demonstrated, achievable.

One trend most noticeable in the learner data is the large number of respondents that always chose to opt for 'neutral'. The researchers would suggest future studies in this (grey) area to explore the reasons for this trend as they may be significant in arriving at reliable conclusions.

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BIODATA

KH.A ALKODIMI: Khaled Abkar Alkodimi is currently an assistant professor of English Literature at the College of Languages and Translation, Al-Imam Mohammad Ibn Saud Islamic University. Moreover, he taught/teaches different literary courses, language skills, as well as, pedagogy courses and research methods for both undergraduate and postgraduate students. Mr. Khaled has obtained his Ph.D. from University Putra Malaysia (UPM), Malaysia, and has already published several books and articles in different internationally scientific indexed journals on a wide range of topics. He has been a Sage Open Article Editor since 2012, as well as, an editorial member and a reviewer for many international journals. Mr. Khaled is a member of many esteemed international associations, Asia TEFL Association, American Comparative Literature Association (ACLA), Saudi Association of Languages and Translation (SAOLT) and Social Science & Humanities Research Association (SSHRA), to name but a few.

A.A.M.H AL-AHDAL: Dr. Arif Ahmed M. H. Al-Ahdal is an Associate Professor of Applied Linguistics, College of Sciences and Arts, Methnab, Qassim University, Saudi Arabia. Though his vocation is teaching, Dr. Al-Ahdal is an avid poet and writer. He has to his credit two bi-lingual poetry collections, *To Yemen with Love and Joys and Sorrows*, published in Yemen in 2010 and a reference book "PREPARING EFL TEACHERS FOR TOMORROW: OPENING NEW VISTAS IN TEACHER DEVELOPMENT WITH INSET", published in Germany in 2015, apart from nearly 25 research papers published in Internationally Scientific Indexed Journals. Dr. Arif Ahmed Al-Ahdal is an Associate Professor of Applied Linguistics, College of Sciences and Arts, Methnab, Qassim University, Saudi Arabia.

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Experience of the patriotic education of university students based on ethno-cultural traditions of the Kazakh People

*Experiencia de la educación patriótica en estudiantes universitarios basada en las tradiciones etno-
culturales del pueblo kazajo*

G MUSAKHANOVA

ORCID: <http://orcid.org/0000-0002-4043-5020>
gumika_gumika@mail.ru

M.Auezov South Kazakhstan State University, Kazakhstan

A KALYBEKOVA

ORCID: <http://orcid.org/0000-0002-2191-8414>
kalubekov@list.ru

M.Auezov South Kazakhstan State University, Kazakhstan

A. AITZHANOVA

ORCID: <http://orcid.org/0000-0001-9220-5107>
akmaral.aytzhanova@list.ru

M.Auezov South Kazakhstan State University, Kazakhstan

J TORYBAYEVA

ORCID: <http://orcid.org/0000-0002-9923-5293>
zhamilyazahan@mail.ru

*Khoja Akhmet Yassawi International Kazakh-Turkish
University, Kazakhstan*

L BULETOVA

ORCID: <http://orcid.org/0000-0001-7055-5819>
buletova@mail.ru

M.Auezov South Kazakhstan State University, Kazakhstan

ABSTRACT

The article sets out the experimental work that was aimed at modeling and experimental testing of the identified conditions in the educational process of training future. Also, the authors present the results of testing the system of the organization of the patriotic education of students based on the ethno-cultural traditions of the Kazakh people. The experimental data presented by the authors confirmed the effectiveness of the organization of the patriotic education of university students based on the ethno-cultural traditions of the Kazakh people in the process of teaching a foreign language.

Keywords: Ethnic Culture, Kazakhstan, Patriotism, Traditions.

RESUMEN

El artículo expone el trabajo experimental que tuvo como objetivo el modelado y las pruebas experimentales de las condiciones identificadas en el proceso educativo del futuro entrenamiento. Además, los autores presentan los resultados de las pruebas del sistema de organización de la educación patriótica de los estudiantes basada en las tradiciones etno-culturales del pueblo Kazajo. Los datos experimentales presentados por los autores confirmaron la efectividad de la organización de la educación patriótica de estudiantes universitarios basada en las tradiciones etno-culturales del pueblo Kazajo en el proceso de enseñanza de una lengua extranjera.

Palabras clave: Cultura Étnica, Kazajstán, Patriotismo, Tradiciones.

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1. INTRODUCTION

Today an extremely important problem for Kazakhstan is creating an education system that lines with international standards; a state governed by the rule of law, and makes the country's economic and cultural development. In this regard, the reform of the education system must be carried out based on scientific theory, scientific concepts and models of comprehensive modernization of education using the rich cultural heritage of the Kazakh people, its age-old educational tradition.

Currently, scientists who have been engaged in research in the field of social sciences and humanities have prepared a scientific substantiation of the folk heritage accumulated over centuries. So, a theoretical analysis has been carried out based on the advanced achievements of such sciences as philosophy, psychology, pedagogy, etc. Such a great contribution has been made by such Kazakhstani scientists as K.M. Argyngazin, K. Boleev, K. B. Zharikbaev, S. Kaliev, K.Z. Kozhakhmetova, A.A. Kalybekova, S.A. Uzakbaeva, and others.

In modern conditions, the role of ethnocultural traditions as an important factor in overcoming the spiritual, moral and value-orientation problems of youth significantly increases during the period of modernization of society and its reform. Today, to prepare young people for governing of the country and its culture, it is necessary to turn them to the idea of spirituality of culture, ethnocultural traditions. Note that interest in the ethnocultural traditions of the Kazakh people in the upbringing of young people does not mean a movement into the past. The vector of the social development of youth is aimed at reviving the ethnocultural past to strengthen the personality's position and optimize the process of professional self-determination and development in the present. In the era of changes and reforms taking place in the political, economic and public spheres, it is necessary to help the young generation find their rightful place in life to manage their self-development and the progressive development of society and the state.

The use of educational opportunities of folk pedagogy tools contained in fairy tales, legends, traditions, proverbs, sayings, songs, riddles, counters, beliefs, signs, in the educational process helps young people find their place in modern multicultural space. The breadth of the range and the diversity of subjects distinguish means of folk pedagogy. They teach young people honesty, decency, and hard work, teach to value knowledge, strive for excellence, love the homeland and people, educate in the spirit of patriotism and internationalism. Today it is required to re-examine many issues, forms and methods of upbringing. This is especially important since today requires restraint, perseverance, determination, heroism, perseverance, knowledge and good breeding from young people (Mohammadi, & Yekta: 2018, pp. 1-7).

The indicated contradictions caused the research problem, which is associated with the identification of the educational potential of the university discipline "foreign language" for the effective organization of patriotic education of university students on the ethnocultural traditions of the Kazakh people. Therefore, the purpose of our study is to theoretically substantiate and develop an effective system of patriotic education of youth based on the ethnocultural traditions of the Kazakh people in the process of teaching a foreign language.

2. MATERIAL AND METHODS

The methodological basis of the study was the philosophical provisions on universal communication, the mutual conditionality of processes and phenomena: On the unity of the universal and national, general and specific education of the individual. Also, on the relationship of social macrostructures that determine the civic position of the individual and interpersonal relationships: memory (historical) - tradition - culture - upbringing - patriotism - personality - people; the doctrine of the driving forces of personality development; ideas about the role of activity in the formation of personality, which determined the research strategy; general methodological provisions on the application of a system-holistic, personal-activity approaches and modeling.

To solve the tasks in the study, we used a set of methods: theoretical research methods: a theoretical analysis of scientific, pedagogical and methodological studies, ethno-educational literature, analysis of educational and methodical documentation of universities for teaching a foreign language, the study of advanced pedagogical experience of higher education, modeling; empirical research methods: survey, questionnaire, conversation, interviewing; observation of the pedagogical activity of students during pedagogical practice; analysis of student activities products; stating, formative and control experiments; expert assessment and self-esteem; methods of mathematical and statistical processing of empirical material (Pakdel, & Ashrafi: 2019).

3. RESULTS

Studying the results of experimental studies of Kazakhstani and foreign scientists allows us to identify the main contradictions, the elimination of which will significantly increase the efficiency of the process of patriotic education of modern young people.

The modern scientific literature contains many definitions of the concept of "patriotism." Their largest group includes those who interpret "patriotism" as "a feeling of the subject's love for the Native land, Native land, and Native land" (Christou: 2007, pp. 709-722).

Then follow the definitions in which patriotism is interpreted as a complex phenomenon of public consciousness (Cassin: 2014), and is characterized as a social, moral and political principle that regulates people's relations to the homeland (Voltaire: 1971). Also, patriotism is considered as a set (system) of emotions, ideas, beliefs, and actions aimed at the prosperity of the homeland. There is an interpretation of patriotism as the attitude of a certain class of society, people to the Native land in general (Gitelman: 2001, pp. 2188-2200).

A special group is made up of synthesizing definitions characterizing patriotism as

(...) generated by love for the native land and based on feelings of duty to the native land, on the awareness of personal responsibility for his fate, the active attitude of people to certain conditions of the natural, social conditions of their living environment, which expresses effective concern for the preservation and development of these conditions, concern about the protection, power and prosperity of the native land, about the continuation of its glory and grandeur (Rysbayeva: 2014, pp. 354-358).

This definition includes the main, important components of the phenomenon described as patriotism.

Many scientists (Adambekov, KI, & Adambekov: 2005, pp. 3-6; Yunusov: 2009, pp. 43-47) consider it is necessary to emphasize such a side of patriotism as the natural connection of people with their homeland. Patriotism is based on the natural connection of people with their homeland an active attitude towards the native land, an awareness of personal responsibility for its fate. Homeland is an unchanging, extremely strong, complex and deepest natural source of patriotism. The homeland is such a factor of patriotic behavior which determines the purposefulness of the person who has realized the blood connection with it who is conscious of the mind and heart, and who is experiencing his unpaid duty to her, the natural source and structure of patriotism have sufficient internal stability and autonomy.

The specifics of the patriotic upbringing of the younger generation determine the place of this direction in the general system of education of young people of Kazakhstan. Knowledge of this specificity and its consideration in the practice of educational work allow to plan and implement patriotic education in the education system more clearly (Uzabayeva et al.: 2014, pp. 675-679). At the same time, based on the principle of a comprehensive approach to education, it is important to remember the following. Being a part of

a moral upbringing, patriotic upbringing is also organically connected with other aspects of humanistic upbringing: spiritual, political, civil, aesthetic and others.

Thus, the concept of "Kazakh patriotism" includes: a sense of attachment to the places where a person was born and grew up; respect for the mother tongue; concern for the interests of the native land; manifestation of civic feelings and loyalty to the native land; pride in its social and cultural achievements; upholding its freedom and independence; respect for the country's historical past and inherited traditions; and the desire to devote one's labor, strength and abilities to the country's flourishing.

To study the real state of the problem under study, we organized and conducted an experiment stating that the problem was real. At this stage of experimental work, we have planned to solve the following problems:

- To study features of the organization of the process of higher education (on the example of the subject "Foreign language"), to determine the degree and nature of the real use of the opportunities of folk pedagogy in the implementation of goals and objectives of patriotic education of students;
- To determine the level of formation of patriotic qualities of students' personality (1-3 courses);
- Analyze the results of the experiment and determine the main directions of the formative stage of experimental work to improve the process of patriotic education of students in the process of learning foreign languages using folk pedagogy.

The definition of the essence of the concept of the effectiveness of patriotic education of students based on ethnocultural traditions, consideration of its content and structure contributed to the development of common methodological principles for evaluating its effectiveness, common criteria by which one can judge the optimal functioning of the system of patriotic education (Khairutdinova, & Lebedeva: 2016, pp. 6014-6024).

Patriotic upbringing in the process of teaching a foreign language is only a part of the whole pedagogical process of higher education. As the real practice has shown, university teachers carry out the task of the patriotic upbringing of students in the following directions: through the content of education; through the methods and forms of teaching; through the use of random and specially created situations; through the impact on the personality of the teacher.

Every person needs to know what were and how his old and recent ancestors lived, which was experienced and experienced by the people of the Republic of Kazakhstan during the past centuries. It should be noted that the purposeful and systematic work in this direction is mainly carried out by teachers of social and humanitarian disciplines, faculty of history, pedagogy, and psychology, philosophy, culture, Kazakh philology. However, foreign language teachers can and should contribute to this work.

Teaching a foreign language in the modern practice of higher education gives the university faculty-wide opportunities to educate young people in citizenship, patriotism, legal culture, high moral qualities of the person. This is facilitated by the communicative orientation of the subject, its focus on the study of everyday life, customs and traditions, and, above all, the language of other people (Jaekel et al.: 2017, pp. 631-664). Thus, the study of foreign culture through language becomes possible only based on the formed national and cultural base of the native language. Any knowledge acquired with the help of a foreign language will be perceived only through the prism of knowledge formed in the process of mastering the native culture.

To achieve the goals of education of students of patriotic feelings for their country, people, culture and language in the classes of foreign language in the university it is necessary to use a variety of forms, technologies, and techniques of educational work (Hartmann, & Brunk: 2015; Seker: 2016, pp. 600-618). The same peculiarity of a foreign language explains to a great extent the specificity of the tasks faced by a teacher who should strive to use the teaching of his or her science for educational purposes, relying on ethnocultural traditions and the use of folk pedagogy (Savitskiy, & Kryukova: 2015, pp. 121-132).

To carry out effective educational work, we have determined the levels of patriotism formation as the quality of the student's personality. By the criterion, we understand various requirements, which should be met by any object or subject of research. The totality of all criteria and indicators should fully cover all existing characteristics of the educational process (Matveeva, & Filipchenko: 2017). The research was conducted by

the identified criteria and indicators of formation of patriotic qualities of students' personality using folk pedagogy of Kazakhs:

1. Value-motivational component: characterizes the presence of motives for studying the essence of patriotism as the quality of personality, its content and manifestation in the consciousness and behavior; awareness of the vital need to master the moral norms and principles of patriotic education.

2. Cognitive-emotional component: knowledge of historical, ethnocultural roots of their Native land, their people, the presence of a sense of respect for other people, love for their Native land, the manifestation of care and feeling of the master in any situation to preserve the wealth and values of their country.

3. Activity-reflective component: including practical actions of the person, reflecting the level of his patriotic education: necessary emphasize end the interests of the Native land, operational and behavioral preparedness of students, manifested in labor and socio-political activity, expressed in the actions of everyday life, a concrete expression of the patriotic position in the course of elections, polls, referenda, behavioral preparedness, manifested and expressed in the actions of students in everyday life, critical situations requiring moral choice, a positive moral reputation in the student team, among teachers.

Such a complex method of assessing the formation of patriotic qualities of students, generalized ethnocultural factual material on the forms and methods of manifestation of patriotism, allowed to describe three levels of personal education, each of which has its distinctive features. These levels were detailed in the real conditions of the educational process of the Department of Foreign Languages.

The selection of criteria allows us to estimate the levels of the formation of the patriotic education of university students. When determining the levels, we proceeded from the presence of the above criteria and indicators. Thus, we distinguish 3 levels of patriotic education. We consider each indicator through a system of attributes. If the majority of attributes are present, we speak about a high level of education. If there is a significant part, then the average one, if only some of them, is low.

The essence of the concept of "patriotic upbringing", factors and peculiarities of its implementation and organization, as well as subjective characteristics of the contingent of student youth determine the need to organize the process at the next stages:

1. Propaedeutic - the stage is characterized by the development of the primary concept of patriotism, the manifestation of love for the Native land as a patriotic feeling, the combined ethnocultural knowledge and ideas of patriotic education, consciousness and methods of folk pedagogy that form them. At this stage, the system of foreign language teaching is mainly of general educational orientation. Its purpose is to prepare students for the second stage, in particular, work is carried out to expand the vocabulary, master the vocabulary, speech, samples that allow making small reports on folk traditions, culture of Kazakhs, describe a fact, phenomenon, and in-depth work on the assimilation of key concepts of the texts of patriotic content.

2. Basic - at this stage, students study patriotic traditions as elements of folklore, traditions, and customs of the Kazakh people, Kazakh epics, and get acquainted with examples of the heroic past permeated by the topic of patriotism. The system of education at this stage provides a more active influence on the formation of patriotism among students by strengthening the relationship between general and professional education. This requires the introduction of special speech turns (clichés) necessary for the implementation of evaluation moments of communication, the creation of situations that stimulate the need for statements of opinion, the use of active methods in the classroom, not leaving students indifferent to a variety of everyday, domestic and professional situations, modeling their civic position and actions.

3. The professional orientation stage is connected with the prediction of students' behavior, opportunities and ways of civil self-realization. The third stage is characterized to the situation of the future professional activity of a future specialist by "tying" the process of learning a foreign language, who should be able to enter into communications, achieve his or her own self-development, adhere to a clear civic position, and correlate his or her interests with the interests and needs of society, his or her country and people.

At each stage, certain tasks were set and methods of achieving the goals were chosen. The constructed model was tested in the real educational process within the framework of teaching the discipline "Foreign language". Determination of the levels of formation of students' patriotic qualities of personality, clarification of the degree of importance for them of national and universal values was one of the directions of the stating experiment.

To diagnose patriotic qualities and behavior as a personal education of students we used the following methods. So, for revealing completeness and systematicity of knowledge about history, culture, and folklore of the Kazakh people we have carried out the questioning, conversation and testing based on a system of diagnostic questions and tasks.

In order to establish the level of students' ability to correlate the learned knowledge about educational folk traditions, and the heroic past of the Kazakh people on the basis of which they can build their behavior, the methods of diagnostic complex were used: discussion of questions about patriotism, sense of the Native land, national traditions, heroic past, the method of unfinished proposals, determination of the semantic orientation of folk proverbs about courage, essay.

Definition of level characteristics of students on parameters of formation of patriotic qualities of the person and activity-behavioral component by us realization using application of situational tasks, case studies, flash mobs, game technologies. Answers of students have allowed judging objectively enough about presence at them of knowledge on national traditions, culture which each element contains an educational beginning.

The majority of students (63%) named the heroes of folk epics and dastans (among them Er-Tostik, Alpamys-Batyr, Kendebai, Aldar-Kose, etc.), explained their popularity and recognition (brave, overcome evil, brave, not afraid of difficulties, help the poor, do not feel sorry for others, protect their homeland). Almost all students among folk festivals and traditions named Nauryz (93%), cited examples of folk games (27% of respondents named ask atu, ak Serek-Kok earrings, Baiga as an example).

Among proverbs and sayings, the results are as follows: 3-5 examples were given by 58% of respondents, more than 5 examples of proverbs were given by 13%, there were mostly folk proverbs about labor, about knowledge, and only some of them were able to give examples of proverbs about the Native land. Based on students' answers it is possible to judge that the general ideas about folk culture are formed, but very superficial. The knowledge that the students have shown in their answers shows that they have been mainly obtained at school.

In this regard, it becomes obvious that there is a need for a comprehensive approach and continuity in the educational work of the continuous education system, which will not only ensure the expansion and deepening of knowledge of students, but will also contribute to the formation of a value attitude towards the homeland, a true sense of pride for their people.

In general, we found that the number of students with an average level of criteria and indicators of the patriotic upbringing of students prevails (Table 1). It should be noted that we have not found any fundamental differences between the corresponding indicators for students of the 1st, 2nd and 3rd years of study.

Based on the results of the analysis of the results, experimental and control groups were formed. In the control group, the educational process was carried out traditionally and did not have a targeted focus on creating a patriotic orientation of the ethnocultural environment. The educational process in the experimental group was carried out according to the developed model with the observance of the revealed pedagogical conditions of patriotic education; appropriate means and forms of influence were used (Kalogeropoulos: 2020).

So, the first stage of the patriotic education process - propaedeutic - was connected with the necessity of the formation of primary patriotic knowledge, basic concepts. At this stage, the situation of "patriotic knowledge" was applied, in the course of which the formation of ideas about patriotism and its essence took place; understanding (on the basis of examples) of the concepts of "patriot", "patriotism", "heroism", "heroism", "heroic deed", "courage", "courage", "firmness", "selflessness", etc., their purpose, perception, comprehension and understanding of patriotic terms.

The means of organizing such interaction at this stage of the process were special course lectures, talks, and polls. To increase students' motivation and cognitive activity at this level, various heuristic forms of study were used: heuristic conversations: "Heroes of our time", "What does the word patriot mean to us", disputes: "The trinity of language", "What does the constitutional duty mean to me", "My ideal".

At this stage, the following tasks were solved: to activate motivation, positive attitude, and interest in the study of methods of patriotic upbringing, to self-development; to familiarize students with the phenomenon of ethnocultural, folk pedagogy and their educational meanings (Nooradi et al.: 2017, pp. 71-75). At the end of this stage, a checklist of knowledge was carried out to identify the level of each student through interviews, questionnaires, and surveys.

Thanks to the observation, we can state that a considerable part of the students is more interested in the heroic past of our people, their creativity and traditions. From this we have concluded that the tasks set at this stage have been mainly fulfilled, the system of means, methods, and forms was chosen by us corresponds to the requirements set forth.

Components	Level	Results of "slices" in %			
		"Initial slice"	I "slice"	II "slice"	III "slice"
Value-motivating	High	10,6	15,7	29,1	36,9
	Intermediate	52,7	40,9	45,1	38,9
	Low	36,7	33,4	25,8	24,2
Cognitive-emotional	High	11,4	18,3	28,3	37,4
	Intermediate	48,9	47,3	45,6	38,9
	Low	39,7	34,4	26,1	23,7
Activity-reflexive	High	10,4	17,1	28,3	38,9
	Intermediate	52,9	50,1	48,2	40,2
	Low	36,7	32,8	23,5	20,9

Table (1) Dynamics of levels of the patriotic upbringing of students on ethnocultural traditions (in%) during the experimental pedagogical work

4. CONCLUSIONS

Thus, the organization of the system of Patriotic education of students based on ethnocultural experience includes ensuring the following conditions:

- The creation of a Patriotic and educational environment of the University, ensuring the continuity, resonance, and positive overlap circuit educational influence on each other;
- Providing Patriotic all the educational activities of the Department of foreign languages based on national customs, traditions, and culture of the Kazakh people;
- integrated and targeted engagement of institutions such as the rectorate, the deans and Department centers "Rouhani Janguru", management of youth policy, Patriotic Amateur student societies and clubs;
- Support for hands-on involvement of students in patriotic-social movements and initiatives;
- Create a Patriotic ethnic and cultural environment.

We conducted experimental-pedagogical work convincingly shows that the efficiency of the process of Patriotic education of students based on ethnocultural experience depends on:

- Definition of strategies areas of impact (formation of motives and positive emotions and the promotion of Patriotic values, the formation of knowledge in determining to understand and accepting patriotism as a basic universal human value (Laureano et al.: 2018, pp. 4-7), development of personal qualities in ensuring the effective manifestation of patriotism, the formation of skills of Patriotic activities);

- Organization-by-step process (transformation of identity based on ethnocultural and universal Patriotic values, a process of assigning individual human ethnic, cultural and Patriotic values, teaching methods and methods of same procedure and prediction of future self-development, motivation, and preparedness for the implementation of civic duty and constitutional obligations of a citizen of the RK); the combination of various forms of exposure (specific forms of Patriotic education (Museum visits, preparation and carrying out of flash mobs, participate in contests, etc.), forms of influence on the feelings and emotions of people (evenings, meetings with interesting people, etc.), traditional forms of training and education, the forms of practical participation in Patriotic work (volunteer movement, movement "green", young ecologists, the mastering of skills and experience, etc.).

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BIODATA

G. MUSAKHANOVA: Gulmira Musakhanova received higher education at M.Auezov South Kazakhstan State University, is a Doctor of Philosophy student at M.Auezov South Kazakhstan State University, Kazakhstan. research areas are an educational process, social and pedagogical sciences, process of teaching a foreign language and have articles in these areas.

A. KALYBEKOVA: Asma Kalybekova Doctor of Pedagogical Sciences, professor at Khoja Akhmet Yassawi International Kazakh-Turkish University, hols teacher at Khoja Akhmet Yassawi International Kazakh-Turkish University (main employee). research areas are an educational process, social and pedagogical sciences, process of teaching a foreign language.

J. TORYBAYEVA: Jamilya Torybayeva Doctor of Pedagogical Sciences, professor at M.Auezov South Kazakhstan State University, Kazakhstan, hols teacher at M.Auezov South Kazakhstan State University (main employee). research areas are an educational process, social and pedagogical sciences, process of teaching a foreign language and have many articles in these areas.

A. AITZHANOVA: Akmaral Aitzhanova is Candidate of pedagogic sciences, assistant professor at M.Auezov South Kazakhstan State University, Kazakhstan. hols teacher at M.Auezov South Kazakhstan State University (main employee). research areas are an educational process, social and pedagogical sciences, process of teaching a foreign language.

L. BULETOVA: Lyazzat Buletova is Doctor of Pedagogical Sciences, assistant professor, and Head of Department at M.Auezov South Kazakhstan State University, Kazakhstan. hols teacher at M.Auezov South Kazakhstan State University (main employee). research areas are an educational process, social and pedagogical sciences, process of teaching a foreign language.



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Socio-pragmatic representation of animal in Al-Bahah proverbs: an eco-linguistic analysis

Representación socio-pragmática de animales en los proverbios de Al-Bahah: un análisis eco-lingüístico

N.A. ALGHAMDI

ORCID: <http://orcid.org/0000-0002-8851-0456>

naghamdi@iau.edu.sa

Faculty of Arts, Imam Abdulrahman bin Faisal University, Saudi

ABSTRACT

The present study aims to reconstruct a synchronic eco-linguistic analysis of Al-Bahah animal proverbs to deduce the representation of the human-animal relationship. The collected data attested four classifications of Al-Bahah animal proverbs and proverb-like expressions into general truth, cultural, social, and apothegm groups. The study reveals that Al-Bahah animal proverbs are not only sociolinguistic-specific but also ecological-specific. To interpret the relevance of these animal proverbs to the Al-Bahah ecosystem, methodologically this study moves along two lines of analysis: a linguistic analysis of metaphorical proverbs, and the social analysis. The present study highlights the Al-Bahah culture and oral tradition.

Keywords: Apothegm, Eco-Linguistics, Metaphor, Relevance Theory.

RESUMEN

El presente estudio tiene como objetivo reconstruir un análisis eco-lingüístico sincrónico de los proverbios de animales de Al-Bahah. Los datos recopilados atestiguaron cuatro clasificaciones de los proverbios de animales de Al-Bahah y expresiones similares a los proverbios. El estudio revela que los proverbios de animales de Al-Bahah no son solo sociolingüísticos -específicos, sino también ecológico-específicos. Para interpretar la relevancia de estos proverbios animales para el ecosistema de Al-Bahah, metodológicamente este estudio se mueve a lo largo de dos líneas de análisis: un análisis lingüístico de los proverbios metafóricos y el análisis social. El presente estudio destaca la cultura y la tradición oral de Al-Bahah.

Palabras clave: Apotegma, Eco-Lingüística, Metáfora, Teoría de la Relevancia.

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1. INTRODUCTION

The interdisciplinary nature of proverbial studies stresses the interaction of comprehensive branches of knowledge, contexts, and cultures. Traditionally eco-linguistic studies mainly focus on language shift and endangerment; but they can also explore patterns of language that influence how people both think about, and treat the world (Stibbe: 2015). Since at least the 1990s, Eco-linguistics comes to comprise researches into how discourse can denote the relation between human beings and the environment, at the same time, revealing and uncovering the stories that shape people's lives and society as a whole. These stories are embedded in metaphorical proverbs echoing the speech community's conceptualization of life and the livings. Thus, the study of Al-Bahah animals representation can be considered to fall within eco-linguistics.

Stibbe (Stibbe: 2015) provided a comprehensive framework for understanding eco-linguistics through textual examples of destructive and consumptive lifestyles in magazines, ads, films, and fictional books. To raise awareness of human-environment interconnection, Maran (Maran: 2007, pp. 269-294) attempted an understanding of the relation between meaning and context from an ecological point of view inherent to Semiotics. He proposed a model of nature-text integrating biological and cultural eco-semiotics, which can portray a unidirectional human relationship with the environment.

Significant research in the rich oral tradition of African eco-proverb has been done from different perspectives. The eco-critical discourses were examined from a comparative prescriptive (within different contexts, cultures, and domains) or presented eco-descriptive analysis of the flora and fauna systems within various approaches. For example, Ayinuola and Edwin (Ayinuola & Edwin: 2014, pp. 29-40) conducted a critical discourse analysis of an English poetic text that reconstructed an eco-landscape driven from Yoruba proverbs.

Likewise, Olaosun and Akinwale (Olaosun & Akinwale: 2013, pp. 247-258) viewed Yoruba proverbs as a product of the eco-semiotics environment depicting human-nature relationships. Moreover, Melefa and Chukwumezie (Melefa & Thomas: 2014, pp. 81-89) traced Yoruba evidence in a literary play employing a pragmatic theory act drawn from the context of a shared situational and cultural knowledge and inferences to perform specific, pragmatic acts. Yuniawan et al.

(Yuniawan et al: 2017, pp. 291-300) promoted green discourse from an eco-critical dimension in the media discourse to reveal people's attitudes towards the environment. Likewise, Mubarak (Mubarak: 2017, pp. 6-8), Estaji and Fakhteh (Estaji & Fakhteh: 2011, pp. 1213-1217), Fontecha and Rosa (Fontecha & Rosa: 2003, pp. 771-797) provided classifications of proverbs (Mubarak in Sudanese, Estaji in Persian and Fontecha and Rosa in English and Spanish) in terms of animal semantic derogation. An extensive study of the changing representation of animals in Canadian English from the 1920s-2010s by Fusari (Fusari: 2018) explicated the signification of human-animals ecological relationship at taxonomy level and beyond it. Lauhakangas (Lauhakangas: 2007) collected his data from a multi-cultural *corpus* and studied the function of proverbs in social interactions.

Proverbs function mostly as culturally situated texts, and thus can only be understood through a theory of action (Odeunmi, in Melefa & Thomas: 2014, pp. 81-89). Therefore, approaching proverbs, according to pragmatic-acts' theory, will help to explain the socio-cultural metaphorical nature of Al Bahah fauna proverbs. As deduced by Odeunmi (Melefa & Thomas: 2014, pp. 81-89), a pragmatic interpretation of proverbs entails partly an interactional activity and partly a textual one, which refers to the context of the pragmatic act. Proverbs depend on their communication on the shared knowledge, inference, and relevance of the pragmatic act, which are usually related to asserting, unveiling, and criticizing.

A critical and comparative study of Modern Najdi Arabic proverbs conducted by Muhammad Alsudais (Alsudais: 1993) draws the structural features, the semantic fields and formal characteristics of the Najdi proverbs that. Studies related to eco contextualization of Al-Bahah proverbs are rare which motivated the researcher to investigate this topic. The richness of the Al-Bahah culture, the Arabic medium of expression

and above all animal eco-contextualization, which resulted in a rich bank of proverbs, requires researchers to investigate with an eco-critical reading and analysis. This study mainly aims to:

- i. Highlight Al-Bahah culture and oral tradition deployed in proverbs; and
- ii. Investigate the pragmatic-linguistic representation of the metaphorical animal proverbs as it relates to its ecosystem.

2. METHODS

In this section, a general outlook of the historical, geographical and demographical situations of Al-Bahah Province is discussed with particular reference to the Al-Bahah dialect or what is known as *lahjat ghamed wa Zahran* (the dialect of Ghamed and Zahran), the two chief tribes in the region. A quick review of the historiography and demography context that plays a great role in forming the speech community at Al-Bahah Province is significant and necessary for the subsequent analysis of Al-Bahah proverbs.

Ingham (Ingham: 1982) attempted a classification of Arabic dialects in Saudi Arabia. He categorized four dialectal groups: (1) the North-west dialects, (2) the South-west Arabian dialects, (3), the Hijazi dialects, and (4), the North-East Arabian dialects (spoken by large tribes in Najd). The Anazi dialect includes dialects of the Gulf countries and some of the north Bedouin dialects.

The kingdom of Saudi Arabia has 13 distinct regions for administrative purposes, of which Al-Bahah is one, located in the southwest region. Geographically, the districts of Western Saudi Arabia, known as *Belad Ghamid and Zahran* "referring to the tribal population", are located in the highlands of southern Hejaz. The area is marked by the chain of mountains known as '*alaqabat*'. The regions of Ghamid and Zahran lie in a location of relative isolation (Nadawi: 1968, 1). It is situated in an area characterized by rich plant cover and agricultural plateaus.

From a historical point of view, the linguistic development of the vernacular forms of Arabic is controversial. It is claimed by some Arab authors that the dialect of *Belad Ghamid and Zahran* (Now known as Al-Bahah province in SA) is nearest to classical Arabic. Ahmad Abdul Ghafur Attar (Nadawi: 1968) reported in an article "Where Fusha is spoken/Where Classical Arabic is Spoken" that the language of the Hejaz (*Lahjat AlHejaz*), especially that which is spoken in *Belad Ghamdi and Zahran* "Al-Bahah dialect" is close to the Classical Language (Nadawi: 1968).

The primary sources of the present research data are constituted both by Ali Alsoulki's collection of Al-Bahah Proverbs (Alsoulki: 1415) and by old natives' interviews, and secondarily by books and both English and Arabic dictionaries. The data, consisting of 31 proverbs, are presented successively as follows:

- (i) The animal proverbs text will be transliterated and, when possible, an English translation will be provided;
- (ii) Each proverb will be analyzed in terms of a respectively theoretical stand of explicator and implicature (primary and secondary meanings);
- (iii) The data will be examined by using eco-linguistic parameters of human-animal relationships,
- (iv) The metaphorical proverbs' relevance to the cultural, social, and traditional development will be contextualized.

The grouping of animals in the analysis section is data-driven. The corpus imposes the categorization according to specific characteristics of either belonging to the same species or act in a somehow similar way. The most detailed account is given to those species frequently appearing in the data such as domesticated mammals (being the most economically, socially and culturally important to the speech community), followed by birds, insects, and wild animals.

In addition to their economic usefulness, domesticated animals are redundantly indicated in Al-Bahah

fauna scene by contextual experiences as well as by the use of specific linguistic names, behaviors, and attributes. The proverbs related to wild animals are rare (wolves, snake, hyena). This scarcity fits the rural habitat of Al-Bahah where farmers are keen on protecting their cattle from any threat. Thus, it seems that physical detachment is echoed in the rarity of wild animal proverbs.

Al-Bahah speech community comprises homogeneous tribes of rural, urban and tahamah inhabitants connected by their unique cultural values as documented in the cultivated effort of Dr. Alsoulouk (Alsoulouk: 1415) in the fifth series of *Al Amthal* (proverb) and *Alhikam* (wisdom) (Almawrouthat Alsh'beiyah le Ghamed wa Zahran).

The author of the book collected the data from 1381s-1415s through an interaction with the local dialect native speakers in Al-Bahah. The author of the book was in constant contact with people due to the nature of his administrative work in the Al-Bahah Municipality. Alsoulouk's proverbs are arranged alphabetically, and their contextualization is extensively provided. The researcher herself is Al-Bahah inhabitant, which facilitated documenting, explicating, and contextualizing the proverbs understudy with the aid of the old speakers of the dialect.

The data analysis will be qualitative linguistic, yet a quantitative statement is presented to give a proportional account of respectively the human-animal lexical involvements (hybrids, human attributes, animal naming and metonymy, the domination of domestic animals, and prototypical negative connotations of human-animal images).

As for the identification of proverbs' content, the researcher relies on the inhabitants of Al-Bahah dialect, on her close observation, being herself a member of Al-Bahah speech community, and on dictionaries. In terms of the transliteration of the Arabic proverbs, the system of APA style is adopted in this study (See Appendix B).

The theoretical backbone of the study is eclectic due to the challenging nature of the topic. The study benefited from the insights of Sperber and Wilson (Sperber & Deirdre: 1995; Wilson & Dan: 2008, pp. 606-632), Wilson (Wilson: 2005), Carston (Carston: 2008, pp. 633-656; Carston: 2009a, pp. 19-26; Carston: 2009b, pp. 35-62), Lakoff and Mark (Lakoff & Mark 1989), Lakoff (Lakoff: 1987) and Ramirez (Ramirez: 2015), along with the theories of both denotative-level of meaning and experiential level of language developed by Halliday (Halliday: 1978).

3. RESULTS

3.1 Eco-linguistic representation of camel

The proverb (*ʔ ɗa dʔaxeit ʔiʕou d, fa Sx ʔl xu tʔ a:m*), which can be translated as 'If you forsake the stick, forsake the halter.' has the English semantic meaning of 'Pennywise, pounds foolish'. The proverb falls back on the earlier eco-environment (stick and halter) to impart that 'a small sacrifice does not harm if bigger sacrifices have been made.' The proverb calls for generosity among cattle owners by sacrificing what is socially and economically more profitable (the halter of a camel) instead of the camel's stick.

Abstract environmental elements (stick) and animal part-whole lexicons are employed to instruct a religiously-motivated intention of giving up the best by employing a partial Camel referent (halter). Naming inanimate referent reveals cultural specific folk terms and the conceptualization of the symbolic importance of certain animals and the degree of human-animal interaction, as shown in the proverb.

3.2 Eco-linguistic representation of sheep

The proverb (*koul ʔa:h mʕalaqah bkurʔa:ha*) articulates in English: 'Every sin carries its punishment.' The literal sense of the proverb broached a religious concept that is used till today: 'Every sheep is hanging by its limb.' The implicit reference of the image of the sheep hanging by its feet can easily be contextualized to the fact that everyone gets punished for his/her sins.

Moreover, the proverb (*La: tafna: ʔi ʔanam wala: yu: hram ? I ʔi:b*) imparts the English sense of: 'No harm, no foul.' The explicator expresses that 'sheep will not die out (since they breed fast), and a wolf will not starve (as it will feed on sheep).' The indirect semantic sense relies on the contextualization of a socially observable condition of the ecosystem and calls for interdependence between species and neutrality of perspective. Sustainability among animals is skillfully articulated and can be imparted to any human conduct where harm or loss is inflicted in any situation of opposing interests. The context of the use of this proverb is that 'Offense can be overlooked if no lasting damage has been done.'

Besides, the animal lexeme of (*ʔa:h*), referring to female sheep, is repeated twice in the following proverb: (*leHyah teʔbaH laha ʔah, la tedʒa:feha ʔla ʔa:h*), which means: 'Do not lose a priceless person over a cheap matter.' In the context of Al-Bahah speech community, sheep are vital possession of the ordinary farmer, and it can be safely said that a sheep is equated with the property and that is why it is frequently mentioned in Al-Bahah proverbs. The explicit meaning can quickly be figured out regarding human-animal relation, *LeHyah* refers to the man's beard and (*ʔa:h*) to a female sheep. The prover is persuasively articulating the proposition that one should not lose a person due to a simple issue.

3.3 Eco-linguistic representation of the bull and donkey

Some al-Bahah proverbs developed from animal inabilities connected to the human ones accompanied by the mighty pragmatic acts of disapproving, rebuking and remarking. The bull in Al-Bahah proverbs maps the misbehavior of the animal to socially unapproved behavior of man through the employment of eco-related discourse. Six proverbs in the data articulate this animal-human interrelated behavior as in, (*ma yuxnug Cala nafsu ʔelaalʔour*), 'He who strangulate himself is but a bull', (*ʔabar ʔla: nafsak ya: ʔour*), 'Scatter sand but upon your horn', (*lou ka:n yuHru:ʔ ma: ba:ʔouh*), meaning: 'Had it been plowing, it would not be put out for sale', (*la: yansa:q, wala yanqa:d*), 'Can't be jockeyed or forcefully driven', and lastly *ʔour si:fel* which denotes to 'An Ox of the bottom attic.' Two proverbs of the donkey communicate misconducts of animal-human in relation to the locality of Al-Bahah ecosystem, (*ma: ymout fi: marbat^c ou ʔila ʔalHouma: r*), 'He who dies by his strap is but a donkey', (*kama: Houma:r ʔil meʔ riyah*), meaning 'like a winnowing donkey'

These proverbs revolve around negative connotations and degrading actions and attributes of the bull and donkey designating them by their names in six proverbs and by the use of metonymy in two proverbs. When sifted through, these proverbs employ ecologically animate attributes of bull and donkeys, for example, and animate part-whole reference' lexicons and behaviors, as in the case of a horn- dusting, stall 'understood as 'a place where animals are tied and strapped.' The use of *ma yuxnug* refers to the behavior of the bull when circulating the rope blindly causing its choke. Likewise, the lexicon *marbat^c ou* refers to the donkey that dies by its strap. These animate part-whole references have culturally specific names related to the animal physical environment, as the lexicon '*ʔi: Imʔarya:h* "a rural practice of clearing grains of chaff, that almost disappears nowadays". This conventional word relates the negative, static behavior of donkey in winnowing the crops to that of a similar negative human-helplessness context. The conventional sense of *si: fil* referring to the animal's bottom yard, and *marbat^cou*, to the action of tying up a donkey, conceptualize the inabilities of these two animals – bull and donkeys encoded in the respective inabilities of humans. When the speech community of Al-Bahah sought to express the experience of harshness in taming specific species of mammal animals, they always employ the symbolic representation of oxen and donkeys, which traditionally are considered difficult to deal with. This social experience is vividly described. The literal meaning of these proverbs might give the impression of the negative images of these two animals when they are understood in the social and physical environment of the human-animal context.

3.4 Eco-linguistic representations of birds

The proverb (*ʔiʔa ra: H ? LNA:s Sarah Ba:yʔar*) does not have any plausible English equivalent. The explicator/explicit primary meaning is: 'When farmers drew back home, *Ba:yʔar* (a species of birds known to

be fearful) proceed freely.' The implicature/implicit secondary meaning concerns a similitude of oppositional behavior, deploying the bird as the object reference of a hesitant, fearful, and indecisive person that hides in the presence of people. The proverb counts on popular expressions, as *Sarah, ra: H*, that employs traditional wordings to express the daily social activities of farmers. The bird *Ba:yʕar* is identified in Al-Bahah literature as a dreadful, delicate bird. The observation of the bird's attitude reflects people close involvement with the behavior of this type of bird in the natural environment.

Another universally known fact about birds is (*ma: yenfer ?Ta:r ?ila bdʒanaHu:*) 'A bird can only fly by its wings.' The expression' secondary pragmatic meaning indirectly calls for self-reliance represented through the bird image. *Yenfer* (meaning to flee) is part of the old wordings of the dialect. The use of standard words and expressions in Al-Bahah proverbs, though some are archaic, significantly shapes their possible interpretation, as these traditional wordings are functional in different contexts.

3.5 Eco-linguistic representation of cows

Cows in Al-Bahah are called *?alhouʃ*, a noun meaning both male and female members of this species, although the term is often used only about male bulls as well. The plural noun *?lhouʃ* in the proverb (*ma baqa: fi: ?lhouʃ ?ila: ?a:xass ?alhouʃ*), which implies: 'Nothing dwells in the yard except the worst cattle', works as a vague collective plural noun used to encompass all domestic members of the cow family in terms of age-groups and sex, including *ħasi:l* a young male calf, but not the female. This use runs counter to the English categorization of Heifer, which means 'a cow before calving'. The term *?lhouʃ* is no more in use nowadays due to the increasing rate of modernity and industrialization. The term 'Hassel' is still in use and refers to locally brought up young cows that are fattened for their excellent meat, not imported from outside.

3.6 Eco-linguistic representations of insects

The locust dominates the insect scene of Al-Bahah Proverbs. Farmers' main concern is to protect their crops from locusts that cause famine and starvation. The proverb, (*kama dʒaradah ma: talmaħ i: la ʕnd ʕaynaha*), which has no equivalent English counterpart, has the following explicator: 'Like a she-locust that cannot see further than its ear.' The proverb reveals a biological understanding of locusts' sensory behavior of seeing and observing activated in a juxtaposition to human inabilities and limitations, according to the paradigm 'animal abilities-human inabilities.' Al-Bahah farmers, thanks to their close interaction with these insects, elaborated an accurate knowledge of how locusts perceive things. The proverb articulates: 'A locust sees but to the level of its ear' because this insect has a large compound eye usually found in arthropods insects. Compound eyes have poor image resolution; however, a locust possesses a huge view angle and the ability to detect fast movement and, in some cases, the polarization of light. The close eco-identification and meditation of the locust natural appearance and behavior are skillfully reflected in this proverb. The context of the use of this proverb is that 'Correct judgments need careful reflections.'

Likewise, (*ma yeħmi ? lʒarad ?ila meħTar elk bed*), literally means that 'Only the landlord protects his land from locust.' The proverb has no English counterpart as it is a culturally-specific activity. The social activity of *yeħmi* categorizes a practice of the old days. It is similar to the farmers' use of scarecrow in English culture in the crop field to frighten birds. The practice of frightening locusts in Al-Bahah is done by the scarecrow and also by a unique tool called *marʒamah*; meaning 'to stone using a shepherd's sling.'

3.7 Eco-linguistic representation of cats

The proverb (*madaħna bass salaħ fi ? atʕaħi:n*), which does not have any English counterpart, could be translated as follow: 'We complimented the cat; it shitted on the flour.' It expresses a blunt irony, employing the euphemistic term 'to shit,' to express metaphorically 'paying due admiration to those who turned out to be false,' through the socially observational knowledge of the behavior of cats seen as mischievous pets. Metaphorically, as in the above examples, the proverb juxtaposes animal and humans' vices to evoke mockery

and sarcasm. This proverb has been constructed on the concept of 'paying admiration to someone who turned to be false' and, in order to convey this message, it deploys the relation between cause (compliment the cat) and bad behavior (shit on the flour) in terms of human-animal relations' conceptual mapping where animals function as a vehicle to express human behavior.

3.8 Eco-linguistic representation of wild animals (hyena, wolf, and snake)

In the examined data, the shrewdness and cunningness of the hyena compared to that of the wolf are categorized only once. What strikes first in the proverb (*اڏوڏا: yrah taðʕhak ʕala ? ðe:y*), which means 'The she-hyena makes fun of a male wolf,' is the noun *اڏوڏا yrah* referring to female hyena, which biologically has both vicious and predatory connotations echoed in Al-Bahah speech community through this maxim. The female hyena is well known in zoology to be viciously more cunning compared to the wolf. Thus, al-Bahah folk literature has a symbolic categorization of *elʕuʕri* interpreted, in this case, as a symbolic creature. The implicit communicative content of the proverb is easily deduced by the observable experience and cultural knowledge of the cunning behavior of the female hyena that surpasses that one of a wolf. In other words, the proverb proposes a juxtaposition of two animals and their intellectual stands in which the hyena outsmarts the wolf, 'Laughs at him' both metaphorically and physically. This cultural observation is mapped to the human context where the 'weak outfoxes the strong.'

The proverb (*?lartʕ Wʕʕh ?ðe:YB, walmaʕazah Maka:Nha*), which can be rendered as 'Let us be friends, but let our purses be kept apart' reinforces a moral condition between partners through the symbolic reference to *?ðe:yb-wolf*, an animal known for high self-esteem and dignity as it never preys on corpses. The central image of wolves in Arabic literature is that one of smartness, sheep-prey, yet in the current proverb, it stands as a symbol of dignity, pride, and cautiousness. The Explicator communicates the identification of double layers of 'the face of the wolf' and 'the positive human face and behavior', while the Implicature encoded that friends should be honorable to each other especially if friendship is tied to the business. The speech community integration of the biological features of the wolf as a symbol of dignity to that of the context of man conduct -saving renders assimilation of animal-human relationships with the environment.

4. CONCLUSION

Al-Bahah fauna ecosystem connects, mediates and translates double layers of meanings in human-animal relations, to recognize and explicate possibilities for textuality, meanings, and categorization of living nature, and to bring forth natural, animal and verbal aspects of human culture and its texts. The eco-linguistic analysis of Al-Bahah proverbs helps considerably in exploring the metaphors employed by this speech community and reveals some proverbs asserting behaviors that protect the earlier ecosystem, which supports the interdependence of sustainability between humans and animals and among the flora and fauna systems. For example, The unique word *?ilmeðriyah, ?lʕaʕʕih* shows flora-fauna interrelation and interdependence. The first describes the grains winning process, while the second the early growth and priming of seed. What is interesting is that the root word 'ðaru' " is derived from the process itself.

Al-Bahah proverbs are classified as proverbs and proverbial-like expressions, anecdotal in nature. The thirty-one animal proverbs record 21% proper naming, 20% animal metonymy and 28% human attributes, while the human-animal hybrids record the highest proportion (31%) (see Appendix A, Figure1). The richness of the human-animal lexical hybrids entailing animate and inanimate part-whole lexicons which reflects the socio-pragmatic eco-interrelatedness of Al-Bahah animal proverbs. This value is justifiable as the mapping relies on the inabilities and attributes of both species. Domination of domestic animals is significantly high (86%) compared to wild ones (13%), (see Appendix A, Figure2). Specific animal names entail conventional part-whole referents of archaic, conventional and standardized lexicons. Camel related metonymy is the highest (30%), followed by sheep and birds of equal (20% for each), bulls and cows of equal (15% for each)

(see Appendix A, Figure 3). This is attributed to the diversity of Al-Bahah habitat where Taham and nomadic dwellers rely significantly on camels being helpful in transportation and economically crucial for their meat and milk.

Antonyms, contradictory terms of opposite meanings, are noted in the data as in *Sarah-raah* (in-out), *Barak-QA:m* (fill below-stand up) and *yinsa:q-yenqaad* (move inward-move backward). The images of female sheep, female camel, female cow and goat in Al-Bahah proverbs are related to mischievous and negative attributes while male sheep, male camel, male cow and to good ones. However, in some cases, there are also typological representations of specific human-animal negative connotations and the highest are noted for the bull followed by the donkey (see Appendix A, Figure 4). The structure of Al-Bahah animal proverbs is nominal and reason-result and conditional parallel sentences are the most dominant.

Al-Bahah animal proverbs have not only high economic value, but also cultural ones. Camel-related semantic lexicon, for instance, metonymy or inanimate physical parts, has specific cultural names, which are the derivative forms of the rich cattle lexicon. To comprehend some expressions, the study findings emphasize the need for a profound knowledge of the unique socio-cultural setting of Al-Bahah. Wordings and expressions such as *marbat^c, ?naħla ?lka ða: bah, yeħmi* 'to protect from locusts invasion', and *?el?ebah ,Sifi:l, ysouq, ?il með riyah* indicate dynamic eco-images of classical wordings, endowed with cultural meaning and high economic value for Al-Bahah habitat. The environmental lexicon employed in Al-Bahah proverbs is related also to its eco-setting.

A variety of cultural activities involving human-animals' relations and interactions are derived from Al-Bahah's traditional lexicon, which enriches the fauna scene. Concerning cultural naming of animals or animal-part whole lexicons, traditional, conventional names are employed as, for instance, the words *'marbat^c - sifi:l -yeħmi -ħa: sira, ?el?ebah, ?l xu t^c a:'* related to the physical and social lexicon of Al-Bahah. Furthermore, these wordings are basically of a nominal category (except *yeħmi*) which, although it is ecologically non-biotic, yet are employed in the proverbs' animate context. Such contextualization intensifies earlier involvements of animate-inanimate eco- interdependence.

APPENDICES
Appendix A

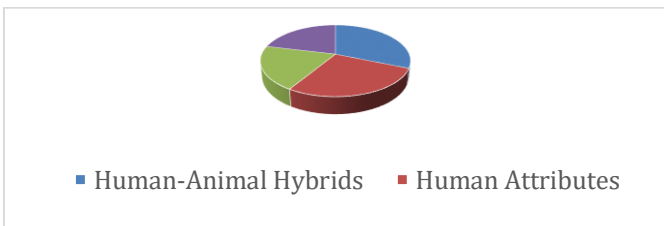


Figure1. Human-Animal Lexical Involvements in Al-Bahah Proverbs

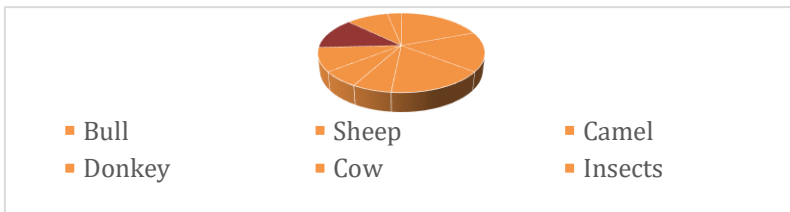


Figure 2. Representation of Domestic and Wild Animal in Al-Bahah Proverbs

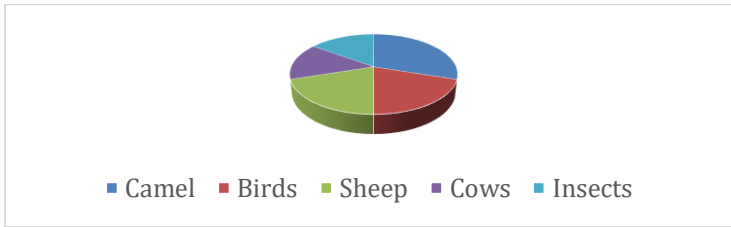


Figure 3. Animal Metonymy

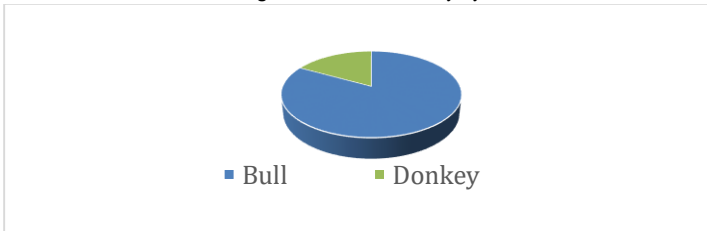


Figure 4. Prototypical Negative Connotations of Animal-Human Attributes
 FIGURE 4: Prototypical Negative Connotations of Animal-Human Attributes

Appendix B

IPA Arabic Consonants			
Arabic sound	Roman symbol	Arabic sound	Roman symbol
ء	/ʔ/	ب	/b/
ت	/t/	ث	/θ/
ج	/ʒ/	ح	/ħ/
خ	/x/	د	/d/
ذ	/ð/	ر	/r/
ز	/z/	س	/s/
ش	/ʃ/	ص	/sˤ/
ض	/dˤ/	ط	/tˤ/
ظ	/ðˤ/	ع	/ʕ/
غ	/ɣ/	ف	/f/
ق	/q/	ك	/k/
ل	/l/	م	/m/
ن	/n/	هـ	/h/
و	/w/	ي	/j/
ا	/a/	ة	/a, at/

IPA Arabic Vowels	
Sound	IPA
آ	/ʔaː/
ا	/ /
أ	/aː/
و	/uː/
ي	/iː/
أَ	/aː/

Table 1. Systems of Transliteration

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BIODATA

N.A. ALGHAMDI: Naimah Ahmad Alghamdi is an Assistant Professor of Applied Linguistics at the English Department, Faculty of Arts, Imam Abdulrahman bin Faisal University. She is also a member of Tawasoul Inter., Center for Research, Publication, and Dialogue, Rome, Italy. Moreover, she is the chief -editor of IJLLS Journal, a member of SSL, King Saud Univ., Riyadh. She has published three books on literary translation, awarded by SGI-Gulf-Dubai, UAE in (2018) on "Poetic Heart Symposium" for her literary translation. Her areas of research interest include Sociolinguistics, Cultural studies, literary Translation and Discourse Analysis.



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Effect of teaching English with the eclectic approach on Saudi Arabian students' communicative skills

Efecto de la enseñanza del inglés con el enfoque ecléctico en las habilidades comunicativas de los estudiantes de Arabia Saudita

B.M. HAKIM

ORCID: <http://orcid.org/0000-0002-2374-9933>

bhakim@kau.edu.sa

King Abdulaziz University, Jeddah, KSA

ABSTRACT

This study aims to investigate the effect of an eclectic teaching method on the communicative skills of listening, speaking, reading and writing on the foundation year students, level 104, at the English Language Institute of King Abdulaziz University in Jeddah, Saudi Arabia. The predicted objective of the present study is to observe, and determine, the effect of the eclectic approach on these four skills. The study revealed that the experimental group, taught under the eclectic approach, performed significantly better than the control group, taught according to the scheduled program.

Keywords: Communicative Skills, Eclectic Approach, Saudi Arabian, Teaching English.

RESUMEN

Este estudio tiene como objetivo investigar el efecto de un método de enseñanza ecléctico en las habilidades comunicativas de escuchar, hablar, leer y escribir en los estudiantes de primer año, nivel 104, en el Instituto de Idioma Inglés de la Universidad King Abdulaziz en Jeddah, Arabia Saudita. El objetivo previsto del presente estudio es observar y determinar el efecto del enfoque ecléctico en estas cuatro habilidades. El estudio reveló que el grupo experimental enseñado bajo el enfoque ecléctico, se desempeñó significativamente mejor que el grupo control, enseñado de acuerdo al programa.

Palabras clave: Arabia Saudita, Enfoque Ecléctico, Enseñanza de Inglés, Habilidades Comunicativas.

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1. INTRODUCTION

English, as an international language, has increasingly occupied a vital place at public and private institutions in Saudi Arabia. English is the most commonly used language for communication at the international level. According to Bibi (Bibi: 2002, pp. 1-3), English is the language of diplomacy, science, commerce, aviation, tourism, computing, and publications.

Languages are unified and interrelated modes of communication, teaching and learning them requires a general, diverse, and inclusive teaching approach. It is, therefore, impossible to teach/learn different components of a language, i.e. listening, speaking, reading, writing, pronunciation, vocabulary, and grammar, among others, in isolation and individually.

For Ellis (Ellis: 2002, pp. 223-236) and Rahman (Rahman: 2002), linguistic skills are intricately intertwined with one another and are, thus, integrated and inseparable. A holistic approach to learning and teaching a foreign language results in better and improved learning, with more practical and communicative language proficiency. It has been observed, in various academic works, that while listening, a student improves their writing skill as well as practicing listening.

In the same vein, when practicing reading, learners improve their speaking, besides others. In such an integrated learning process, all skills develop in a 'balanced' fashion. According to Hornby (Hornby: 2000), the process of learning a language mainly consists of learning the grammatical structure of that language. Since communicative skills, including vocabulary, and grammar, are interrelated, interconnected, and unified, it is, thus, imperative to teach them, since possible, as a unified whole.

Using a language consists basically in putting words in correct and comprehensible order by grammar rules into meaningful utterances, expressions, and sentences and, for this purpose, there are, among many, certain strategies, such as affixation, conversion, clipping, and syllabification, which help with building vocabulary.

According to Subon (Subon: 2015, pp. 284-291) building vocabulary plays an important role in language learning and provides a solid base for the development of the four basic communicative skills of listening, speaking, reading, and writing. Grammar-translation method (GT), for instance, mainly focuses on precision in both the learning and using of the language while the communicative approach (CLT) focuses on articulation and fluency and a tremendous amount of inductive practice to acquire the grammar rules.

However, to overcome the limitations of these approaches and to take full advantage of their strengths, a holistic, diversified, and inclusive approach, i.e. the eclectic approach, is both needed and recommended. Implementing one teaching method has proved impractical and one-dimensional, for learners' needs and problems are largely neglected and left unaddressed.

As an alternative, Brown (Brown: 2000) proposes a comprehensive use of various methods to better meet the innumerable learning needs of students and equip them with strong and practical communicative skills. For Larsen-Freeman (Larsen-Freeman: 2004) and Aslam (Aslam: 2003, pp. 61), the eclectic approach represents a diversified, comprehensive, inclusive, and technically self-triggered approach of teaching in which the best techniques from different teaching methods are thoroughly and rationally integrated and optimally meet learners' equally diverse, differentiated, and individual needs.

The current study aims to investigate the applicability of the eclectic approach to teaching communication skills (listening, speaking, reading, and writing) to foundation year students at the English Language Institute of King Abdulaziz University in Jeddah, Saudi Arabia. The findings of the present research may help English language teachers develop students' communicative skills and performance. It is also further added to the current literature on the eclectic approach.

The validity and reliability of the research objectives were tested through the null hypotheses below:

Hypothesis 1: Implementing the eclectic method in the classroom setting has no significant impact on the listening skill.

Hypothesis 2: Implementing the eclectic method in the classroom setting has no significant impact on the speaking skill.

Hypothesis 3: Implementing the eclectic method in the classroom setting has no significant impact on reading skills.

Hypothesis 4: Implementing the eclectic method in the classroom setting has no significant impact on writing skills.

2. MATERIAL AND METHODS

Communication, in a language, consists of the language users' ability to decode/encode linguistic, verbal and written, messages. In one-way communication, like a radio broadcast, the listener is left passive, without being allowed to respond. In two-way communication, on the other hand, the listener interacts with the speaker. Tongboonyoun (Tongboonyoun: 2013) defines communication as a process of communal interaction between two or more parties to impart information or knowledge using a mutually understandable language system and relying on each other's listening, speaking, reading, and writing skills.

Besides the need for a well-organized and cohesive lesson plan to develop and improve communication skills, teaching/learning a language effectively requires a student-centered, activity-based, and well-equipped classroom and, thus, less teacher talk time. Focusing on only one aspect, e.g. reading authentic materials or straight teacher-centered training, makes effective communication almost impossible. It is, therefore, imperative to have well-planned classroom activities with a clear strategic target, clearly practiced and evaluated, if possible, in an authentic setting (Chan: 2011, pp. 71-79). In their research, Disvar and Tahir (Disvar & Tahir: 2009, pp. 105-116), observed that students who were taught according to the eclectic approach displayed significant improvement in their communication skills than those who were exposed to more traditional teaching methods.

According to Mehmood (Mehmood: 2012, p. 12), students display improved performance if they are taught in a collaborative and relaxed environment. Kim and Kim (Kim & Kim: 2005, 69-90) also pointed out that the eclectic approach helps learners developing their language skills by helping them to better understand the grammatical structure of the target language.

2.1 Teaching Techniques

In the eclectic approach, common techniques practiced in a classroom setting are as follows:

Jun (Jun: 2000) believes that motivation is the guiding principle in any teaching process and method. In speaking, as an outstanding example, students' success or failure depends largely on warm-up and well-motivated activity presented to them at the start of the class. Teachers are encouraged to implement 'fun' student-oriented activities that both trigger their curiosity and create a relaxing learning environment.

In more conventional teaching methods, grammar is taught using a direct method through either clear or explicit instructions or references that are more implicit. In the explicit method, the teacher explains the rules and patterns of the grammar of the target language using a deductive method. In the implicit method, however, the teacher uses inference, followed by examples, and then the explicit explanation of the grammatical point. These two methods, in and of themselves, are applicable but learners have various learning needs that cannot be met using one single method. To overcome this, Savage et. al (Savage et Al.: 2010, pp. 1-39) propose the application of a "fusion" method where grammar rules are presented implicitly, in an evocative setting, then followed by an explicit explanation.

2.2 Peer-Tutoring Method

In the peer tutoring method, learners teach each other. In this process, the teacher (the tutor) and the learner (the tutee) both usually belong to the same age group, the same grade level, and a similar academic

status. According to Rizve (Rizve: 2012, pp. 99-119), the peer tutoring method helps the tutee to learn the language and grammar rules in a collaborative, unthreatening, and fun way and also facilitates the teaching process for the tutor.

2.3 Mother-Tongue Equivalence

According to Koucka (Koucka: 2007, pp. 17-20), the mother tongue equivalence technique is an effective tool in that it offers students, shy and less 'self-confident' ones in particular, 'an understanding support system' and a chance at autonomous learning. Clear, well-planned, well-presented, and sensible use of the mother tongue seems indispensable to the classroom setting since it helps with teaching grammar, in particular, and vocabulary and reduces anxiety and frustration in shy, more introverted students.

2.4 Repeat-after-me Method

'Repeat-after-me' is another highly effective teaching technique that can be integrated into the process of language learning. It is especially useful for error-correction of pronunciation, for acquisition and retention of vocabulary, for developing and improving reading and listening skills, and for facilitating the memorization process and helping with second language learning and acquisition. According to Wahlheim et al. (Wahlheim et al.: 2012, pp. 1-4), this technique proves equally effective for special students with learning disabilities.

2.5 Gestures and Mimes

Wickom (Wickom: 2012, pp. 1-19) considers gestures and mimes a tremendously helpful tool that helps both the teacher and students by facilitating communication, comprehension, and participation through well-planned class activities, help give clearer class instructions particularly in relatively overcrowded classroom settings, and improve pronunciation through fun activities, such as games, in the classroom.

2.6 Games

According to Kimhachandra (Kimhachandra: 2010, pp. 24-26), games are excellent tools in language learning since they enhance students' awareness, reduce anxiety by offering a relaxed learning environment, help teach grammar and vocabulary inductively, and offer a meaningful communication background through creating fun-filled activities that would encourage more introverted students to participate in-class activities.

2.7 Error Correction

Counteractive feedback has a substantial role in error-free communication and avoiding error-forming habits, in both oral and written settings. Error correction strategies include explicit correction, reorganizing ideas, error repetition, elicitation, meta-linguistic feedback, clarification request, renunciation, peer correction, disregarding, and self-correction. Another common practice, in an interactive classroom, occurs when the teacher mingles with the students and silently takes note of their common errors and corrects them at the end of the activity. Al-Faki & Siddick (Al-Faki & Siddick: 2013) also propose peer editing as a practical strategy for error correction.

The current research was carried out as an experimental study, with an equivalent pre- and post-test group model designed specifically for this study.

The population of the study consists of the foundation year, first semester, students (5000) at the English Language Institute of King Abdulaziz University in Jeddah, Saudi Arabia.

One hundred female level-104 students were selected as the sample of the study. Based on the pre-test score, the sample was then split into an experimental and a control group using the paired random sampling technique.

The design of the present research was based on two research instruments of the pre-test and the post-test. The validity proportion for the content of the research instruments was guaranteed by making a chart of specific description points, discussions with the class teacher, and close critical counseling with the

researcher. The reliability of research instruments (the pre-test and the post-test) was determined by the test-retest technique. Fifty-six female level 104 foundation year students, who had not participated in the experiment, were given a test to obtain the reliability scores. The reliability coefficient was 0.99. The total time is given for the pre-test and the post-test was one hour and the total mark was 75.

Study method and procedures are:

- i. Based on the results obtained through the precise use of the paired random sampling technique and after giving a pre-test to all 100 students, students were put into two experimental and control groups.
- ii. Both groups were taught to *Unlock English* specified for level 104 of the foundation year at ELI-KAU. Accurate lesson plans, based on the eclectic approach, were designed by the researcher for the experimental group. Fourteen lesson plans were taught to both groups for six weeks during the experiment.
- iii. A post-test was administered to the students at the end of the six-week experimental phase.

A pre-test was administered to the entire sample of 100 students and the data obtained from the pre-test was analyzed leading to the formation of two corresponding groups, i.e. the experimental and the control group, using the pair random sampling technique. The lesson plan for the experimental group was prepared according to the eclectic approach, while the control group was taught with the regular, routine teaching technique. The experiment lasted for a duration of six weeks. At the end of this period, a post-test was administered to measure the effectiveness of the implemented method.

First, mean scores were premeditated and calculated. Then, the paired t-test was implemented to measure the substantial difference between the mean scores of the two groups. The p-value for testing the null hypotheses of the study was calculated at 0.05.

3. RESULTS

Groups	N	df	Mean (Average)	S.D (standard deviation)	SED	t-value
Experimental	50	74	5.21	0.67	0.71	2.16
Control	50		3.80	1.29		

Table 1. The effect of the eclectic approach on the listening skill in the post-test

There were 28 students in each group. As shown in Table 1, the average of the control groups and experimental are 3.80 and 5.21 respectively, showing, in turn, the significant impact of the selecting approach on the listening skill of the experimental group. The S.D scores of the control groups and experimental are 1.29 and 0.71 and respectively. The S.D values indicate that the experimental group had less variation and better results than the control group. The obtained t value is 2.16 and the t table value was 2.015, resulting in the rejection of the null hypothesis.

Groups	N	df	Mean (Average)	S.D (standard deviation)	SED	t-value
Experimental	50	74	3.45	0.92	0.38	2.36
Control	50		2.66	1.17		

Table 2. The effect of the eclectic approach on the speaking skill in the post-test

For speaking, there were 50 students in each group. According to Table 2, the average scores of the experimental and control groups were 3.45 and 2.66 respectively. The standard deviation scores of the experimental and control groups were 0.92 and 1.17 respectively. The obtained t value was 2.36 and the t table value was 2.015 which shows a significant difference between the two mean scores in the post-test in speaking, due to the implementation of the eclectic approach and leading, in turn, to the rejection of the null hypothesis.

Groups	N	df	Mean	S.D	SED	t-value
Experimental	50	74	3.67	0.92	0.39	2.16
Control	50		2.94	1.15		

Table 3. The effect of the eclectic approach on the reading skill in the post-test

For reading, there were 50 students in each group. As demonstrated in Table 3, The mean scores of the experimental and control groups were 3.67 and 2.94 respectively, revealing a significant difference. The standard deviation scores of the experimental and control groups were 0.92 and 1.15 respectively. The obtained t value was 2.16 and the t table value was 2.015. The experimental group outscored the control group in the reading skill, thus rejecting the null hypothesis.

Groups	N	df	Mean	S.D	SED	t-value
Experimental	50	74	3.96	2.16	0.75	3.78
Control	50		1.02	1.93		

Table 4. The effect of the eclectic approach on the writing skill in the post-test

For writing, there were 50 students in each group. As shown in Table 4, the mean scores of the experimental and control groups were 3.96 and 1.02 respectively, revealing a significant difference. The standard deviation scores of the experimental and control groups were 2.16 and 1.93 respectively. The obtained t value was 3.78 and the t table value was 2.015, rejecting the null hypothesis. The experimental group outscored the control group in the writing skill, confirming the effectiveness of the eclectic approach.

The experimental group was exposed to teaching techniques based on the eclectic approach while the control group was given its regular teaching treatment. The pre-test scores obtained by experimental and control groups show the same proficiency in their communication skills. The total treatment period was six weeks. At the end of the treatment period, the post-test was administered to both groups. The collected data were analyzed using the paired t-test of the inferential statistics. The significance level was 0.05 for all statistics and the obtained results have been interpreted as follows.

H01: The null hypothesis was rejected based on t-value $2.16 > 2.015$ (table value) which shows the significant effect of the eclectic approach on students' listening skills. The results of the current study are consistent with the findings of Sultana (Sultana: 2014, pp. 45-48) who concluded that students who were exposed to the eclectic approach scored better in the listening skill.

H02: The null hypothesis was rejected based on t-value $2.36 > 2.015$ (table value). The results of the current study show that students taught according to the eclectic approach outscored the control group in the speaking skill. They also confirm the findings of Hussain (Hussain: 2005, pp. 76-94) and Ubeid (Ubeid: 2013) who observed that students exposed to the eclectic approach obtained better results in the speaking skill compared to the control group.

H03: The null hypothesis was rejected based on t-value $2.16 > 2.015$ (t table value). The results of the study confirm the findings of the research conducted by Chen (Chen: 2011) and Katmeba and Hulu (Katmeba and Hulu: 2013) which concluded that the students who were taught according to the eclectic approach obtained better results in their reading skill compared to the control group.

H04: The null hypothesis was rejected based on t-value $3.78 > 2.015$ (t table value). In the writing treatment, the mean score of the experimental group was 3.95 which was significantly higher than the mean score of the control group at 1.00 and showed the effect of the eclectic approach. Similar results were reported in the study of XiaoYun, Zhi-Yang, and Peixing (XiaoYun et al.: 2007) which found that the eclectic approach was significantly conducive to learners' writing skills.

4. CONCLUSION

The present study has the following conclusions:

1. Following the post-test, the results showed that the experimental group performed better than the control group in the listening skill.
2. Following the post-test, the results showed that the experimental group performed better than the control group in the speaking skill.
3. Following the post-test, the results showed that the experimental group performed better than the control group in the reading skill.
4. Following the post-test, the results showed that the experimental group performed better than the control group in the writing skill.

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BIODATA

B.M. HAKIM: Dr. Badia Hakim is the Vice Dean of English Language Institute (Women's Main campus) King Abdulaziz University Jeddah – KSA. She has a Ph.D. in Understanding Reactions to ICT Adoption in Teaching English for Specific Purposes from the University of London- United Kingdom. She has been the core member of many committees about the Higher Education System of the university. Being an active researcher in the ELT field, she is always looking for challenging professional development programs. She has been supervising the academic and administrative affairs at ELI since 2007.



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Correlation between forecasting and successful socialization of children with development disorders

Correlación entre previsión y socialización exitosa de niños con trastornos del desarrollo

A.I. AKHMETZYANOVA

ORCID: <http://orcid.org/0000-0003-3626-6065>

anna.ahmetzyanova@kpfu.ru

Kazan Federal University, Kazan, Russian Federation

T.V. ARTEMYEVA

ORCID: <http://orcid.org/0000-0002-6029-2645>

tatyana.artemeva@kpfu.ru

Kazan Federal University, Kazan, Russian Federation

ABSTRACT

The purpose of the research was to study the indicators of children's socialization and their dependence on the ability to predict children with speech, hearing, vision, motor and emotional disorders. The research involved 438 children of 5-7 years old with and without developmental disorders who attend preschool institutions in Russia. The empirical study confirmed the existence of close correlations between forecasting indicators and methodological indicators that reflect compliance of children's behavior with regulatory rules and children's communicative interaction in free and organized activity. The research data can be used to adapt and support children with developmental disorders in educational institutions.

Keywords: Developmental disorders, forecasting, preschool age, socialization.

RESUMEN

El propósito de la investigación fue estudiar los indicadores de socialización de los niños y su dependencia de la capacidad de predecir en niños con trastornos del habla, audición, visión, motores y emocionales. La investigación involucró a 438 niños de 5-7 años con y sin trastornos del desarrollo que asisten a instituciones preescolares en Rusia. El estudio empírico confirmó la existencia de correlaciones cercanas entre los indicadores de pronóstico y los indicadores metodológicos que reflejan el cumplimiento del comportamiento de los niños con las normas reguladoras y la interacción comunicativa de los niños en la actividad libre y organizada.

Palabras clave: Edad preescolar, previsión, socialización, trastornos del desarrollo.

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1. INTRODUCTION

Considering the preschool age, we can highlight such aspects of socialization as: mastering the rules by a preschooler; formation of a child's personality in the social space of relations with other people; interaction of child and culture; the role of adults in transfer of cultural norms; development of cultural congruence in a preschooler (Bayanova & Mustafin: 2016, pp. 357-364); awareness of rules and understanding of their moral meaning, awareness of their moral value; self-regulation of actions with a focus on moral rules and emotional state of peers in 5-6 year old children. Social competence of children depends on several factors, including social opportunities, contexts in which social interactions develop, as well as characteristics of peers, family, and culture (Annía, Villalobos, Romero, Ramírez & Ramos: 2018; Akhmetzyanova & Artemyeva: 2019).

A significant role in our research is given to adults who – in the process of interaction with preschoolers – contribute to the socialization of children and transfer of rules that exist in society. Mikas (Mikas: 2012, pp. 207-214) notes that the help of teachers in the socialization of children is primarily associated with the development of social competence. Pearl (Pearl: 2014, pp. 177-188) found a correlation between emotionally oriented reactions of parents (mothers) and the development of children's social competence. Inability to regulate emotions is one of the most significant factors affecting children's behavior, aggression, and anxiety. Trevisan has revealed that the ability to recognize a person's emotional state is an important social-cognitive skill associated with social behavior and other characteristics of a person's cognitive capabilities (Trevisan & Birmingham: 2016; Villalobos & Ganga, 2016; Villalobos & Ganga, 2018; Villalobos, Guerrero & Romero, 2019). Relationships with peers act as an important area of preschoolers' socialization. In the process of socialization, peers transfer formal and informal social, emotional and cultural rules and norms that differ from the requirements of their parents (Ramírez, Lay, Avendaño y Herrera: 2018; Rincón, Sukier, Contreras y Ramírez: 2019; Akhmetzyanova & Artemyeva: 2019).

The analysis of studies devoted to socialization issues shows the lack of a single understanding of mechanisms, conditions, and factors for the development of positive socialization in dysontogenesis. According to Denisova (Denisova: 2012, pp. 97-101), successful socialization of modern preschoolers is hindered by the lack of free communication. Serkin (Serkin: 2018, pp. 317-319; Martins et al.: 2019) notes that preschoolers with speech disorders experience difficulties in carrying out collective activities. She also emphasizes their emotional instability. Children with autism spectrum disorders (ASD) are characterized by a significant deterioration in social interaction, which often leads to a lack of gaming and social skills. Studies show that children with visual disorders demonstrate playful behavior that has predominantly individually-search nature, which means they do not try to get involved in team games. Recognition of the emotional states of peers and adults by children with developmental disorders is difficult. Such kids find it hard to control their emotional responses and they show lower sensitivity to emotional responses of other people (Krupa, 2016, pp. 137-147) which significantly complicates socialization and successful adaptation of this category of children.

The development of the ability to anticipate future events is considered one of the key areas of the socialization process. Intensive development of forecasting skills in older preschool age makes it an important resource for positive socialization of a child. At preschool age, children gradually acquire the ability to imagine future events and mentally simulate future situations. Self-awareness and understanding of one's mental states and the states of other people who are being formed at this age also contribute to the formation of future thinking skills. It is important to take into account the specifics of forecasting as a special form of future thinking, which is different from planning and self-control.

Modern research study the ways preschoolers predict their physiological needs (Mahy: 2016, pp. 325-338.) and use a different number of information sources to predict future situations (Reuter et al.: 2018, pp. 215-219; Maragheh et al.: 2019, pp. 6-12). It is emphasized that the ability to predict the future may differ from the ability to plan it and does not always depend on the ability of children to remember things and events. According to Suddendorf (Suddendorf & Redshaw: 2013, pp. 135-153; Nalbandi & Zonoozi: 2019), children

acquire basic cognitive components necessary for mental construction of specific future events by the age of four. Preschoolers begin to extrapolate negative experiences associated with similar situations in the past into future situations earlier (Lagattuta: 2014, pp. 90-95; Revisan et al.: 2020), and the formation of links between the past, present, and future ("mental time travel") is considered necessary for adaptive social functioning (Suddendorf & Redshaw: 2013, pp. 135-153; Ahmadi & Movahed: 2019, pp. 1-10). Mechanisms of emotional anticipation of the result of some action by preschoolers were studied by E.L. Zhadaeva (Zhadaeva: 2006, pp. 36-44). She suggests that the elements of emotionally saturated situations start to act as emotionally figurative means of anticipation and begin to have a certain effect on the behavior of a preschooler in other situations.

Thus, the analysis of modern studies suggests that – despite close attention to the issue of forecasting in a preschool-age – there is a lack of common concepts about forecasting capability of preschoolers with and without mental development disorders; there is no data on the correlation between forecasting skills and preschoolers' socialization progress.

2. MATERIAL AND METHODS

2.1 Sample

The research involved 438 children aged 5-7 years who attend educational institutions of the Republic of Tatarstan in the Russian Federation: 210 children without developmental disorders; 139 children with severe speech disorders; 20 children with motor disorders; 30 children with visual disorders (strabismus, amblyopia, astigmatism); 20 children with hearing disorders (sensorineural hearing loss of III and IV levels); 19 children with autism spectrum disorders. All children had intact intelligence. Researchers got parental permission to work with children. Research activities were carried out in the morning on an individual basis. As a rule, researchers needed several meetings with each child. The research involved teachers, psychologists of educational institutions, visual and hearing impairment specialists.

2.2 Research methods

The following methods and techniques were used in the research:

- Expert assessment of children's behavior using the method developed by A.M. Kazmin, N.A. Konovko, O.G. Salnikova, E.K. Tupitsina, E.V. Fedina "The scale of emotional distress and atypical behavior" (Kazmin et al.: 2014).
- The method of surveillance of children in organized and free activities (Matsuda et al.: 2017, p. 1029).
- "Emotional faces" technique developed by N.Y. Semago (Semago: 2005).
- The set of methods for determining the level of communicative capabilities of preschoolers (Veraksa: 2010).
- The method of "Determining the cultural congruence of a younger schoolchild" (Bayanova & Mustafin: 2016: pp. 357-364).
- The "Guessing game methodology" (Semago: 2005).

2.3 Research hypothesis

We assumed that indicators of forecasting capability and socialization progress in various forms of joint activity of children with disorders would be significantly lower in comparison to their normotypic peers. The success of socialization may be associated with the strategies that children choose for forecasting future situations.

2.4 Purpose of the research

The purpose of the research was to identify the correlation between forecasting capability and indicators of socialization of preschoolers with speech, hearing, visual, motor and emotional disorders.

2.5 Research objectives

- a) To study the indicators of socialization of preschoolers living with disabilities: to evaluate their understanding of social norms and values and the specifics of communication and interaction of such children with peers and adults; to identify the specifics of their behavior.
- b) To study the features of forecast skills of preschoolers with developmental disorders.
- c) To identify the correlation between forecasting and socialization in preschoolers with sensory, speech, motor and emotional disorders.

3. RESULTS

We used SPSS 21 statistical program for processing the results of the research. Differences between the samples of children with developmental disorders and without developmental disorders were revealed using Student's T-test with the significance level of $p < 0.001$.

We used Pearson's correlation coefficient for analyzing the relationship between indicators of forecasting and socialization. The significance level of 0.01 was taken into account.

Analysis of forecasting indicators and activity in preschoolers with developmental disorders

Methods/ techniques	Indicator number	Indicator	Median (M)					
			No disorder s	Speech disorders	Hearing disorders	Visual disorders	Motor disorder s	Autism spectrum disorders
<i>Adherence to the rules of a normative situation</i>	1	Obedience	44.54	39.81	35.95	35.76	29.78	29.60
	2	Safety	56.31	50.91	46.60	51.56	39.33	37.80
	3	Hygiene	39.11	34.34	36.40	26.96	34.11	29.40
	4	Self-control	33.30	29.76	30.00	23.70	28.78	21.80
<i>Communicativ e skills</i>	5	Understanding of tasks	2.71	2.52	1.90	2.33	2.44	.80
	6	Understanding of states	2.70	2.48	2.50	2.63	3.00	1.20
	7	Attitude towards adults	2.48	2.15	1.90	2.13	2.11	1.00
	8	Attitude towards peers	2.40	2.12	2.00	2.26	1.88	1.20
<i>Samokhvalova 's questionnaire</i>	9	Regime moments. child- parent	67.40	61.87	68.50	57.03	48.66	48.50
	10	Regime moments. Child-adult	66.27	59.87	60.70	51.53	44.44	52.70
	11	Regime moments. Child-peers	65.25	57.30	62.00	47.80	33.22	44.20
	12	Organized activity. Child- adult	66.49	60.31	62.35	53.00	46.77	52.00
	13	Organized activity. Child- peers	64.91	57.81	61.50	48.53	38.44	44.40

	14	Organized activity. Child-adults	65.57	55.49	62.10	50.13	37.22	51.00
	15	Free activity. Child-peers	65.72	56.75	62.70	51.90	34.44	45.30
<i>Atypical behavior</i>	16	Insularity	1.75	4.12	3.15	4.40	6.11	8.90
	17	Anxiety	2.44	3.96	2.85	4.46	5.22	3.60
	18	Depression	1.02	1.84	2.90	2.46	4.88	5.50
	19	Maladaptation	.63	1.08	1.20	.73	3.66	5.10
	20	Hyperactivity	2.69	3.57	3.30	4.13	7.44	11.20
<i>Forecasting</i>	21	Forecast formation rate	2.65	2.41	1.05	2.20	1.55	.90
	22	Maturity of regulation	1.63	1.40	1.55	1.26	1.22	.70
	23	Reproduction	2.19	1.94	2.50	2.06	1.55	.90
	24	Strategies	3.63	3.42	4.45	3.46	3.00	1.30
<i>Semago's technique</i>	25	Emotions	6.86	6.07	5.40	5.76	5.33	2.50

Table 1. Descriptive statistics on indicators of forecasting and activity in preschoolers with developmental disorders

Note: bold was used to mark significant statistical differences ($p < 0.001$) between samples of children with developmental disorders and samples of children without developmental disorders.

3.1 Correlation between forecasting capability and socialization of preschoolers with developmental disorders

3.1.1 Children with speech disorders

Correlation analysis revealed inverse relationships between forecasting strategies and "insularity" indicator according to the "Scale of emotional distress and atypical behavior" methodology ($r = -.22$), which may indicate that the inability or unwillingness of a child to interact with other people makes it difficult for them to formulate adequate forecasts. Forecasting strategies are also associated with activities of children with speech pathologies in regime moments, with child's activities in a classroom, in organized collective games. Children using sound forecasting strategies are more likely to adhere to safety rules and requirements set by adults.

We have revealed connections between forecasting strategies and such factors of cultural congruence as "obedience" ($r = .32$) and "safety" ($r = .29$). Children who can control their actions aimed at compliance with certain rules are more likely to use rational forecasting strategies.

3.1.3 Children with hearing disorders

Forecasting strategies are associated with activities of children with hearing disorders in regime moments in a "child - peer" situation of interaction ($r = .57$); with child's activities in a classroom, in organized collective games in a "child - teacher" ($r = .63$) type of interaction. We have revealed a correlation between the "forecast formation rate" indicator, which reflects the effectiveness of the formation of an adequate forecast with the "self-control" indicator ($r = .64$). The "maturity of regulation" indicator, reflecting the stability of voluntary attention, has correlations with "obedience" ($r = .62$). We have also revealed the correlation of this indicator

with indicators reflecting the level of communicative development manifested in interaction with parents, teachers, and peers in regime moments ($r = .70$, $r = .46$, $r = .54$). We have found correlations between forecast formation rate and indicators reflecting the level of communicative development manifested in interaction with teachers and peers in organized activities ($r = .56$, $r = .58$) and free activity of children ($r = .53$, $r = .58$). This indicator has also shown an inverse correlation with indicators of atypical behavior: "anxiety" ($r = -.563$) and "hyperactivity" ($r = -.60$). The "reproduction" indicator which reflects the functioning of long-term memory has correlations with the level of communicative development in interaction with peers and teachers in regime moments ($r = .57$, $r = .59$), the indicator showed the inverse correlation with atypical behavior indicators: "depression" ($r = -.54$).

3.1.4 Children with visual disorders

We have found correlations between forecast formation rate and indicators reflecting the level of communicative development manifested in interaction with parents, teachers and peers in regime moments ($r = .42$, $r = .38$, $r = .43$). The "maturity of regulation" indicator which reflects the stability of voluntary attention has correlations with obedience ($r = .53$); hygiene ($r = .63$), self-control ($r = .50$) and indicators reflecting the level of communicative development manifested in interaction with teachers and peers in regime moments ($r = .52$, $r = .59$), in organized activities ($r = .51$, $r = .56$), in free activity ($r = .49$, $r = .46$): children can regulate their forecasting in these situations and this positively affects the development of their communication skills. The "reproduction" indicator is associated with long-term memory and has correlations with the level of communicative development in interaction with peers in regime moments ($r = .46$). The indicator is also associated with child's obedience ($r = .45$), hygiene ($r = .42$) and indicators of the level of communicative development in interaction with parents, teachers in organized activities ($r = .46$) and free activity ($r = .45$). We have found a correlation between the "forecast formation rate" indicator with the "hygiene" indicator ($r = .41$), and with an understanding of tasks set by adults in various situations of interaction ($r = .52$).

3.1.4 Children with motor disorders

We have revealed a close correlation between the "forecast formation rate" indicator, which reflects the effectiveness of the formation of an adequate forecast, a child's ability to keep forecasts in memory, compare them and make conclusions with the "obedience" indicator ($r = .86$). The inability of a child with motor disorder to control his actions aimed at meeting certain requirements and expectations of adults affects a child's ability to formulate adequate forecasts, keep them in memory, compare them and make conclusions.

3.1.5 Children with emotional disorders

We have found correlation between the "forecast formation rate" indicator with "hygiene" ($r = .70$) and "self-control" ($r = .65$) indicators. The "maturity of regulation" indicator has correlations with "obedience" ($r = .81$). However, the indicators of "obedience" and "maturity of regulation" of children with emotional disorders are very low. A negative correlation was found between this forecasting indicator and the "insularity" indicator ($r = -.80$), as well as with an understanding of emotions ($r = .88$). The inability of children to interact with other people, to differentiate their emotional states affects their forecasting skills. The "reproduction" indicator has a close correlation with the level of communicative development in interaction with peers in regime moments ($r = .78$). The indicator is associated with the obedience of a child ($r = .77$), with indicators of the level of communicative development in interaction with teachers in organized activities ($r = .81$).

The empirical research showed that the values of all indicators of the methods were higher in children with normotypic development except indicators concerning atypical behavior technique. Almost all children with developmental disorders showed average values on such scales as insularity, anxiety, depression, maladaptation, hyperactivity that were higher than in their normotypic peers. Similar results for primary school children were shown by the studies conducted by Rozental (Rozental et al.: 2018, pp. 124-131). The empirical

research found that in children with no developmental disorders, indicators for all factors of the methodology reflecting the level of cultural congruency, compliance with social norms and rules are significantly higher than in their peers with speech, hearing, vision, motor and emotional disorders. Children with normal development showed the highest results in the "obedience" indicator, which reflects the congruence of their behavior with expectations from adults regarding typical rules of interaction in a normative situation.

Preschoolers with hearing disorders have difficulty in controlling their behavior in a normative situation. Children with hearing disorders have significantly low rates in almost all indicators of the "Compliance of a preschooler with the rules of the normative situation" technique. Children with autism spectrum disorders not always clearly understand and avoid dangerous situations. Children with autism spectrum disorders, severe speech disorders, and motor disorders are characterized by significantly reduced orientation towards interaction with adults and compliance with the rules set by them. Children with severe speech disorders not always perceive adult prohibitions as a source of their safety which, in turn, leads to impaired behavior.

Communicative skills of children with hearing disorders about peers are developed significantly worse in comparison to their normotypic peers. The study of children's behavior in organized and free activities, in regime moments in situations of the interaction of children with parents, teachers, and peers helped to reveal difficulties in communication with peers in unregulated, unorganized activity. The behavior of children does not always meet the expectations of adults, making it difficult for them to adapt to new social conditions.

Our study revealed that children with developmental disorders experience difficulties in social interaction, their behavior does not always meet the expectations of adults, and they often violate the norms and rules of interaction in a situation of interaction with peers, which affects their socialization. Also, not in all situations, children with visual disorders preserve self-control; they cannot always comply with the rules of social interaction and control their actions. The lowest values of indicators in all types of activities were noted in children with emotional disorders who have impaired interaction with adults and peers as well as poor skills of understanding the states and emotions of people around them. The study led by Akhmetzianova A.I. (Akhmetzianova & Artemyeva: 2019) came to similar conclusions. Studies by R. Brewer (Brewer et al.: 2016, pp. 262-271) also prove that children with autism spectrum disorder have difficulty not only in recognizing other people's emotions but in expressing their own emotions as well.

The research revealed the specificity of forecasting in preschoolers with developmental disorders. Preschoolers with speech and motor disorders are less likely to choose rational forecasting strategies than their normotypic peers, not always do they successfully apply their experience in new situations. A.I. Akhmetzianova found that in the prevailing part of children with general underdevelopment of speech, adequate forecasts of events are formed at a slower pace, with a larger number of "distraction errors," and the use of irrational strategies (Akhmetzianova & Artemyeva: 2019). The values of such indicators as "reproduction" and "strategies" in preschoolers with hearing disorders turned out to be higher than in children without developmental disorders – it demonstrates the use of rational strategies and experience by children with hearing disorders in their forecasting activity. Preschoolers with emotional disorders often chose irrational or random strategies in forecasting. The scientific data presented by various authors on the features of forecasting often contradict each other.

Angus (Angus et al.: 2015, pp. 604-612) did not find any significant differences in characteristics of the expected behavior of another person between intellectually sound children with ASD and children with normal development. Children with autism spectrum disorders were second only in their ability to predict their responses to the questions from adults.

Forecasting strategies turned out to be closely associated with activities of children with developmental disorders in regime moments, with free and organized activity in situations of "child - teacher", "child - peer" "child-parent" types of interaction. Children with rational forecasting strategies are more likely to comply with safety rules and requirements set by adults.

4. CONCLUSIONS

Children of all nosological groups have difficulties with social adaptation, obtaining social experience and mastering the rules in a normative situation. Limited opportunities for gathering information from the outside world make it difficult to develop a means of communication with adults and peers. Especially high rates for maladaptive behavior were shown by children with motor and emotional disorders; their average values in almost all scales are significantly different from those of children with normotypic development. Children experience anxiety and depression. We noted maladaptiveness and insularity of children in communication and interaction with adults and peers. In all groups of examined children with developmental disorders, the "safety" indicators are significantly lower than in children with no developmental disorders.

Using the expert method, we could study the actions of children in organized and free activities, regime moments in situations of the interaction of children with parents, teachers, and peers. Children with developmental disorders experience significant difficulties in organizing free and organized activities with their peers; their communication with people who are not their family members or teachers is impaired. We noted that such children prefer to avoid contacts and that they are characterized by a high level of anxiety.

The research revealed features of the forecasting activity of preschoolers with developmental disorders. Children with emotional disorders are unable to forecast further events; they often choose irrational or random strategies in their forecasting activity and hardly use their own life experience in new situations. They are unable to keep forecasts in their memory and compare them. The empirical study confirmed the existence of close correlations between forecasting indicators: forecast formation rate, forecasting maturity, the success of perception and forecasting strategies with indicators of a child's communicative interaction in the context of free, organized activity and in regime moments in interaction with adults and peers. We found a close correlation between forecasting and personal and behavioral characteristics of children's behavior. It was revealed that the success of forecasting largely depends on the strategies that children choose in the process of their cognitive activity. This research confirmed the idea that self-control skills of children with developmental disorders in social interaction are noticeably worse than those of their norm typically developing peers.

The research allows us to suggest the need for special classes aimed at developing successful social behavior and abilities to anticipate future situations in children with developmental disorders.

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BIODATA

A.I. AKHMETZYANOVA: Akhmetzyanova Anna Ivanovna has a Ph.D. currently working as an Associate Professor and a Deputy Director for Research at the Institute of Psychology and Education. Is an associate professor, Deputy Director of Research Institute of Psychology and Education at Federal University, Kazan. Her research interests lie in the areas like Psychological mechanisms of anticipation, Innovative technologies of speech therapy and Psycho-pedagogy.

T.V. ARTEMYEVA: Tatiana Vasilyevna Artemyeva received higher education in 1981 at philosophy at Herzen State Pedagogical University of Russia, Saint Petersburg, Russian Federation. Has a Ph.D. currently working as an Associate Professor of Theory and History of Culture at philosophy at Herzen State Pedagogical University of Russia, Saint Petersburg, from 2004-01-10 to present.

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Sensitivity analysis of a direct problem solution to kinetic parameters changes in a given range

Análisis de sensibilidad de una solución de problema directo a cambios en los parámetros cinéticos en un rango dado

O.A MEDVEDEVA

ORCID: <http://orcid.org/0000-0002-1149-2106>
oamedvedeva@kpfu.ru
Kazan Federal University, Kazan, Russia

S.I MUSTAFINA

ORCID: <http://orcid.org/0000-0001-5849-1787>
mustafina.sofya@mail.ru
Bashkir State University, Ufa, Bashkortostan, Russia

S.A MUSTAFINA

ORCID: <http://orcid.org/0000-0002-6363-1665>
mustafina_sa@mail.ru
Bashkir State University, Ufa, Bashkortostan, Russia

D.Y SMIRNOV

ORCID: <http://orcid.org/0000-0001-6422-8029>
dmitry.box@mail.ru
Moscow State University of Technology and Management
named after K.G. Razumovsky, Moscow, Russia

D.D YASHIN

ORCID: <http://orcid.org/0000-0002-0924-5229>
yashin.denis@mail.ru
Moscow State University of Technology and Management
named after K.G. Razumovsky, Moscow, Russia

ABSTRACT

The paper shows a technique of researching the direct kinetic problem sensitivity to the variation of the kinetic parameters within a given range. This technique is based on the use of the computing device of the interval analysis. The direct problem solution in the conditions of kinetic parameter uncertainty was received by the interval method of the solution of a Cauchy problem for differential equations system. The interval characteristics received during this method application were used for the research of reagents and product concentration sensitivity about kinetic parameters of a mathematical model of industrially important reaction.

Keywords: Chemical kinetics, direct kinetic problem, interval analysis, sensitivity of decision.

RESUMEN

El artículo muestra una técnica de investigación de la sensibilidad del problema cinético directo a la variación de los parámetros cinéticos. Esta técnica se basa en el uso del dispositivo informático del análisis de intervalos. La solución del problema directo en las condiciones de incertidumbre de los parámetros cinéticos se recibió mediante el método de solución de intervalo de un problema de Cauchy para el sistema de ecuaciones diferenciales. Las características de intervalo recibidas durante la aplicación de este método se usaron para la investigación de reactivos y sensibilidad de concentración de productos en relación con reacciones de importancia industrial.

Palabras clave: Análisis de intervalos, cinética química, problema cinético directo, sensibilidad de la decisión.

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1. INTRODUCTION

Mathematical modeling of a chemical process begins with a kinetic model. The kinetic model determines the reaction rate. The kinetic model includes the reaction mechanism, the speed equations of individual stages, kinetic parameters (constants of the speed and activation energy) and some simplifying provisions about the role of individual stages. Changes in concentrations of substances can be described by kinetic curves of flow or formation of reaction reagents and products. To construct such dependencies, it is necessary to solve a direct kinetic problem. The main task of chemical kinetics is to calculate the composition of a multicomponent reacting mixture and the reaction rate.

The paper studies the influence of uncertainty in kinetic parameters on the results of solving the direct problem of chemical kinetics. Kinetic data are represented in intervals and are considered as objects of interval analysis. A modified method of interval sensitivity analysis was used to solve the direct kinetic problem (Shary: 2013; Mustafina et al.: 2017, pp. 805-815; Khaydarov et al.: 2012, pp. 112-114; Pakdel & Ashrafi: 2019; Annia, Villalobos, Romero, Ramírez & Ramos: 2018). The main idea of this method is to analyze partial derivatives of the parameter solution. For the implementation of this method, the technique of interval analysis is used.

In work (Shary: 2013) it is shown that the problem of not uniqueness of the solution of the inverse problem of determination of kinetic parameters can be solved by reduction of the generally accepted statement of the given problem, to a kind according to which the area becomes the solution, arbitrary variation of kinetic constants of speeds in which the demanded quality of the description of experiment is kept. One of the approaches to determine the desired area is based on the application of the computational apparatus of interval analysis to calculate the uncertainty intervals of kinetic parameters (Mustafina et al.: 2017, pp. 805-815; Ramírez, Lay, Avendaño y Herrera: 2018; Rincón, Sukier, Contreras y Ramírez: 2019).

2. MATERIAL AND METHODS

The mathematical model of a chemical reaction is a system of ordinary differential equations of the first order with given initial conditions:

$$\frac{dx_i}{dt} = f_i(t, \mathbf{x}, \mathbf{k}), t \in [0; T]$$
$$x_i(0) = x_i^0 \quad i = \overline{1, n},$$
(1)

„

Where X_i – concentration of the i -th component (molar shares), n – the number of substances, \mathbf{k} – vector of kinetic constants of reaction speeds of m dimension, T – reaction course time. The system of the equations with entry conditions (1) represents the definition of Cauchy problem for ordinary differential equations systems.

In some cases, there is a need for the direct problem solution in the conditions of initial physical and chemical information uncertainty (Mustafina et al.: 2017, pp. 805-815). We will understand representation of speeds constants in an interval form as the partial uncertainty in kinetic data (Khaydarov et al.: 2012, pp. 112-114). Thus we will present the speeds constants vector in the form (Kalmykov: 1986).

$$\mathbf{k} = (\mathbf{k}^{(1)}, \dots, \mathbf{k}^{(m)})^T, \quad (2)$$

where $\mathbf{k}^{(j)} = [\underline{k}_j; \bar{k}_j]$ – interval estimates with dispersion within some percent of rather known average value, $j = \overline{1, m}$ \underline{k}_j – the lower, \bar{k}_j – the top interval borders. Let λ_j – value corresponding to the degree of variation of the kinetic rate constant concerning a mean value k_j . Then the borders of the interval vector components $\mathbf{k}^{(j)}$ can be defined as $\underline{k}_j = k_j - \lambda_j k_j$ $\bar{k}_j = k_j + \lambda_j k_j$. The decision of system (1) in the conditions of (2) can be presented in the form:

$$\mathbf{x} = (\mathbf{x}^{(1)}, \dots, \mathbf{x}^{(n)})^T, \tag{3}$$

where $\mathbf{x}^{(i)} = [\underline{x}_i; \bar{x}_i]$ $i = \overline{1, n}$,

The decision of system (1) in the conditions of (2) can be received by various numerical methods of the Cauchy problem interval solution (Aris: 2000). In (Field et al.: 1974, pp. 1877-1884) the algorithm of the combined method of the sensitivity interval analysis adapted for the solution of chemical kinetics problems is described. Its main idea is reduced to the following actions (Nickel: 2014).

To assess $\bar{x}^{(i)}$ – the upper bound of $\mathbf{x}(t)$ on i -th coordinate, $\bar{x}^{(i)} \geq x_i$ – we will consider the

system $\tilde{\mathbf{x}}' = f(t, \tilde{\mathbf{x}}, \tilde{\mathbf{k}})$ $\tilde{\mathbf{x}} \in \tilde{\mathbf{x}}$ $\tilde{\mathbf{k}} \in \tilde{\mathbf{k}}$ $\tilde{\mathbf{x}}(0) = \tilde{\mathbf{x}}_0 \in \tilde{\mathbf{x}}_0$, in which:

$$\tilde{\mathbf{k}}_j = \begin{cases} \bar{k}_j, & \text{if } \mathbf{x}_{ij}^k(t) \leq 0, \\ \underline{k}_j, & \text{if } \mathbf{x}_{ij}^k(t) \geq 0, \\ k_j, & \text{if } 0 \in \mathbf{x}_{ij}^k(t), \end{cases} \quad \tilde{\mathbf{x}}_0 = \begin{cases} \bar{x}_{0j}, & \text{if } \mathbf{x}_{ij}^0(t) \leq 0, \\ \underline{x}_{0j}, & \text{if } \mathbf{x}_{ij}^0(t) \geq 0, \\ x_0, & \text{if } 0 \in \mathbf{x}_{ij}^0(t), \end{cases}$$

where $\mathbf{x}_{ij}^k(t)$ $\mathbf{x}_{ij}^0(t)$ and – interval expansions of $\partial x_i / \partial k_j$ $\partial x_i / \partial x_{0j}$ and respectively (Moore: 1979).

Interval functions $\mathbf{x}_{ij}^k(t)$ $\mathbf{x}_{ij}^0(t)$ can be defined, at the same time-solving system (1) and systems:

$$\mathbf{x}_{ij}^{k'} = \sum_{l=1}^n \frac{\partial f_i}{\partial x_l}(t, \mathbf{x}, \mathbf{k}) \mathbf{x}_{ij}^k + \frac{\partial f_i}{\partial x_{k_j}}(t, \mathbf{x}, \mathbf{k}), \tag{4}$$

$$x_{ij}^k(0) = 0, i = 1, \dots, n, j = 1, \dots, m, ,$$

$$x_{ij}^0{}' = \sum_{l=1}^n \frac{\partial f_i}{\partial x_{x_l}}(t, x, k) x_{ij}^0, \quad (5)$$

$$x_{ij}^0(0) = \delta_{ij}, i = 1, \dots, n, j = 1, \dots, n,$$

where δ_{ij} - Kronecker's symbol.

The research of the direct kinetic problem sensitivity to the variation of the kinetic parameters in some areas of uncertainty (2) consists of an assessment of the influence of kinetic model parameters on a reaction yield (Shangareeva et al.: 2016, pp. 645-649). This suggests what of speeds constants are defining at different stages of reaction. The result of solving the direct problem with interval kinetic parameters is the bilateral solution (3). It is characterized not by one dot value of concentration in each time point of reaction course, but by the interval of all possible values (Grigoryev et al.: 2016, pp. 617-622; Mustafina: 2017, pp. 805-815). The width of the received intervals of concentration can be used for an assessment of extent of rate constants influence to the corresponding concentration (Epstein et al: 1983, pp. 112-123; Mohammadi & Yekta: 2018, pp. 1-7). The widest calculated interval testifies to the greatest influence of a constant on this concentration. The narrowest interval corresponds to the smallest constant influence. To adequately assess the sensitivity of the direct problem solution the condition $\lambda_1 = \lambda_2 = \dots = \lambda_m = \lambda = const$ has to be satisfied.

In (Field et al.: 1974, pp. 1877-1884) the next way of estimation of concentration sensitivity to the various constants changes in various timepoints is offered. The result of the direct kinetic problem: (1) under the conditions (2), the solution of (4)-(5) are obtained. Then for a sensitivity assessment, it is possible to use the rated criterion, allowing to assess the constant $k_j, j = \overline{1, m}$, influence on the concentration x_i

$i = \overline{1, n}$, in the timepoint t :

$$\hat{s}_i^j = \int_{t-h}^t \text{wid} I(t) dt, \quad (6)$$

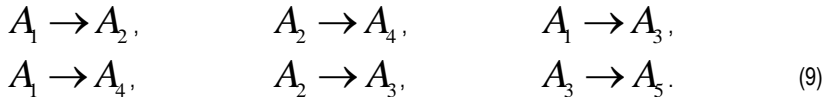
$$I(t) = \frac{k_j x_{ij}^k(t)}{x_{\max}(t)}, \quad (7)$$

where $x_{ij}^k(t)$ – decisions of system (4) $x_{\max}^k(t) = x_{qj}^k(t)$

$q: \text{wid}x_{qj}^k(t) = \max\{\text{wid}x_{1j}^k(t), \dots, \text{wid}x_{nj}^k(t)\}$, h – the step of a numerical method of the interval solution of Cauchy problem for the differential equations system..

3. RESULTS

The computational experiment was carried out for the reactions proceeding without the change of reaction volume (reaction of reception of phthalic anhydride) and taking into account its change (reaction of oligomerization of α -methyl styrene). We will carry out the sensitivity analysis on the example of the reaction of receiving phthalic anhydride proceeding, without the change of reaction volume (Ostrovsky et al: 1994, pp. 755-767; Laureano et al.: 2018, pp. 4-7). It should be noted that the technique given here applies to the reactions proceeding with the change of reaction environment mole number (Slinko: 2004, p. 488). We will enter the following designations: A_1 – naphthalene (initial substance), A_2 – naphthoquinone, A_3 – target product – phthalic anhydride, A_4 – carbon dioxide, A_5 – maleic anhydride. A set of the chemical transformations describing the reaction taking into account the entered designations is represented the following scheme of stages:



We will construct a mathematical model of considered reaction course according to the general theory of creation of the mathematical description of chemical processes (Spivak: 2009, pp. 1056-1059). According to the law of the operating masses, the kinetic equations corresponding to the (9) can be expressed the equations:

$$\begin{array}{lll} \omega_1 = k_1 x_1, & \omega_2 = k_2 x_2, & \omega_3 = k_3 x_1, \\ \omega_4 = k_4 x_1, & \omega_5 = k_5 x_2, & \omega_6 = k_6 x_3. \end{array} \quad (10)$$

where ω_j – the j -th stage speed, $j = \overline{1,6}$, x_i – concentration of the i -th component, $i = \overline{1,5}$ k_j

– the j -th reaction speed constant (s-1), $j = \overline{1,6}$. The matrix of stoichiometric coefficients is represented in table 1.

	ω_1	ω_2	ω_3	ω_4	ω_5	ω_6
x_1	-1	0	-1	-1	0	0
x_2	1	-1	0	0	-1	0

x_3	0	0	1	0	1	-1
x_4	0	1	0	1	0	0
x_5	0	0	0	0	0	1
sum	0	0	0	0	0	0

Table 1. The matrix of stoichiometric coefficients for the reaction of receiving phthalic anhydride

The reaction proceeds without a change in reaction volume, as evidenced by the last row of the matrix. Then the differential equation system describing the reaction kinetics is of the form:

$$\frac{dx_i}{dt} = f_i(t, x, k), t \in [0; 0.6]$$

$$x_i(0) = x_i^0 \quad i = \overline{1, 5}, \quad (11)$$

The right parts of the equations in system (11) taking into account (10) and the matrix of stoichiometric coefficients:

$$f_1(t, x, k) = -\omega_1 - \omega_3 - \omega_4 = -k_1x_1 - k_3x_1 - k_4x_1,$$

$$f_2(t, x, k) = \omega_1 - \omega_2 - \omega_5 = k_1x_1 - k_2x_2 - k_5x_2,$$

$$f_3(t, x, k) = \omega_3 + \omega_5 - \omega_6 = k_3x_1 + k_5x_2 - k_6x_3,$$

$$f_4(t, x, k) = \omega_2 + \omega_4 = k_2x_2 + k_4x_1,$$

$$f_5(t, x, k) = \omega_6 = k_6x_3.$$

We will understand representation of speeds constants in the form:

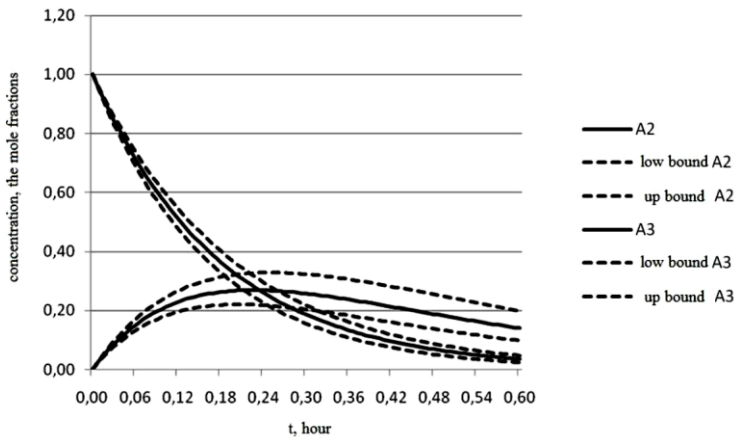
$$\begin{matrix} k_1 = [3.19324; 3.3907] & k_2 = [0.61789; 0.65611] \\ k_3 = [1.78577; 1.89623] & k_4 = [0.48209; 0.51191] \\ k_5 = [2.71309; 2.88091] & k_6 = [0.03589; 0.03811] \end{matrix} \quad \left(\begin{matrix} 1 \\ 2 \end{matrix} \right)$$

As the uncertainty of kinetic data. They form an interval vector of parameters $\mathbf{k} = (k_1, \dots, k_m)$. As such, the rate constants are interval estimates with a range within 3% of the mean values calculated by the Arrhenius formula at a temperature $T = 620$ K, in accordance with the literature data (Tsareva: 1986;

Kalogeropoulos et al.: 2020; Nooradi et al.: 2017, pp. 71-75): $k_1 = 3.292$, $k_2 = 0.637$, $k_3 = 1.847$, $k_4 = 0.497$, $k_5 = 2.797$, $k_6 = 0.037$, forming a point parameter vector $\mathbf{k} = (k_1, \dots, k_6)$.

Before constructing a bilateral solution of (11) under the conditions (12) we take as the initial concentration of substances degenerate intervals: $\mathbf{x}_1(0) = [1;1]$, $\mathbf{x}_i(0) = [0;0]$ $i = \overline{2,5}$.

The graphic bilateral solution of the direct problem (on a target substance) for the reaction of receiving phthalic anhydride is shown in Pic. 1. In this case, the kinetic curves of changes in the concentration of substances which may be obtained by solving the direct problem with $x_1 = 1$ $x_i = 0$, $i = \overline{2,5}$ and $\forall \mathbf{k} \in \mathbf{k}$, will belong to the set of solutions, indicate the boundaries of the two-state solution.

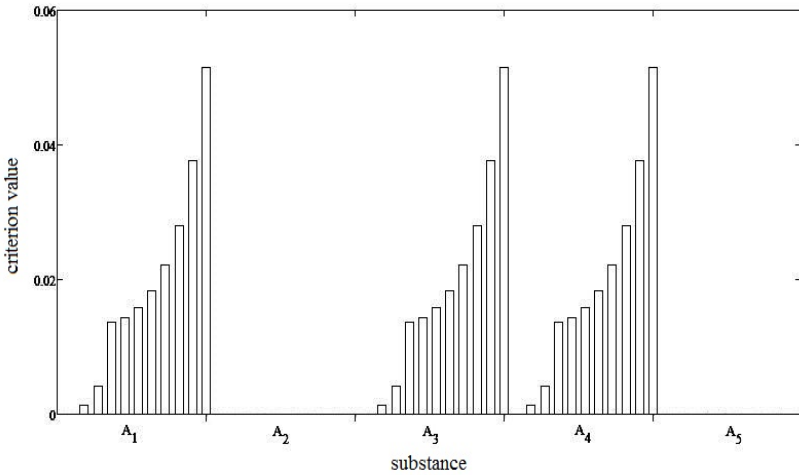


Pic. 1. Changing the concentration of naphthalene and naphthoquinone

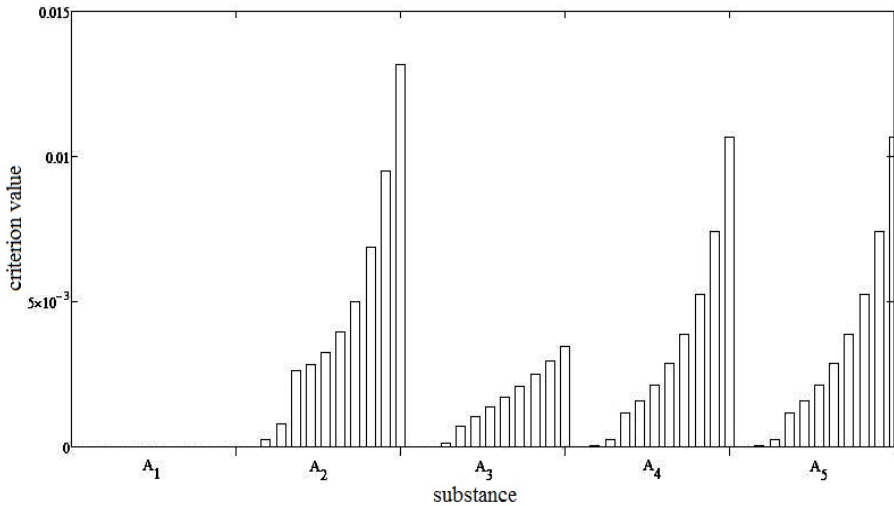
Also in this study, we analyzed the influence of variation in values of constant reaction concentrations preparation of phthalic anhydride. The analysis shows that the concentration of the reaction products A_2 , A_5 are insensitive to changes in the parameter k_1 , thus influence its change in limits of the considered uncertainty interval on the concentration of substances A_1 , A_3 , A_4 occurs practically equally. The greatest influence of the rate constant k_2 is happening about changes in the concentration of substance A_2 , and only one of the five substances A_1 is independent of its variation. The rate constant k_3 does not affect the concentration A_2 but retains influence on the dynamics of the remaining reagents. The rate constant k_4 is the only parameter whose change does not remain traceless at reaction course, though the extent of its influence on concentration is rather small. The rate constant k_5 makes the maximum impact on substance A_2 , not affecting the output A_4 , A_5 . The rate of constant k_6 has the least impact on the course of the reaction. Change of concentration of a target product depends on the degree of variation of all constants at the same time, thus, as expected, the rate constants k_1 , k_2 and k_4 have the greatest impact.

Pic. 2-3 allows analyzing the substances concentration changes sensitivity in the variation of kinetic constants at certain time intervals (the number of columns in the chart, corresponding substance A_i ;

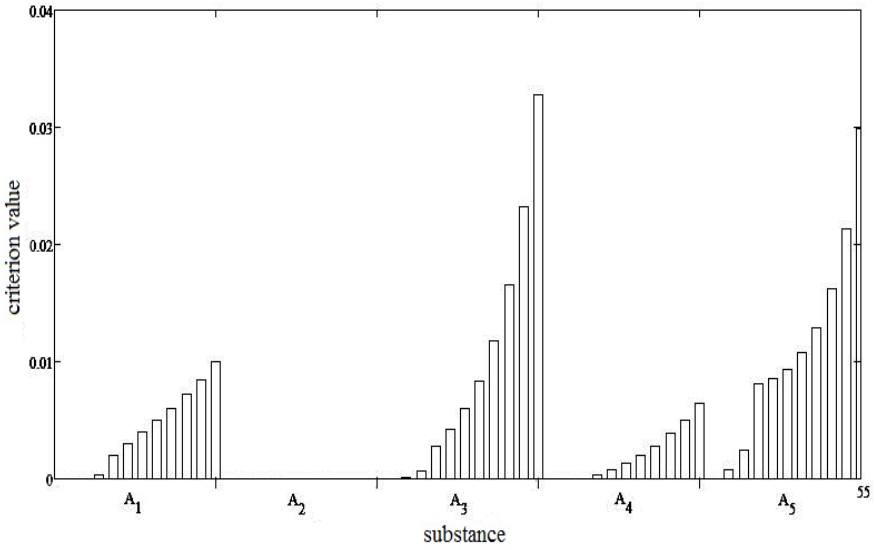
$i = \overline{1,5}$, equal to the number of segments of the partition slot in the numerical solution of the direct problem. The figures show that in all cases where the rate constant influence on the substance concentration occurs, there is a tendency to increase the width of the two-state solution of the direct problem in time. This once again confirms the Moore effect during the interval calculations.



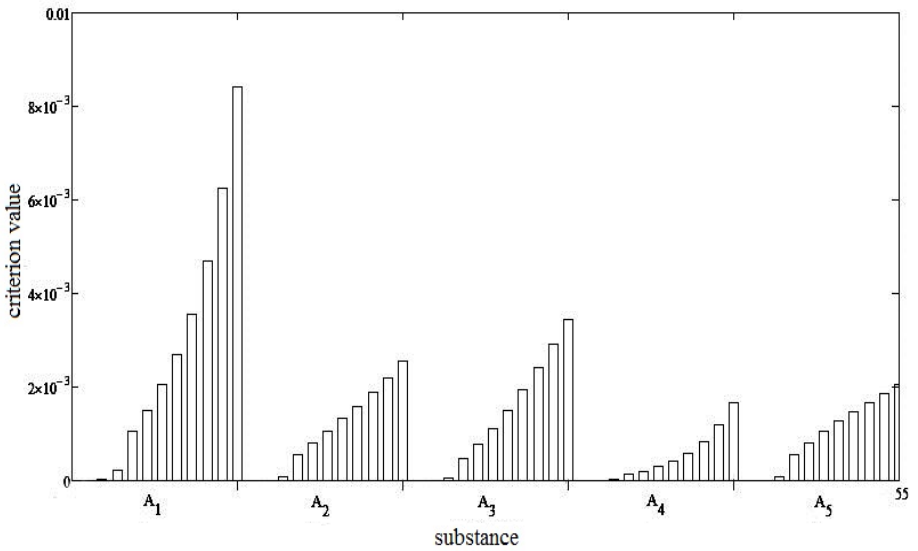
Pic. 2. The sensitivity of reagent and product concentrations of phthalic anhydride to kinetic parameters k_1 .



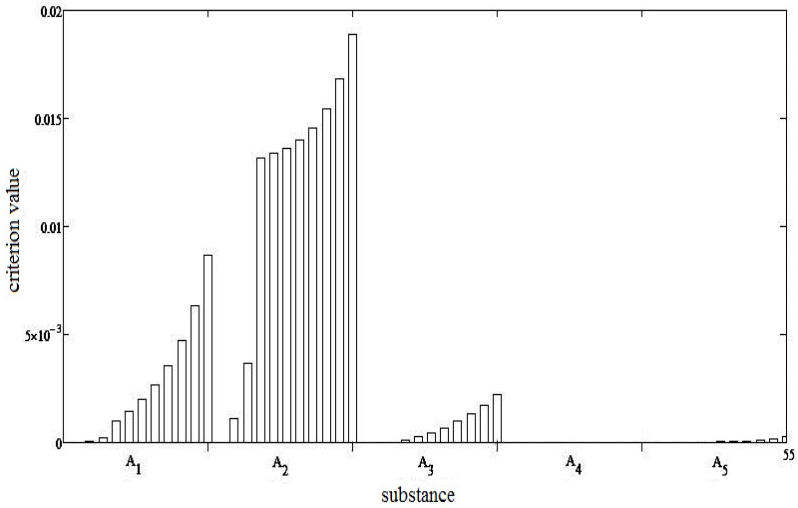
Pic. 3. The sensitivity of reagent and product concentrations of phthalic anhydride to kinetic parameters k_2 .



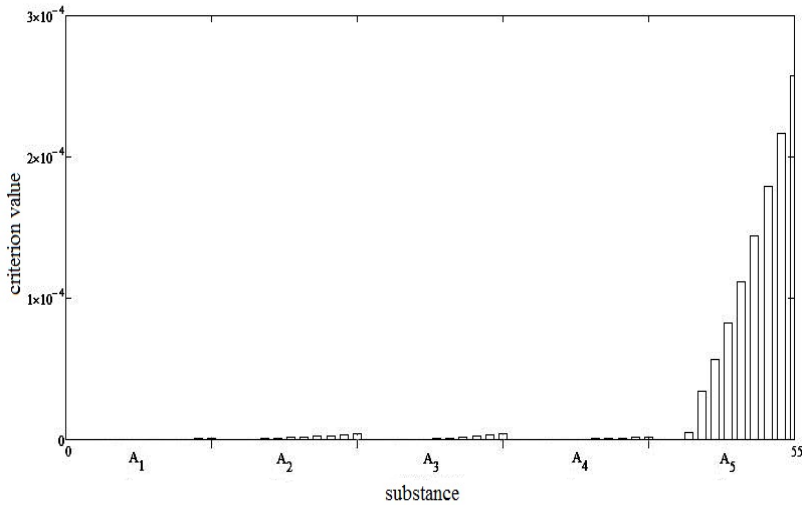
Pic. 4. The sensitivity of reagent and product concentrations of phthalic anhydride to kinetic parameters k_3 .



Pic. 5. The sensitivity of reagent and product concentrations of phthalic anhydride to kinetic parameters k_4 .



Pic. 6. The sensitivity of reagent and product concentrations of phthalic anhydride to kinetic parameters k_5 .



Pic. 7. The sensitivity of reagent and product concentrations of phthalic anhydride to kinetic parameters k_6 .

The rate constant k_4 is the only parameter whose change does not remain traceless at reaction course, though the extent of its influence on concentration is rather small. The rate constant k_5 makes the maximum impact on substance A_2 , not affecting the output A_4 A_5 . The rate constant k_6 has the least impact on the course of the reaction. Change of concentration of a target product depends on the degree of variation

of all constants at the same time, thus, as expected, the rate constants k_1 , k_2 , k_4 and have the greatest impact.

Analyzing the results obtained by changing the porosity of the kinetic parameters in the range from 5% to 10%, we can assume that the variation of the kinetic data is not the crew dynamics grid, while the output of the main products is sensitive to porosity on average by no more than 16% -33% – for the first, 15% -30% - for the second reaction. Also, increasing the error in the kinetic parameters reduces the time interval at which it is possible to build the optimal boundaries of the set of solutions of the direct problem by the method of interval sensitivity analysis.

4. CONCLUSIONS

Thus, based on the interval analysis methods the boundaries of the chemical kinetics direct problem solution were obtained. The result analysis gained under the accuracy measurement of kinetic parameters in the range of 5% to 10% lets us conclude that kinetic data variations do not influence the dynamics of the curves, while the basic product yield is sensitive to the accuracy of not more than 15%-30% in average. Besides, when increasing the accuracy in kinetic parameters the time interval decreases. It allows modeling efficient boundaries of several direct problem solutions with the interval response analysis method.

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BIODATA

O.A. MEDVEDEVA: Olga Anatolievna Medvedeva received higher education from 2002-09-01 to 2007-06-26 at the Faculty of Physics and Mathematics in Sterlitamak State Pedagogical Academy, Sterlitamak, Russia. Holds doctor of philosophy (Ph.D.), Associate Professor at Department of Programming Technologies, in Kazan federal university, Kazan, Russia (main employee) from 2017-10-02 to present.

S.I. MUSTAFINA: Sofya Ilshatovna Mustafina received a Bachelor Degree in Biophysics and Biotechnology at Voronezh State University, Voronezh, Russia from 2007-09-03 to 2011-06-30, and received higher education from 2013-09-03 to 2017-06-20 at Bashkir State University, Ufa, Bashkortostan, Russia. The research area is math modeling, scientific modeling, and physical sciences.

S.A. MUSTAFINA: Svetlana Anatolyevna Mustafina received higher education at the Department of Mathematics, Bashkir State University, Ufa, Bashkortostan, Russia from 1984-09-01. Holds Doctor, Professor, and Dean at Faculty of Mathematics and Information Technology in Bashkir State University, Sterlitamak Branch, Sterlitamak, Russia from 1993-09-01 to present. The research area is math modeling, chemical sciences.

D.Y. SMIRNOV: Denis Yuryevich Smirnov received a Bachelor of Software Engineering at Faculty of Computer Science in National Research University Higher School of Economics, Moscow, Russia from 2011-09 to 2015-06, received Master of Data Science at Faculty of Computer Science in National Research University Higher School of Economics, Moscow, Russia, from 2016-09 to 2018-06, received Master of Computer Science at Université Clermont Auvergne, Clermont-Ferrand, Auvergne, FR, from 2017-09 to 2018-09.

D.D. YASHIN: Denis Dmitrievich Yashin received higher education at Faculty of Information Systems and Technologies, Ulyanovsk State Technical University, Ulyanovsk, 73, Russia, from 2009-09-01 to 2014-05-31. Holds assistant at Faculty of Information Systems and Technologies, Ulyanovsk State Technical University from 2015-09-01 to present (employment).

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Perspectives of mutual collaboration of BRICS countries in innovation sphere of enterprise activities

Perspectivas de la colaboración mutua de los países de BRICS en el ámbito de la innovación de las actividades empresariales

S.V. VDOVINA

ORCID: <http://orcid.org/0000-0002-7452-411X>
vdovina_kki@mail.ru

*Kazan Federal University, Institute of Management,
Economics and Finance, Kazan, Russia*

M.A. PUGACHEVA

ORCID: <http://orcid.org/0000-0002-2515-5661>
pugacheva.m@mail.ru

*Kazan Federal University, Institute of Management,
Economics and Finance, Kazan, Russia*

L.V. GUSAROVA

ORCID: <http://orcid.org/0000-0002-6082-2626>
gusarova5@yandex.ru

*Kazan Innovative University named after V.G. Timiryasova
(IEML), Kazan, Russia*

E.A. PETROVA

ORCID: <http://orcid.org/0000-0002-6342-9061>
dzhenya@mail.ru

*Kazan Innovative University named after V.G. Timiryasova
(IEML), Kazan, Russia*

ABSTRACT

The article analyzes the prerequisites and reasons for the unification of BRICS countries. It considers the level of innovative development of the participating countries in the light of international ratings, and conducts a SWOT analysis of the strengths and weaknesses of BRICS countries in innovation. Today there are many works devoted also to the economic development of BRICS countries. In this regard, an important task is the need to study possible "points of contact" in the development and use of the innovative potential of BRICS countries for cooperation in this area.

Keywords: BRICS countries, innovations, mutually beneficial cooperation, single innovation system.

RESUMEN

El artículo analiza los requisitos previos y las razones para la unificación de los países BRICS. Considera el nivel de desarrollo innovador de los países participantes a la luz de las calificaciones internacionales, y realiza un análisis FODA de las fortalezas y debilidades de los países BRICS en innovación. Hoy en día hay muchos trabajos dedicados también al desarrollo económico de los países BRICS. En este sentido, una tarea importante es la necesidad de estudiar posibles "puntos de contacto" en el desarrollo y uso del potencial innovador de los países BRICS para la cooperación mutua en esta área.

Palabras clave: Cooperación mutuamente beneficiosa, innovaciones, países BRICS, sistema único de innovación.

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1. INTRODUCTION

BRICS is a group of five rapidly developing countries: Brazil, Russia, India, China, and the Republic of South Africa. It is generally recognized that the creation of BRICS implied, first of all, the response of the five largest countries of the world to the imbalance of the modern political system and the global economy. For Russia, participation in BRICS is an important factor in maintaining geopolitical ambitions. Even according to the most favorable forecasts, in the next 20 years, the Russian Federation together with members of the Eurasian integration group (Kazakhstan and Belarus) will not be able to ensure more than 5% of global GDP. At the same time, the conditional addition of the Russian potential with the potential of China and India, as well as Brazil and South Africa is a value that the leading world powers and economic blocks cannot ignore. Relations with BRICS countries correspond to the tasks of modernizing the Russian economy, diversifying the foreign economic relations of Russia, primarily strengthening its Asian vector. The Russian Federation is interested both in the formation of bilateral economic partnership with individual states and in deepening multilateral relations within the community as a whole.

Under cooperation between the BRICS countries in the field of innovation, issues of the relationship between Russia and China should be given priority. Note that among all the participating countries, China and Russia have the largest number of common points of contact: this is the common socialist past, the level of economic, social, and educational development, and already having a positive experience in mutually beneficial cooperation in many areas.

One of the main tasks for all the BRICS countries is a gradual transition from a slow raw material to a model of a rapidly developing, innovative economy. However, both the economy and the innovative infrastructure of the BRICS countries are different.

2. MATERIAL AND METHODS

Based on the application of a systematic approach, methods of empirical and situational analysis and synthesis, statistical analysis and abstract-logical and expert assessment of the strengths and weaknesses of the innovation systems of the BRICS countries, the main perspectives of their cooperation in the field of innovation are examined; possible directions for the development of regional innovation systems of BRICS countries are identified; ways of international cooperation in the framework of a group of BRICS countries in innovative areas are proposed.

The practical significance lies in the possibility of using the results of the study in the work of the state bodies of the BRICS countries in the formation of a single innovation system.

3. RESULTS

The analysis of the views of domestic and foreign scientists and politicians revealed a mixed attitude towards the unification of the BRICS countries. According to the executive director of the National Committee for the Study of BRICS, director of the Center for Asian Strategy of Russia, Institute of Economics of the Russian Academy of Sciences - G.D. Tolorai,

The historical mission of the BRICS as a new community of countries and civilizations is not to confront the West within the framework of the existing system but to propose a new ideology for the development of mankind that meets the needs of sustainable development. BRICS is a largely elitist project, which is based on political will. However, it should neither be simplified nor presented as "anti-Western". BRICS has matured as a tool designed not to oppose but to promote a more equitable balance of power in the world, taking into account the interests of all countries since during the second half of the XX century there was a clear tilt towards the West in politics and economics" (Toloraya:

2015, pp. 128-139; Mohammadi & Yekta: 2018, pp. 1-7; Ramírez, Lay, Avendaño y Herrera: 2018; Rincón, Sukier, Contreras y Ramírez: 2019).

Academician V.A. Sadovnichii believes that BRICS is an association of a new generation that lays the foundation for an integral, humanistic-noospheric civilization (Sadovnichev et al.: 2014; Annía, Villalobos, Romero, Ramírez & Ramos: 2018; Kalogeropoulos et al.: 2020).

According to the deputy director of the Department of Foreign Policy Planning of the Ministry of Foreign Affairs of the Russian Federation A.M. Ovchinnikov,

Among the strategic interests that unite the BRICS participants, we should note the desire to reform the international financial and economic system in accordance with the realities of the world economy; interest in strengthening the rule of law in international relations and the central role of the UN and its Security Council in maintaining international peace and security; the desire to use the complementarity of economies to accelerate the development of our countries, as well as the urgent need for modernization and implementation of innovations (Radulescu et al.: 2014, pp. 605-613; Nooradi et al.: 2017, pp. 71-75).

The World Intellectual Property Organization "WIPO" together with the INSEAD Business School and the Graduate School of Management at Cornell University annually compiles a rating of countries with a comprehensive comparison of their innovative activities under the name "GII" (Global Innovation Index). The index is calculated based on more than 80 indicators, they are combined into subgroups, which are included in two large groups: "Innovation Input" and "Innovation Output". (Davydenko et al.: 2017; Laureano et al.: 2018, pp. 4-7) The indicators reflect the country's potential in innovation (Innovation Input - the available resources and conditions for innovation), and the results of the implementation of this potential (Innovation Output - achieved practical results of innovation). The ratio of these groups reflects the country's effectiveness in the Innovation Efficiency Ratio, and their arithmetic average coefficient reflects the country's Global Innovation Index. The first group of indicators - "Innovation Input" - combines such indicators as the quality of institutions, human capital, and research, the country's infrastructure, as well as the development of the domestic market and business. The second group of indicators - "Innovation Output" - combines the indicators of technology development in the country and the results of creative activity. The analysis of the dynamics of changes in these groups of indicators by BRICS countries (Table 1) allowed us to draw the following conclusions (Armijo: 2007, pp. 7-42; Konkin).

Countries	(Innovation Input) The available resources and conditions for innovation										(Innovation Output) The achieved practical results of innovation			
	Quality of institutions		Human capital and research		Infrastructure		Internal market development		Business development		Development of technologies and knowledge economy		Results of creative activity	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Brazil	96	85	62	63	60	67	89	87	37	37	65	72	64	82
Russia	88	80	30	26	51	65	111	94	60	44	34	33	72	79
India	106	104	96	103	87	87	50	72	93	116	50	49	82	95
China	114	91	32	31	39	32	54	59	32	31	2	3	59	54
South Africa	44	43	70	75	84	89	18	23	68	73	62	58	70	76

Table 1. Dynamics of the BRICS countries in the ranking of "Global Innovation Index" for 2016-2017

China and Russia maintained the status of rapidly developing countries in innovation; in 2017, the total number of growth points for China was 31, for Russia - 25. The remaining three indicators dropped significantly and finished 2017 with a minus mark. South Africa, like India, has a downturn in human capital development and ranks 75th in the world. Indicators of infrastructure, the development of the domestic market and business also worsened. Despite the decline in the domestic market, South Africa remains the leader in this field among the BRICS countries and ranks 23rd in the world.

A significant decline in Brazil is associated with creative activity (by 18 points), as a result of which the country ranked 82nd in the world. Positions in infrastructure and the level of technology development worsened (by 5 points). At the same time, thanks to the improvement of the business environment in the country, the rating in the field of quality of institutions has grown significantly (by 10 points).

Although Russia takes the last place in the development of the domestic market among the BRICS countries, in 2017 it presented more than 15 points in this area thanks to an improvement in lending and business. Given the current political situation, an improvement in the quality of institutions by 8 points looks advantageous. Russia occupies a leading position (26th place) in the BRICS group in human capital and research, and 13th in the world in the number of specialists with higher scientific and technical education. However, there are also negative indicators, for example, a decline of 14 rating points in infrastructure.

The analysis of the level of innovative potential as a whole showed that among the BRICS countries it was the lowest in South Africa (46th in the world), and the highest - in China (24th). At the same time, in terms of innovation and invention, Russia took the lowest position of all the BRICS countries, taking only 75th position.

One of the most important criteria for a country's innovative potential is an indicator of R&D expenditures (Table 2).

	2012		2013		2014		2015		2016		2017 (forecast)	
	bln. dollars	% to GDP	bln. dollars	% to GDP	bln. dollars	% to GDP	bln. dollars	% to GDP	bln. dollars	% to GDP	bln. dollars	% to GDP
Brazil	30.0	1.25	31.9	1,3	37.18	1.21	38.62	1.21	37.04	1.20	37.22	1.20
Russia	26.9	1.08	38.5	1,48	53.52	1.5	55.77	1.5	55.32	1.5	55.93	1.5
India	41.3	0.85	45.2	0,9	61.85	0.85	67.7	0.85	72.85	0.85	77.46	0.84
China	198.9	1.6	220.2	1,65	373.78	1.95	372.81	1.98	400.93	1.94	429.54	1.96
South Africa	5.5	0.95	6.0	0,95	6.49	0.95	6.87	0.95	6.16	0.85	6.2	0.85
Total, BRICS countries	302.6	-	341.8	-	532.82	-	541.77	-	572.3	-	606.35	-
Total in the world	1469.0	1.77	1496.1	1,77	1803.1	1.7	1926.48	1.71	1998.18	1.72	2066.3	1.72

Table 2. R&D expenses in the BRICS countries in 2012-2017, billion dollars (Grueber & Studt: 2014, pp. 1-35.)

The analysis of Table 3 allows us to conclude that R&D expenses have a positive trend in all BRICS countries, while their share in the countries' GDP has not changed.

Countries	2012	2013	2014	2015	2016	2017
China	135	14.7	20.7	19.4	20.1	20.8
India	2.8	3.0	3.4	3.5	3.6	3.7
Russia	1.8	2.6	3.0	2.9	2.8	2.7
Brazil	2.0	2.1	2.1	2.0	1.9	1.8
South Africa	0.4	0.4	0.40	0.4	0.3	0.3
TOTAL	20.6	22.8	29.6	28.1	28.6	29.3

Table 3. Share of R&D expenses of the BRICS countries in the total volume of world R&D expenses in 2012-2017, %

The R&D expenses in China in 2017 increased by 7.1% compared to 2016 and amounted to \$400.93 billion (Mañana-Rodríguez: 2014, pp. 343-354.).

Another criterion for innovative potential is the indicator of scientific publications and their citations. The results of the analysis of the level of scientific publications by BRICS countries are given in Table 4.

Indicators	Brazil	India	China	Russia	South Africa
Number of scientific publications	834,526	1,472,192	5,133,924	956,025	241,587
Number of cited publications (SCI)	794,371	1,379,217	39,244,368	936,928	220,567
Share in global cited publications (%)	10.44	8.58	7.64	7.07	12.94
H index	489	521	712	503	391

Table 4. Scientific publications in the BRICS countries for 1996-2017

As we can see, China is significantly ahead of other countries of the union, both in the number of scientific publications and in the level of their citation. By the number of publications and citations, Russia ranks third after China and India (Moiseeva & Mazol: 2013, pp. 366-373).

Thus, comparative analysis revealed the strengths and weaknesses of the BRICS countries and the huge gap in the level of development and contribution to the formation of the regional innovation system by various participating countries. The need to develop mechanisms for comprehensive international cooperation in the framework of the BRICS group of countries in innovative areas of activity requires the development of a long-term cooperation program in this area. The first step in this direction was the adoption in October 2016 of the BRICS Work Plan in the field of science, technology, and innovation for 2016–2018 (Sidorova: 2018, pp. 34-50; Ngqulunga & Walwyn: 2016, pp. 1713-1731; Pakdel & Ashrafi: 2019) and the BRICS Economic Partnership Strategy, which are aimed at further cooperation based on mutual benefit for BRICS countries and provide for new research and innovation initiatives. Five priority areas of cooperation were identified, distributed between the responsible countries. To coordinate activities within the framework of the research and innovation network platform of the BRICS countries, it was decided to designate contact centers and establish a direct channel of communication between stakeholders.

4. CONCLUSIONS

Thus, BRICS is a new type of integration grouping that has become the result of the transition of the global economy from a unipolar to a multipolar world. The main goal is to increase the international competitiveness of the BRICS countries through the establishment and development of national innovation systems with their subsequent integration into a single innovation system.

Close cooperation in the innovation field, as well as a complemented exchange of experience between countries, will give a substantial and effective growth of the economy to slowly developing states, as well as to draw up the weaknesses of the economy. BRICS have all the necessary resources for economic growth and the innovative potential of these countries.

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BIODATA

S.V. VDOVINA: Svetlana Demitrievna Vdovina has a Ph.D. at Kazan Federal University, Institute of Management, Economics and Finance, Kazan, Republic of Russia. The research area is Industrial Organization, Econometrics, Business Administration, Labor Economics, Labor Statistics, Financial Economics, International and Comparative Labor, Development Economics, Labor History, Environmental Economics.

L.V. GUSAROVA: Liubov V. Gusarova has a Ph.D. at Kazan Innovative University named after V.G.Timiryasova (IEML), Kazan, Republic of Russia, is a member at Iniurolleguia Moscow, Russia, and is a lawyer serving Moscow in General Civil Law, International Trade Law, and International Business Law cases. The research area is Environmental Economics, International Trade Law, and International Business Law cases.

M.A. PUGACHEVA: Maria A. Pugacheva has a Ph.D. at Kazan Federal University, Institute of Management, Economics and Finance, Kazan, Republic of Russia. The research area is Industrial Organization, Econometrics, Business Administration, strategic analysis, competitiveness, engineering, Environmental Economics, Development Economics, International Business.

E.A. PETROVA: Evgenia A. Petrova has a Ph.D. at Kazan Innovative University named after V.G.Timiryasova (IEML), Kazan, Republic of Russia. Is a Director at Kazan Innovative University named after V.G.Timiryasova (IEML). The research area is Industrial Organization, Econometrics, Business Administration, Financial Economics, International Business, Development Economics, Environmental Economics.

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Assessment of organizations readiness for networking collaboration

Evaluación de la preparación de las organizaciones para la colaboración en red

A.R. SADRIEV

ORCID: <http://orcid.org/0000-0003-3336-4217>

a-sadriev@yandex.ru

Kazan Federal University, Kazan, Russian Federation

B.N. KAMAEV

ORCID: <http://orcid.org/0000-0001-8436-3180>

kamaev_b@mail.ru

Kazan Federal University, Kazan, Russian Federation

ABSTRACT

The paper investigates the organization's readiness to network interaction while implementing innovation activities. The inclination to take part is being analyzed with the use of factors, including the "organization competency profile", "organization flexibility", "media relevance of organization data on the Internet" and "level of development of the organization's cooperative relationships". The process of the quantitative data is carried out with the help of the main components method, the functionality is realized with the implementation of the FactoMinerR software package. As a result, the ranked data on 109 relevant organizations, revealing their predisposition to the cooperation of the innovation network.

Keywords: Innovation network, participants, readiness for network interaction, method of main components.

RESUMEN

El documento investiga la preparación de la organización para interactuar en red. La inclinación a participar se está analizando con el uso de factores, que incluyen el "perfil de competencia de la organización", la "flexibilidad de la organización", la "relevancia mediática de los datos de la organización en Internet" y el "nivel de desarrollo de las relaciones de cooperación de la organización". El procesamiento de los datos cuantitativos se realiza con el método de componentes principales, la funcionalidad se realiza con el paquete de software FactoMinerR. Los datos clasificados de 109 organizaciones relevantes, revelando su predisposición a la cooperación de la red de innovación.

Palabras clave: Red de innovación, participantes, disponibilidad para la interacción de la red, método de componentes principales.

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INTRODUCTION

Management of the network development of innovation when creating various target technologies predetermines the need for investigating the level of organizations' preparation for participation in the operation of an innovation network of the relevant technological profile. In this respect the issue of the formation of a range of organizations, which profile of activities correlates with the specifics of the tasks on production of the equipment of a certain technological profile, as well as searching in this range the business actors who are most susceptible to participating in-network communities, is gaining exceptional relevance (Sadriev et al.: 2017, pp. 928-938; Ermolaev et al.: 2017, pp. 810-822; Ahmadi & Movahed: 2019, pp. 1-10).

This very study is oriented towards the resolution of this problem, within the course of which it is being proposed to detect the groups (clusters) of developers of the particular energy equipment, that are capable of joining the members of the innovation network with the corresponding technological specialization.

It is worth being mentioned that a great amount of researches is devoted to addressing a variety of networking issues in the creation of innovations of diverse technological profiles. From the viewpoint of the formal definition of the nature of the open innovative cooperation, the study of K. Larsen and A. Salter deserves special attention (Laursen & Salter: 2006, pp. 131-150; Maragheh et al.: 2019, pp. 6-12; Villalobos & Ganga, 2016; Villalobos & Ganga, 2018; Villalobos, Guerrero & Romero, 2019).

Openness to network interaction is considered in it from the position of company orientation to the third-party organizations' resources application in innovative activities. The consideration of the corporate innovative activity's openness, belonging to J. Henkel (Henkel: 2006, pp. 935-969; Martins et al.: 2019), is somewhat different. He suggests linking it to the dynamics of the transmission process of the previously hidden knowledge of the external environment.

System work on knowledge creation, its accumulation and use both within and beyond the organization throughout the entire innovation process, is determined by the openness of innovation activities according to U. Lichtenthaler (Lichtenthaler: 2011, pp. 75-93). One's vision about possible differentiation of the level of the corporate innovative model openness was proposed by L. Dalander and D.M. Gann (Dahlander & Gann: 2010, pp. 699-709).

Among the parameters that can be applied, they listed, first, the organization's formal and informal protection, second, the number of external sources of ideas used for innovation creation, and, third, the extent to which a company counts on formal and informal relations with the other market actors. V. Lazzarotti and R. Manzini (Lazzarotti & Manzini: 2009, pp. 615-636; Ramos: 2007; Martínez, Ramos y Annía: 2019) outlined the existence of the four main forms of collaboration, depending upon the values of the two variables, including the number of external partners and the number of phases of the company's innovation process, open for external cooperation.

A different combination of these variables provides, in compliance with their opinion, the following classification of the forms of openness: open innovator; closed innovator; specialized collaborator; integrated collaborator. A. Barge-Gil (Barge-Gil: 2010, pp. 577-607) suggested linking the degree of openness of the company in innovation to the strategy of its behavior. He defined such strategic alternatives such as open, semi-open and closed ones.

Explaining the difference between a closed strategy and an open one, the author of the approach states a lower degree of importance of external resources for a closed innovator and relates his actions with the orientation towards his efforts. J. West and S. Gallagher (West & Gallagher: 2006, pp. 319-331; Annía, Villalobos, Romero, Ramírez & Ramos, 2018) considered the potential alternatives in terms of open innovations strategy. A similar approach to investigating open innovation systems can be found in the writings by O. Gassmann and E. Enkel (Enkel: 2009, pp. 311-316).

They stipulated three types of open innovative processes: from the external environment – to internal processes (outside-in process); from the internal environment to external processes (inside-out process); and a coupled process. An alternative classification of innovative business models is developed by A. Sandulli and

G. Chesbrough (Sandulli & Chesbrough: 2009), who suggests using such types as open, partially open (buying innovations), partially open (selling innovations) and closed.

Recently, there has been quite a lot of research that reveals the weakness and constraints of the open innovation model. The work of M. Elquist, T. Fredberg and S. Ollil (Elmquist: 2009, pp. 326-345; Ramírez, Chacón & El Kadi: 2018; Lay, Ramírez & Villalobos: 2019; Rincón, Sukier, Contreras & Ramirez: 2019) identifies the core situations in which this model can become an effective tool for implementing innovation policy as well as the situations where its application is not advisable. A critical view on open innovation can be seen in the writings of M. Ozman (Ozman: 2011, pp. 26-34), F. Piller and D. Walcher (Piller & Walcher: 2006, pp. 307-318), P. Trott and D. Hartmann (Trott & Hartmann: 2009, pp. 715-736).

MATERIAL AND METHODS

Within the course of the research, the evaluation of organizations' readiness to participate in the operation of innovative networks was carried out with the help of four synthetic factors. These factors were given the formal names 'competence profile of the organization', 'assortment flexibility of the organization', 'media relevance of data on the organization on the Internet', and 'level of cooperative relations development'.

The 'competence profile' factor is designed to reveal compliance of the accumulated by the organization in question professional abilities with the requirements imposed on the participants of the process of development of a certain technology or a sample of technics. From a formal point of view, the appraisal of the competency profile can be carried out drawing on the analysis of the following basic data.

First, the data on the scale of overlap of the sphere of activity of the organization in question on the subject area the object planned for development by the efforts of the innovation network belongs to. Second, the data, confirming the presence of research, design and experimental units within the structure of the organization, which can be entrusted with the mission of expanding the existing knowledge and skills and creating the new ones in the targeted scientific and technical field.

Third, data on the security of the organization with the relevant intellectual property objects registered in classes and groups (subgroups) of the International Patent Classification, belonging to classes and groups (subgroups), within the boundaries of which the work on the creation of appropriate innovative developments is planned to be performed.

The purpose of the 'assortment flexibility' factor is a reflection of the extent of differentiation of the product series of a certain organization and the share of innovative products in this series. The final values of this factor will make it possible to judge the potential ability of the organization to undertake tasks that go beyond its traditional technological way.

In the extreme case when an organization's product series is limited to the only value proposition, which is also typical to the industry market, the value of the proposed factor will be minimal. If the product series, on the contrary, is characterized by a considerable number of types of products, a significant part of which has no direct analogs, the 'assortment flexibility' factor will take its maximum value.

It is being suggested to use the 'media relevance' factor for the determination of the significance of the scope of activity for the organization in question and the products manufactured by it for the current needs in the corresponding segment of the target market. To formalize the procedures of assessing this factor, the data of the so-called organic traffic can be applied, which represents the structured information on quantitative characteristics of the unique visitors' flow, who visit the Internet resource of a particular organization.

The scale and dynamics of this flow, which is formed and directed by global search engines, depend primarily upon the peculiarities of the semantic core of the corporate site on the Internet. At the same time, the semantic core is inherently derived from keywords, phrases and all their many morphological forms,

which predominantly reflect the structure of the site of the organization, and, specifically, the types of activities it is engaged in as well as the products it specializes on (Nalbandi & Zonoozi: 2019).

Thus, it appears to be, that each accomplished transition from the results of the organic output of the search engine to the resource of a specific organization eventually forms the same organic traffic. Given that organic traffic does not include the traffic created by contextual advertising, however, it at the same time largely depends upon the indexation of the site in the search engine, it can rightly be considered as a very objective source of data on compliance of the value proposals of the organization with the most relevant market trends (Revisan et al.: 2020).

Within the confines of this study the specialized analytical platform "SE Ranking," located at the following domain <https://online.seranking.com/research.overview.html>, was used as an informational.

The last, fourth factor – 'level of cooperative relations development', is intended for taking account of the degree of openness of the organization under analysis to the development of cooperative chains in analytical procedures. Calculation of values of this factor is proposed to be performed, drawing on the data on the number of links of organization in question with the other participants of the energy equipment market at the time of analysis conducted. Herewith as the sources of information were defined both corporate Internet resources and news feeds, containing reports on active or newly signed partner agreements between developers of various energy technologies and samples of equipment.

In the course of the study, the set of factors presented was analyzed to ascertain their statistical significance. To do this, the method of main components, which functional opportunities have been implemented with the use of a software package "FactoMinerR." The approbation of the proposed approach to investigating organizations' readiness for networking interaction was carried out on the example of the sphere of activity on the creation of gas turbine power plants with a capacity of up to 300 MW. For this purpose, a preliminary list of more than two hundred organizations which activities are directly or indirectly connected with the design and production of gas turbine plants was made up.

After the iterative processing of the list, some of its member organizations were removed for the reasons, associated with the lack of or the absence of data on their operation. As a result, in the final version of the list 109 organizations were retained, for which the data had been collected, opening up the contents of all four factors necessary for conducting of the procedures on determining the degree of the predisposition of each of these organizations to participate in the network interactions.

RESULTS

At the first stage of the study, the composition of the proposed factors was clarified to maintain in it the most significant factors only. The given task is consistent with traditional factor analysis standards designed to reduce the number of variables describing a particular data array. The application of the two special criteria: the Kettel criterion and the Kaiser criterion can ensure that an optimal number of factors, revealing the predisposition of organizations to form innovative networks, can be identified. This very study appeared the first one to consider the Kettel criterion. It was calculated using the `get_eigenvalue` [factoextra package] function, implemented in an open software environment for statistical data processing and the work with "RStudio" (R) graphics. The results of the calculations performed are shown in Figure 1.

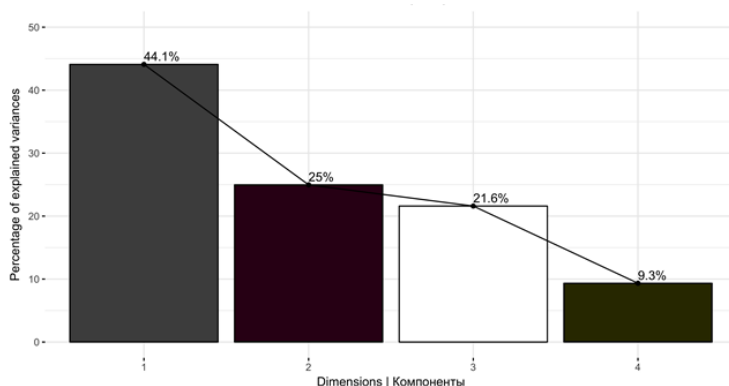


Figure 1. Eigenvalues of variation of factors (main components), and the shares of these values in the total volume of data variance (Kettel criterion)

As can be seen from the analysis of the information shown in the figure, the proportion of the first-factor variation in the total data variance is 44.1%. The comparable share values of variation; 25.0% and 21.6% respectively were recorded in the second and the third factors. For the fourth factor, it was registered at just 9.3%. That is reflected in the appearance of the inflection points in the graph, one of which is between the eigenvalues of variation for the first and second factor, and the other one is between the eigenvalues of variation for the third and the fourth factors. The bending at the second point turns out to be a more articulate one, which indicates the minimal significance of the fourth factor – the level of the cooperative connection’s development in a row under consideration.

To confirm this conclusion, the calculation of the Kaiser criterion was performed, the results of which are organized in Table 1. In the given chart the values of the cumulative share of a variety of factors (principal components) in the overall data variance are of the greatest interest.

Table 1. Eigenvalues of variation for each of the factors (principal components), the total and cumulative shares of these values in the aggregate amount of data variance (Kaiser criterion)

	The eigenvalue of factor variation (main components)	The proportion of factor variation (main component) in the total variance of data, %	Cumulative share of factors variation (main components) in the total variance of data, %
Component 1	1,7637899	44,09	44,09
Component 2	0,9987209	24,97	69,06
Component 3	0,8639176	21,60	90,66
Component 4	0,3735716	9,34	100,00

Drawing on the data received, one might conclude, that 69.06% of the variation is due to the eigenvalues of the first two factors, and 90% of the variation is due to the first three factors. Thus, it can be considered that in the course of further analytical procedures, it is possible to confine ourselves merely to 'competence profile of the organization', 'assortment flexibility of the organization', 'media relevance of data on the organization

on the Internet' factors, having stricken the factor 'level of cooperative relations development' off consideration.

For a more thorough study of the contribution of diverse factors to the predisposition of different organizations to participate in network interactions, we build up and analyze a correlation schedule that reveals the nature of the relationship between them. For this purpose, we use the method of main components, with the help of which the factors in question can be represented as vectors in the corresponding scatter diagram. In the contour of the chart boundaries, the coordinates of the factors are determined by the actual correlation value between them and the main components (Figure 2).

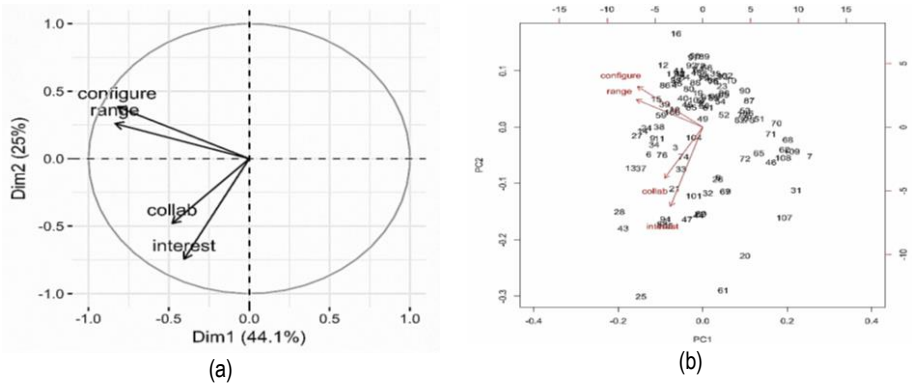


Figure 2. Correlation plot of vectors (a) and scatter diagram (b) for the values of analyzed factors

In the given scatter diagram on the X-axis the first main component (PC1) is shown, and on the Y-axis – the second main component is shown (PC2). Data points in the diagram are represented by numeric values, which prove to be serial numbers of the organization in the original selection. Spatial placement of each of these points (organizations) is defined by their synthetic coordinates concerning the first and second principal components.

The vectors highlighted in the red color, demonstrate the degree of proximity of different factors to one of the two main components, which allow inferring on the level of their relevance in contributing to the predisposition of different organizations to the creation of innovative networks and participation in them. Table 2 contains the data on the coordinates of these vectors in the scatter diagram.

Table 2. Coordinates of the vectors in the scatter diagram revealing the significance of the various factors for main components (developed by the author)

Factor name	Component 1	Component 2	Component 3	Component 4
Competence profile of the organization (configure)	-0,8222225	0,3828335	0,04949414	0,41825704
Assortment flexibility of the organization (range)	-0,8386756	0,2349433	-0,25273611	-0,42136609
Media relevance of data on the organization on the Internet (interest)	-0,3961852	-0,7725632	-0,47944268	0,12774234
Level of cooperative relations development (collab)	-0,4745739	-0,4335205	0,76113854	-0,08664726

Analysis of the information shown in Figure 2 and Table 2 allows drawing the following main conclusions.
 1) Positively correlated factors are located within the same quadrant, while negative correlation, by

contrast, resulted in the placement of corresponding factors in different quadrants. Among positively correlated factors are the 'competence profile of the organization'(configure), and 'assortment flexibility of the organization' (range), placed in the second quadrant and oriented towards the first major component (PC1), as well as factors 'media relevance of data on the organization on the Internet'(interest), and 'level of cooperative relations development' (collab), presented in the third quadrant. At the same time, if the factor 'interest' is tied to the second main component (PC2), then factor 'collab' is equidistant from both principal components.

2) The length of the vectors in Figure 2a should be regarded as a quality characteristic of the relevant factors on the factor-map. As is evident, the vector dimensions for the next three factors: 'configure', 'range', and 'interest' have comparable value, whereas the vector of the 'collab' factor is slightly shorter than the rest. This once again confirms the assumption about its insufficient relevance for analytical studies with the existing set of initial data.

To enhance the perception of the scale (contrib) and quality (cos2) of the influence of various factors upon the main components, the correlation factor-map was supplemented with the appropriate forms of visualization (Figure 3).

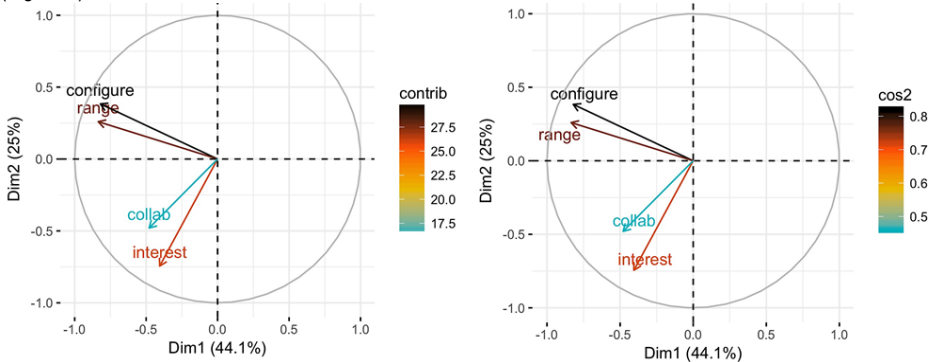


Figure 3. Values of factors that reflect the quality of their representation in the main components

At the same time, the quality of influence (cos2) was being calculated as a square of coordinates: $var.cos2=var.coord*var.coord$. Table 3 shows the values of the factors that reflect the quality of their representation in the main components.

Table 3. Values of factors reflecting the quality of their representation in the main components

Factor name	Component 1	Component 2	Component 3	Component 4
Competence profile of the organization (configure)	0,6760499	0,14656152	0,002449669	0,174938949
Assortment flexibility of the organization (range)	0,7033767	0,05519836	0,063875540	0,177549381
Media relevance of data on the organization on the Internet (interest)	0,1569627	0,59685394	0,229865280	0,016318105
Level of cooperative relations development (collab)	0,2252204	0,18794000	0,579331883	0,007507747

As could be seen, the factor of assortment flexibility of the organization (range) is the most relevant for the first main component, while the factor of the media relevance of data on the organization on the Internet

(interest) seems to be the most relevant one for the second main component. A correlation matrix was constructed to interpret cos2 values more accurately (Figure 4).

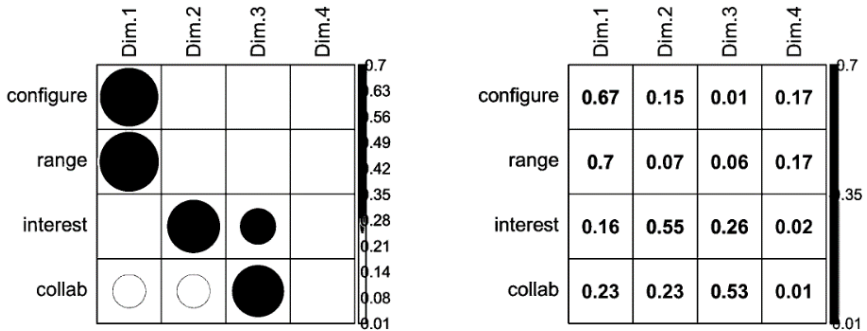


Figure 4. Matrix of correlation values between the factors 'configure', 'range', 'interest', 'collab' and main components

In the figure shown, the circular markers, characterized by the highest correlation values in cos2 are generally located directly along the outer edge of the matrix. The graphical markers of the lower correlation values are offset closer to the center of the matrix. From the study carried out, the factors which circular markers demonstrate their importance to the main components while residing on the periphery of the matrix, are of particular interest.

CONCLUSIONS

Summarizing the results of this phase of the study, the following main conclusions can be possibly drawn. First, determining the readiness of different organizations to participate in networking interactions is one of the most important stages of managing innovative networks in the field of energy technology development. Ensuring the accuracy and objectivity of the research procedures in this process needs the implementation of various methods of quantitative analysis, one of which may be the method of the main components.

Second, the informational base for the practical implementation of this method can be structured around four synthetic factors that reveal the activities of the analyzed organizations in terms of the potential of their participation in the operation of innovative networks. In the course of the study, these factors were given the formal names 'competence profile of the organization', 'assortment flexibility of the organization', 'media relevance of data on the organization on the Internet' and 'level of development of cooperative relations'. The analysis of the values of these factors in the field of activities related to the development of gas turbine plants confirmed the significance of the first three factors, as well as the feasibility of excluding the last fourth factor from the analysis procedures.

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BIODATA

A.R. SADRIEV: Azat Rafailovich Sadriev is the Doctor of Philosophy at Kazan Federal University, Kazan, Russian Federation (main employee). The research areas are Engineering Social, Sciences Arts and Humanities Economics, Econometrics and Finance Business, Management and Accounting Multidisciplinary Environmental Science. There are eleven Documents by the author in this area until now.

B.N. KAMAEV: Bulat Nailevich Kamaev is the Doctor of Philosophy and received higher education at Kazan Federal University, Kazan, Russian Federation. The research areas are Social Sciences Arts and Humanities Engineering Economics, Econometrics and Finance Business, Management and Accounting. There are three Documents by the author in this area until now.

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Ethics in television commercials: an opinion survey of consumers on advertisements of Bangladeshi Companies

La ética en los comerciales de televisión: una encuesta de opinión de los consumidores sobre los anuncios de las empresas de Bangladesh

M. H PARVEZ

ORCID: <http://orcid.org/0000-0003-4828-8368>
mhasanparvez@gmail.com

Kalinga Institute of Industrial Technology (Deemed to be University), Bhubaneswar, Odisha, India

E. U. H EITEN

ORCID: <http://orcid.org/0000-0001-7925-844X>
eiten.somoy@gmail.com

Daffodil International University, Dhanmondi, Dhaka, Bangladesh

ABSTRACT

The research is designed to explore consumers' opinions about the renowned companies of Bangladesh in terms of maintaining an ethical standard in advertisements. Competition is very high among the top four business giants- Square Group, Akij Group, Bashundhara Group, and ACI Limited. This research digs the consumer base to find out whether they think that these companies maintain ethical principles, ensure customer's rights, meet customers' expectations and maintain quality as promised in TV commercials or not. Upon the findings, some recommendations are made for the companies to gain consumers' trust by improving marketing strategies.

Keywords: Advertisement, Business Ethics, Consumers, Ethical Marketing.

RESUMEN

La investigación está diseñada para explorar la opinión de los consumidores sobre las empresas de renombre de Bangladesh en términos de mantener el estándar ético en los anuncios. La competencia es muy alta entre los cuatro principales gigantes de negocios: Square Group, Akij Group, Bashundhara Group y ACI Limited. Esta investigación explora la base de consumidores para averiguar si creen que estas compañías garantizan los derechos de los clientes y mantienen la calidad como se prometió en los comerciales de televisión. Tras los hallazgos, se hacen algunas recomendaciones para que las empresas ganen la confianza de los consumidores al mejorar las estrategias de marketing.

Palabras clave: Consumidores, Ética Empresarial, Marketing Ético, Publicidad.

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1. INTRODUCTION

Marketing is a key tool for promoting products and advertisement has become the soul of marketing in the present world. Commercials in different forms are now indispensable for both prospective consumers and the staff of marketing communication departments (Aliyeva: 2017). There are several mediums available these days to publish advertisements, however, it depends on the creativity of the advertising agency as Bin Nooh et al. (Bin Nooh et al.: 2014, p. 88) states- "Advertising can be channeled through media such as the internet, radio, television, pamphlets, banners, billboards, newspapers and so on according to the creativity of an advertising agency".

These agencies, with the green signal from the companies, use creative language, display attractive visuals, and promise vigorously to exhibit their item for consumption as the best in the market. But sometimes the exaggeration is made while promoting through advertisements and at this point, the issue of ethicality rises. Chonko, L. B., & Hunt, S. D. (Chonko & Hunt: 1985, pp. 339-355; Ramos: 2007; Martínez, Ramos y Annía: 2019; Kalogeropoulos et al.: 2020) accuses that marketing has long been charged with ethical abuse and in business, among eight most important ethical problems according to Baumhart five are closely related to marketing activities. When it comes to advertisement, the third breach of ethics in business, according to Baumhart, R. C (Baumhart: 1968), is dishonest advertising.

However, breaches in ethical practices in advertising can create trust issues in consumers' mind, as a result, the brand loyalty of the consumers to the particular company will be in danger. In recent times, it becomes a concerning issue in the Bangladeshi marketing sector. People have shown their dissatisfaction on social media with well-known companies for their commercials specially made for television. It cannot be ruled out that the displeasure was not there before; it is the social media for which it can be observed now as a lot of people share their opinion on this platform.

To get a sense of how concerned are the consumers about ethics in advertisements, and how they evaluate top companies in Bangladesh in the light of ethical practices in advertisements. This survey is conducted. Consumers have given their valuable opinion on four important issues on ethicality- maintaining ethical principles, ensuring customers' rights, meeting customers' expectations, and maintaining quality as promised in TV commercials, upon which the analysis is made which helps evaluate top four companies of Bangladesh- Square Group, Akij Group, Bashundhara Group, and ACI Limited. who are competitors in the market, from consumers' point of view in terms of marketing ethics, specifically, whether the companies are practicing ethics to promote their product or not? As Weiner (Weiner: 1992, pp. 13-15; Nooradi et al.: 2017, pp. 71-75) states that to ensure the environmental safety, consumer right and health issues, the companies need to be more transparent when they promote their products, which indicates the importance of implementing ethics in advertisements. Also, Christians et al. (Christians et al.: 2015; Annía, Villalobos, Romero, Ramírez & Ramos: 2018; Pakdel & Ashrafi: 2019) opines that the content of the advertising should be based on truth, trust, and honesty. This study focuses on the importance of ethics in advertisement and brings the real scenario of ethical practice in product promotion of Bangladeshi top companies from consumers' points of view, which was ignored in existing research in this field.

Ethics has been a major concern in the human community throughout history, as unethical deeds have been done by Adam to a modern-day marketing manager. In the philosophical point of view "Ethics (also moral philosophy) is the branch of philosophy that involves systemizing, defending, and recommending concepts of right and wrong conduct." (Huq et al: 2016, pp. 10-19). According to Vitell (Vitell: 1986), ethics is- "constructing and justifying the moral standards and codes that one ought to follow". Human behavior comes at play in Barry's (Shaw & Barry: 1995) definition as he describes ethics as "the study of what constitutes good and bad human conduct, including related actions and values." After analyzing various definition of ethics, Tsalikis, J., & Fritzsche, D. J. (Tsalikis et al.: 2013, pp. 337-404; Mohammadi & Yekta: 2018, pp. 1-7) conclude "The terms ethics and ethical refer to the study of moral: conductor to the code one follows."

Marketing is very much included while ethics is discussed in the field of business. But things become a little complicated when the general concept of ethics is applied in marketing- "Of all the management fields, marketing is probably that which seems the most paradoxical when it comes time to consider its ethical aspect." Nantel, J., & Weeks, W. A. (Nantel & Weeks: 1996, pp. 9-19). Marketing is not just a way of selling things as Peter Drucker (1973) quotes that "the aim of marketing is to make selling superfluous. Marketing aims to know and understand the customer so well that the product or service fits him and sells itself".

According to Vitell (Vitell: 1986), marketing ethics is "an inquiry into the nature and grounds of moral judgments, standards, and rules of conduct relating to marketing decisions and marketing situations." However, ethics has to be present and maintained in marketing otherwise there will be only consumerism left but no marketing. Peter Drucker (Drucker: 1973, p. 125) slams marketing without ethics as he opines "That after twenty years of marketing rhetoric consumerism could become a powerful popular movement proves that not much marketing has been practiced. Consumerism is the "shame of marketing". Therefore marketing ethics is rightly defined by Vitell (Vitell: 1986) as "an inquiry into the nature and grounds of moral judgments, standards, and rules of conduct relating to marketing decisions and marketing situations.

Md. Nekmahmud et al. (Huq et al.: 2016, pp. 10-19) recommended that confusion and false information about products and services should be avoided by the advertising agency and marketers even it earns profit for them in short terms. Marketers insist their customers repeat the purchase of the brand they work for. This repeat purchase will happen when mutual respect grows up between the company and the customers, which creates belief in consumers' minds. Although they are influencing their customers by the advertisement, marketers should be concerned about the consumers' rights, advertisement law of the country, social awareness and be ethical and honest as well.

Boulstridge and Carrigan (Boulstridge & Carrigan: 2000, pp. 355-368; Laureano et al.: 2018, pp. 4-7) studied to know why consumers consider an advertisement as offensive and they found nudity, indecent language, sexiest image are three issues of offensive advertisement to Chinese and Malaysian consumers, which is considered as unethical promotion practice. Singh (Singh: 2014, pp. 100-108) researched ethical issues and principles related to advertising and found different industries and companies practicing unethicality to promote their product. At the same time he also mentioned some companies maintain the legal framework through ethical practice to promote their products.

When we look into the Bangladeshi market, there is a lack of ethical practices by the companies in advertisements. Shaw & Barry (Shaw & Barry: 1995) found that to maximize their sales most of the companies of Bangladesh market their products unethically. Lau & Lee (Lau & Lee: 1999, pp. 341-370) suggests that Bangladeshi companies need to develop a standard policy to maintain the ethical practice of marketing. Maleki and Pasha (Maleki and Pasha: 2012) conducted a study about ethical challenges and customers' rights to promote products where three main orientations in unethical marketing were found: Firstly advertising content, secondly the way to reach the mind of customers and thirdly the way of keeping the track of an individual's experience of promoting companies' products and services according to their purpose. An overall review of the consumers' opinion in the line of ethicality in marketing, especially television commercials, is yet to be explored vigorously.

2. MATERIAL AND METHODS

This opinion survey has been designed to identify the marketing ethics of four big companies in Bangladesh. One hundred consumers participated in this research. Qualitative and Quantitative methods have been adopted to complete the study. The source of the collection of data is both primary and Secondary (Journals, books, Company website, etc.) data. The measurement scale consists of five response categories from strongly disagree to strongly agree. A random sampling system was followed for sampling. The questionnaire type is close-ended. The area of the selection of respondent is the Dhaka City (The capital of

Bangladesh). Respondent rate is hundred percent (100%). The duration of the collecting data was from 2nd February 2019 to 15th March 2019. The responses of the participants have inputted on statistically software and the percentage of the response was identified. To rank, the institution based on the response weighted arithmetic mean method was applied.

3. RESULTS

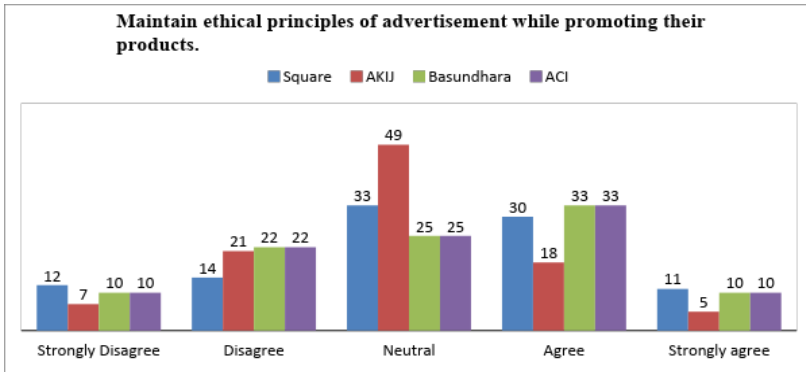


Figure 01: Maintain ethical principles of advertisement while promoting their products.

The figure above shows the response of the customers regarding the issue of maintaining the ethical principle of advertisement while promoting their products. It shows 11 percent of customers strongly agreed that Square group maintains the ethical principles while 12 percent strongly disagreed with the statement. On the other hand, 33 percent each agreed that Basundhara group and ACI group maintain ethical principles. 22 percent each disagree that the Basundhara group and ACI group maintain ethical principles. There was 49 percent customer who express their opinion as neutral about AKIJ group while 33 percent for Square and 25 percent each for ACI and Basundhara.

RANK TABLE (Maintain ethical principles of advertisement while promoting their products.):

Name	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Square	Rank
SQUARE GROUP	12	14	33	30	11	3.14	1
AKIJ GROUP	7	21	49	18	5	2.93	3
bashundhara GROUP	10	22	25	33	10	3.11	2
ACI GROUP	10	22	25	33	10	3.11	2

Table 01: Maintain ethical principles of advertisement while promoting their products.

According to the rank table above, it is found that Square Group ranked first while Bashaundhara Group and ACI Group ranked second jointly in terms of maintaining the ethical principle of advertising.

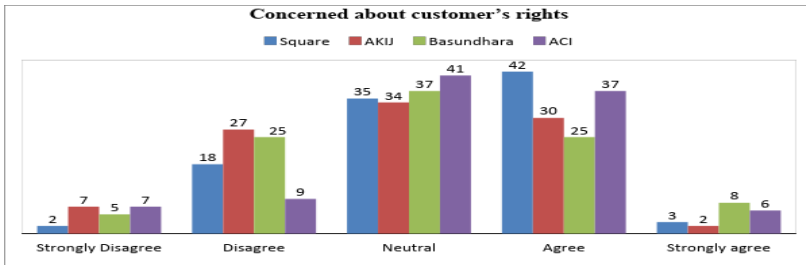


Figure 02: Concerned about customer's rights

Most of the respondents agreed that the companies are concerned about customers' rights as 42 percent agreed for Square, 30 percent for AKIJ, 25 percent for Basundhara and 37 percent for ACI. The figure shows another major portion of the respondents were opined neutral in that issue while 18 percent disagree for Square, 27 percent for AKIJ, 25 percent for Basundhara and 9 percent for ACI.

RANK TABLE (Concerned about customer's rights):

Name	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Square	Rank
SQUARE GROUP	2	18	35	42	3	3.25	2
AKIJ GROUP	7	27	34	30	2	2.93	4
BASHUNDHARA GROUP	5	25	37	25	8	3.06	3
ACI GROUP	7	9	41	37	6	3.26	1

Table 02: Concerned about customer's rights

The table shows the ACI group ranked first about considering the rights of the consumer. Square Group ranked second on this point.

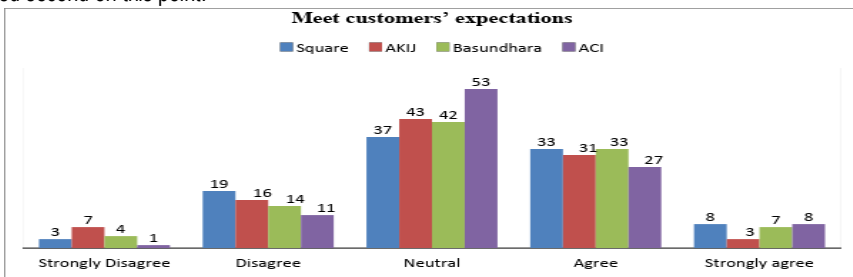


Figure 03: Meet customers' expectations

The figure (03) above shows the response about meeting the expectation of the customers. It shows 8 percent of customers each strongly agreed that Square group and ACI meet the customers' expectations. On the other hand, 33 percent each agreed that Square and Basundhara group meet customers' expectation while 31 percent agreed for AKIJ and 27 percent agreed for ACI. There was 19 percent of customers who disagreed about meeting expectations of customers of Square group while 16 percent for AKIJ and 11 percent each for ACI and 14 percent for Basundhara. It also shows a major portion of the respondents opined neutral in this issue.

RANK TABLE (Meet customers' expectations):

Name	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Square	Rank
SQUARE GROUP	3	19	37	33	8	3.3	1
AKIJ GROUP	7	16	43	31	3	3.07	3
BASHUNDHARA GROUP	4	14	42	33	7	3.25	2
ACI GROUP	1	11	53	27	8	3.3	1

Table 03: Meet customers' expectations

According to the table above, Square Group and ACI Group stood first on the point of meeting the expectation of the customers

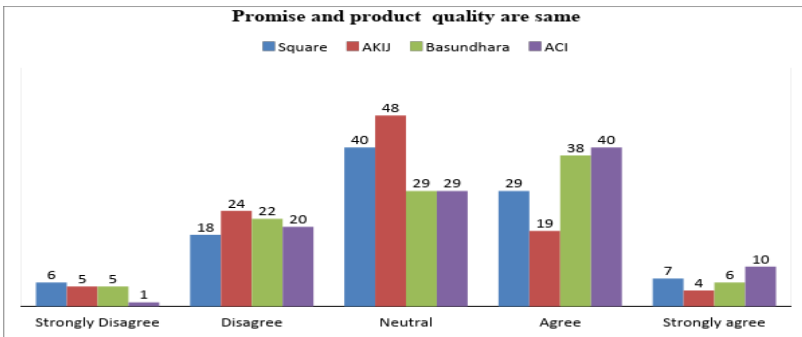


Figure 04: Promise and product quality are the same

All the companies promise something better while promoting their products. The figure (04) above shows 40 percent of the respondents agreed while 10 percent strongly agreed the promise and products of ACI are the same while 38 percent agreed about Basundhara, 29 percent for Square and 19 percent for AKIJ. On the other hand, a big portion was neutral regarding the issue. It shows 24 percent customers disagreed that AKIJ group's promise and product quality are same, 20 percent disagreed about Basundhara, and 20 percent disagreed about ACI and 18 percent about Square group.

RANK TABLE (Promise and product quality are the same):

Name	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Square	Rank
SQUARE GROUP	6	18	40	29	7	3.13	3
AKIJ GROUP	5	24	48	19	4	2.93	4
BASHUNDHARA GROUP	5	22	29	38	6	3.18	2
ACI GROUP	1	20	29	40	10	3.38	1

Table 04: Promise and product quality are the same

ACI Group ranked first in terms of keeping the quality of the product the same to their promised quality in the advertisement. Bashundhara Group is second while Square is ranked fourth.

The customers were provided four statements for each of four selected companies to know their opinion on the ethicality of the Television Commercials of those companies. It was found that none of the companies

maintains the ethics properly according to the consumers. A large portion of the customers agreed that Basundhara and ACI Group maintain the ethical principles more than the other two companies while another large portion of the audience mentioned that Square Group is more concerned about their customers while ACI is in the second position in this point.

Most of the customers also opined that Square Group meets the expectation of the customers and ACI Group keeps their promise that they use for their product in advertising more than the other products. The result of the survey shows AKIJ Group holds the last place in all aspects. But the interesting fact is, there is also a mentionable percent of consumers who disagreed with the statements for each company. And none of the companies got more than 45 percent positive opinion on the given statements.

Also a mentionable portion of the participants was neutral while giving their opinion on the statements for each companies advertising practice. So, it can easily be said that the companies of Bangladesh do not follow the advertising broadcasting policy properly and maintain the ethics of advertisement fully. As per the opinion of the customers, all the companies maintain the ethics partially. If one company tries to be concerned about the customers that the company somehow fails to keep its promises that it shows in the advertisement. At the same time, there are a lot of customers who also think about the opposite as well.

4. CONCLUSIONS

Advertisements provoke consumers to purchase any product or service. The companies spend a mentionable amount for marketing their products. But there is a major issue of 'ethicality', which should be maintained while promoting the products. As the companies use advertising agencies to promote their manufactured goods, they should take responsibility for violating customer's rights. According to the study, all the companies in Bangladesh do not maintain the ethical aspect properly.

Companies should be more aware of the ethical ground during making an advertisement. The companies should follow the rules and regulations by the Bangladeshi Government, Customers Rights, Broadcast Code of Conduct, and Consumers Act. Unethical activities, false messages, over-promising, delivering poor quality products, or services than their commitment that they made through advertisement can hamper the images of any organization. That is why the company should recruit an expert marketing manager who can design the marketing policy and contact with advertising agencies for making the advertisement for them.

Based on the opinion survey and findings from the provided answer of the respondents, the following recommendations are made:

1. Companies should focus more on the ethical principles of advertising while they are promoting their product. In these circumstances, the AKIJ group should develop a policy to maintain the ethical principle of advertising and SQUARE group should keep their performance up.
2. Bangladesh has been becoming digitized rapidly for the last 10 years, which has helped the customers be more aware of their rights than before. So, companies should be more focused on customers' rights while promoting their products or services. Like the first recommendation, AKIJ group should develop a strong policy in this ground as well while ACI should continue its policy.
3. Advertisement creates a desire to buy any products or services. So companies should be well concerned with providing the same products or services they promised which created desire/ expectations on customers' minds. AKIJ should keep this factor in mind while promoting its product and ACI and Square should continue their performance.
4. The promise through advertisement and the quality of the delivered product should be same. ACI should continue its performance while AKIJ should be more concerned about this issue.
5. Advertisement companies should follow the rules, regulations and broadcasting Code of Conduct of the Government of the People's Republic of Bangladesh.

6. The Government of the People's Republic of Bangladesh should be more focused on the Customers Rights act of Bangladesh.
7. The Government should be more strict on ad making agencies for maintaining the govt. Broadcast Code of Conduct in Bangladesh.

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BIODATA

M. H PARVEZ: M Hasan Parvez, is Researcher and teacher at School of Management, Kalinga Institute of Industrial Technology (Deemed to be University), Bhubaneswar, Odisha, India (main employee), and is Sr. Officer, Daffodil International University, Bangladesh, His research areas are Public and Private Administration, Development Administration, Advertisements, Industrial Technology.

E. U. H EITEN: Ehatasham UI Hoque Eiten is Researcher and teacher at School of Humanities, Kalinga Institute of Industrial Technology (Deemed to be University), Bhubaneswar, Odisha, India (main employee), and Holds Lecturer at Department of English, Daffodil International University, Bangladesh. Research areas are Public and Private Administration, Industrial Technology, social scientific, and Humanities.



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Placing names conversion into verbs as a mean of explaining their outstanding properties

Conversión de nombres de lugares en verbos como medio para explicar sus propiedades sobresalientes

E.V. PUPYNINA

ORCID: <http://orcid.org/0000-0001-6250-0068>

pupynina@bsu.edu.ru

*The National Research University "Belgorod State University",
Belgorod, Russia*

O.N. PROKHOROVA

ORCID: <http://orcid.org/0000-0001-9441-819X>

prokhorova@bsu.edu.ru

*The National Research University "Belgorod State University",
Belgorod, Russia*

I.V. CHEKULAI

ORCID: <http://orcid.org/0000-0002-4841-8110>

chekulay@bsu.edu.ru

*The National Research University "Belgorod State University",
Belgorod, Russia*

E.F. BEKH

ORCID: <http://orcid.org/0000-0001-6841-5972>

bekh@bsu.edu.ru

*The National Research University "Belgorod State University",
Belgorod, Russia*

ABSTRACT

Verbs formed from toponyms by zero conversion are the focus of this article. The paper intends to show that converting a place name into a verb is a prominent way of explicating the place's salient properties. The data were collected from the corpora and detected on news, media sites and blogs. The study shows that verbs formed from place names demonstrate how people conceptualize places. Research shows that the linguistic salience is preceded by the conceptual salience that occurs when some striking event, fact, point of view about the place becomes strongly associated with it and regularly talked about.

Keywords: Place Names, Saliency Spatial, Cognition, Spatial Language.

RESUMEN

Los verbos formados a partir de topónimos por conversión cero son el foco de este artículo. El artículo pretende mostrar que convertir un nombre de lugar en un verbo es una forma destacada de explicar las propiedades más destacadas del lugar. Los datos fueron recolectados de los corpus y detectados en sitios de noticias, medios y blogs. El estudio muestra que los verbos formados a partir de nombres de lugares demuestran cómo las personas conceptualizan los lugares y la relevancia lingüística está precedida por la importancia conceptual que ocurre cuando algún evento llamativo, el hecho sobre el lugar se asocia fuertemente con él.

Palabras clave: Cognición Espacial, Lenguaje Espacial, Notoriedad, Topónimos.

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1. INTRODUCTION

Place names are an important means to verbally convey human knowledge about space. This knowledge is not purely spatial. As Nova notes, "Each location, beside a specific layout and spatial organization, has a social meaning and cultural understanding about its function, nature, and role" (Nova: 2005, pp. 118-148).

With this assumption in mind, we focus on the issue of how these cultural, associative and sometimes subjective components of place names' meanings are expressed in language. There is a gap concerning this question in the body of linguistic literature. Our research shows that toponyms conversion into verbs explicates features of places that become salient and frequently associated with them.

In English, conversion of nouns to verbs is a common way to linguistic innovation. According to Pinker, it "has been part of English grammar for centuries; it is one of the processes that make English (...) about a fifth of all English verbs were originally nouns" (Pinker: 2003). No wonder, even proper nouns undergo the process of 'verbing'.

Our research of verbs formed from toponyms by zero conversion follows views in cognitive linguistics according to which semantics is approached from an encyclopedic perspective that does not separate knowledge about words from knowledge about the world (e.g.) (Langacker: 2002; Pakdel & Ashrafi: 2019; Villalobos & Ganga, 2016; Villalobos & Ganga, 2018; Villalobos, Guerrero & Romero, 2019). In this light, places are conceptually complex landmarks with an almost unlimited number of properties. The layer of historic, social, cultural knowledge, stereotypes, associations, personal experiences overlaying a place name is significant. This myriad of properties is transformed in individual's mind into a unique conceptual configuration with personal value. As Erickson sums it up, "place is spacious with the meaning" (Erickson: 1993, pp. 391-405; Annía, Villalobos, Romero, Ramírez & Ramos: 2018).

Even the spatial component of a unique conceptual configuration is subjective and unstable for it changes as further spatial knowledge is acquired through interaction with space. Tomko, Winter explain individual distortions in mental representation by individual movement behavior, experiences, and cognitive responses to specific properties of the environment (Tomko & Winter: 2009, pp. 1-29; Nooradi et al.: 2017, pp. 71-75; Ramos: 2007; Martínez, Ramos y Annía: 2019).

This experience-generated subjectivity may account for the fact that verbal descriptions of places are approximate, they are inaccurate, vague, and ambiguous; it is also known that people prefer qualitative characterization of space to metric one. Subjective descriptions would inevitably lead to misunderstanding as what can be a meaningful place for one person is not necessarily considered as such by another. Approximation in place descriptions leaves many subjective things unspecified allowing people who are familiar with the environment share spatial knowledge based on the common experience of the place. The same is true about the whole communities and people belonging to one culture. The same place may mean different things to people from different cultures.

In spatial communication, conceptual features associated with a place name are revealed through referring expressions about places, place descriptions, route instructions, destination, and descriptions. However, not all the features are equally important. One of the important aspects in which cognitively relevant features manifest themselves is landmarks salience. What makes some features more salient is described by Winter, Truelove, Rajabifard, Duckham, Kealy, and Leach. Although they write about the concept of place in general, most of the factors they name can be applied to toponyms. Visual, social and structural factors suggested in the previous works are expanded by Winter, Truelove, Rajabifard, Duckham, Kealy and Leach to the following list:

- Perceptual factors including visual ('the blue building' or 'the large building'), aural ('the quiet place') and olfactory;
- Individual experience ('the place where I met you for the first time') and individual preference (a place where I can get good coffee);

- Collective experience, including historical ('the place of first settlement'), cultural ('the sacred place') and functional factors ('the (place of the) library');
- Structural factors about the street network ('the place at the intersection')" (Winter et al.: 2010; Laureano: 2018, pp. 4-7).

Further research mostly proves the validity of this or that factor. For example, Röser, Krumnack, Hamburger and Knauff show the interdependence of visibility and structural salience (Röser et al: 2012, pp. 82-87). In the work by Hamburger, Trillmich, Baier, Wolf and Roeser, global scale of visual landmarks is studied to prove their role in a city recognition (Hamburger: 2014, pp. 42-44; Kalogeropoulos et al.: 2020; Urdaneta & Villalobos: 2016; Villalobos & Ganga: 2016; Hernández, Villalobos, Morales & Moreno: 2016). Our research demonstrates that a prominent way of explicating place's salient properties is by converting a place name into a verb.

2. MATERIAL AND METHODS

Corpus study was used to collect denominal verbs formed from toponyms and to perform quantitative analysis of the language data. The corpora that served these purposes were Time Magazine Corpus, British National Corpus, Corpus of Global Web-based English (<https://www.english-corpora.org/>). The reason for the use of several corpora is that most denominal verbs in question are not established in language, only a few can be found in dictionaries. As it takes time for a word to get its way to a dictionary, several resources should be used to collect data. Even the aforesaid corpora were not enough as they do not cover the most recent texts. Therefore the data collected from the corpora were enlarged with denominal verbs detected on the Internet. The Internet resources were mostly news and media sites and blogs. A quantitative study was followed by a semantic analysis of the collected language data.

3. RESULTS

According to the cognitive linguistics approach mentioned above, actions that denominal verbs name are those, which are conventionally connected with an entity whose name is used as a verb. Conventional knowledge about places named by toponyms involves motion concerning the places. This spatial component of generic knowledge is present in the meaning of a denominal verb formed from a place name. Some examples are "We Belize it", "Prague around with Clementine".

Taking into consideration the previously mentioned complexity of knowledge underlying place names, homogeneity cannot be expected from the class of the denominal verbs in question. Even the idea of motion concerning the place is complicated by the purpose, participants, reasons, results so that the verb refers to the whole situation.

For example, the spread of outsourcing in IT made many IT workers lose their jobs. Bangalore is known to be 'the outsourcing capital of the world'. In this situation, a new term 'to Bangalore' was coined and the phrase 'My job was bangalored' spread in the IT industry. The verb 'to Beijing' is even more complicated because its comprehension requires background knowledge not only about the described bangalored jobs situation but about the fact that Bangalore outsourcing is becoming less profitable due to the popularity and development of Beijing's IT industry. The response of IT workers to the changing situation is 'You might get Beijing'.

The previous examples show that permanence is not as important as it may be for the salience of other landmarks. Verbs demonstrate what is salient at a definite time. Therefore, some verbs become obsolete as 'to Copenhagen', 'to Rotterdam', 'to Barbados'. However, they may play a significant role as preservers of

important events in history. For example, the meaning of the verb 'to Barbados' dates back to the events of the XVII century when the Irish and the Scottish were sent to the Caribbean Islands to work in the plantations. Another example is the verb 'to shanghai'. Online Etymology Dictionary says that the verb 'to shanghai' means "to drug a man unconscious and ship him as a sailor, 1854, American English, from the practice of kidnapping to fill the crews of ships making extended voyages, such as to the Chinese seaport of Shanghai" (Online Etymology Dictionary).

The cases described above refer to the situation of motion concerning the place whose name is used as a verb and cover the spatial uses of the resulting verbs. Another category of denominal verbs under study includes the verbs that refer to the situations not connected with places whose names the verbs are formed from. In this case, various features of places can become implicitly salient in the meaning of the denominal verb. The linguistic salience is preceded by the conceptual salience that occurs when some striking event, fact, point of view about the place becomes strongly associated with it and regularly talked about. When similar events occur denominal verbs are used to refer to them.

One of the examples is the verb 'to Iraq'. The meaning of the verb reflects the USA war operation in Iraq. It is shown by Urban dictionary: "owned by the rival unexpectedly and illegally, another way of saying 'invaded': The hacker iraqed the computer network system and now has the capability of changing private information secretly" (Peckham: 2009).

Another example is 'get London'. The expression appeared in the New Yorker and referred to the impression one got after visiting Fiamma, one of the restaurants in New York. Paumgarten writes "...the bottom rung is three courses for eighty-nine dollars. Throw in Barolo, tax, and tip, and, boink, you've been London" (Paumgarten: 2016). Though it refers to the place in New York, the verb says something about London. Of all the features of London, it picks up the price-to-value ratio and makes it salient. The fact that the author of the article does not explain the meaning of 'being London' shows that the opinion about London that found its place in the verb is common and widespread. It also demonstrates the conceptual salience of the feature built upon experiences of visiting the city or living in it.

Many-layered conceptual configuration with unique personal value stands behind the verb 'to Belize'. For example, Lambrechts reveals this conceptual complexity together with a strong emotional component in her book (Mieder: 2015, pp. 541-568). She writes about her experience of retiring to Belize and coming across many challenges having to cope with cultural idiosyncrasies. The verb occurs twice in the book. Firstly, the author describes her palapa that showed signs of premature decay because "the wood for the posts was not the resistant wood that John had said it was, and the thatch could have lasted for years if the palapa had been built in the sun instead of in the shade". "We were very disappointed at the loss of this garden feature and felt we had been 'Belize'," Lambrechts writes (Mieder: 2015, pp. 541-568; Mohammadi & Yekta: 2018, pp. 1-7). Secondly, the author cites J. Larder:

My neighbor's gone, my cash he took,
His auntie's wife could never cook,
My tools, my blocks, my roofing tin,
Have vanished into the air so thin,
Cement got wet, the sand was dirt,
My funds are gone, I've lost my shit,
The gas was bad, mu truck has seized,
I won't accept I've been "Belize",
My health has failed, not feeling well,
My worldly goods I have to sell,
Going back home, where things are normal,

Where rules are rules and life is formal (Mieder: 2015, pp. 541-568). The use of 'be Belize' in the second context highlights conceptual complexity, richness and cultural peculiarity of the place whose name is used as the basis for forming the verb.

4. CONCLUSION

Verbs formed from place-names show how people conceptualize places, and which features and characteristics of places are salient. However, personal experiences and subjective views and impressions find their way in the meaning of the verbs. Actions that denominal verbs formed from toponyms' names express are conventionally connected with the place whose name is used as a verb. Conventional knowledge about places named by toponyms involves motion concerning the places.

This spatial component of generic knowledge is present in the meaning of a denominal verb formed from a place name. However, the idea of motion concerning the place is complicated by the purpose, participants, reasons, and results so the verb highlights salient features at a definite time. They may play a significant role as preservers of important events in history.

The linguistic salience is preceded by the conceptual salience that occurs when some striking event, fact, point of view about the place becomes strongly associated with it and regularly talked about. When similar events, even not connected with the place, occur, denominal verbs are used to refer to them.

Places are complex spatial entities that can have an indefinite number of properties. Some of the properties are well known; some are unique. These properties are acquired through history and are connected with events, associations, subjective perceptions of the place; hence, the semantic characteristics of the resulting verbs are their heterogeneity, semantic flexibility, semantic instability in time, specific way of profiling salient features of the place. Knowledge of culture, as well as personal experience reflected in verbs, reveal general attitude to places.

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BIODATA

E.V PUPYNINA: Elena Vladimirovna Pupynina received a Doctoral philosophy (Ph.D.) degree in "Belgorod State University", Holds Associate Professor in the National Research University "Belgorod State University" ("BelSU"), Belgorod, Russia (main employee). Her research area is scientific systems, sustainable development, university publication activity, publication structures, Universities, changes in publication structures, university ranking.

O.N. PROKHOROVA: Olga Nikolaevna Prokhorova, received a Doctoral philosophy (Ph.D.) degree in "Belgorod State University", ("BelSU"), Holds Professor, in the National Research University "Belgorod State University" / "BelSU", Belgorod, Russia (main employee). Is director of the Institute of Cross-cultural Communication and International Relations.

I.V CHEKULAI: Igor Vladimirovich Chekulai, received a Doctoral philosophy (PhD) degree in "Belgorod State University Institute of Arts and Culture", ("BelSU"), Holds Professor, in the National Research University "Belgorod State University" / "BelSU", Belgorod, Russia (main employee), and Philology, Senior Lecturer, Head of Department of Russian Studies.

E.F BEKH: Ekaterina Feodorovna Bekh, was born on October 1982, is an instructor in the National Research University "Belgorod State University" ("BelSU"), Belgorod, Russia. Is a post-graduate from Belgorod National Research University, the Institute of Cross-cultural Communication and International Relations, Department of English Philology and Cross-cultural Communication (Belgorod).



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Prevention of *mens rea* corruption of prospective legislators in Indonesia from a psychological perspective

Prevención de la corrupción mens rea de los posibles legisladores en Indonesia desde una perspectiva psicológica

M ARDI PUTRI

ORCID: <http://orcid.org/0000-0002-2565-2262>

putrilangka@univpancasila.ac.id

Faculty of Psychology Universitas Pancasila Jakarta, Indonesia

A SAPTOMO

ORCID: <http://orcid.org/0000-0002-8305-4463>

adesaptomo@univpancasila.ac.id

Faculty of Law Universitas Pancasila Jakarta, Indonesia

ABSTRACT

The purpose of this study is to analyze how to prevent *mens rea* corruption candidates for legislators in Indonesia with a psychological approach with the concept of conformity. The results showed that there were legislative candidates who had received permanent verdicts as corruptors but nominated themselves as legislative members. Psychology approach emphasizes the aspect of *mens rea*. Simultaneously in addition to a juridical approach in the form of punishment, also a psychological approach in the form of inculcation of local cultural values, and to be effective, real cooperation is carried out between the government, business activists, and academics.

Keywords: Corruption, Cultural Values, *Mens Rea*, Personality.

RESUMEN

El propósito de este estudio es analizar cómo prevenir los candidatos de corrupción *mens rea* para legisladores en Indonesia con un enfoque psicológico con el concepto de conformidad. Los resultados mostraron que había candidatos legislativos que habían recibido veredictos permanentes como corruptores, pero se nominaban a sí mismos como miembros legislativos. El enfoque psicológico enfatiza el aspecto de *mens rea*. Simultáneamente, además de un enfoque jurídico en forma de castigo, también un enfoque psicológico en forma de inculcación de valores culturales locales y, para ser efectivo, se lleva a cabo una cooperación real entre el gobierno, los activistas empresariales y los académicos.

Palabras clave: Corrupción, *Mens Rea*, Personalidad, Valores Culturales.

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1. INTRODUCTION

What causes some people to commit the crime? This is a fundamental question that has not been answered well by the study of legal psychology. Crime is often interpreted as a violation of the rule of law as a result as a person can be charged with punishment. Punishment for the crime can occur when someone violates the law directly or indirectly, or a form of negligence that can result in punishment (Sung & Chu: 2003). In this legal perspective, criminal behavior seems to be active in committing criminal acts and the intended criminal acts have also been carried out prevention and action measures (Farrell: 2010, pp. 40-66).

Long before the Unitary State of the Republic of Indonesia was established on August 17, 1945, the phenomenon of corruption has penetrated various strata of governance life. Similarly, the condition of corruption after the Unitary Republic of Indonesia was established, as evidenced by the statement of the First Vice President of the Republic of Indonesia, Bung Hatta, that corruption in Indonesia has been entrenched (Kolstad & Wiig: 2009, pp. 521-532). In a formal juridical perspective, the Government of Indonesia has eradicated corruption eradication efforts by issuing several laws. Among these laws are as follows:

1. Military Authorization Regulation issued April 9, 1957, Part/PM/ 06/1957 Number, May 27, 1957, Part/PM/03/1957 Number, and July 1, 1957, Part/PM/011/1957 Number. This shows that immediately after independence, corruption has arisen and endangered the State, including what happened in the military environment;
2. Corruption Eradication Rule Central War Rule No. prt/Perpu/013/1958 dated April 16, 1958. This regulation shows the existence of military steps through pirate legal regulations to eradicate corruption;
3. Decree of the Chief of Naval Staff Number Z / 1/7/7 April 17, 1958. Based on the Central War Rulers Corruption Eradication Regulation No.prt/Perpu/013/1958 on April 16, 1958, the Navy was also determined to eradicate corpse;
4. Law Number 24 Prp of 1960 concerning the Investigation and Examination of Corruption;
5. 5. Law Number 3 of 1971 dated March 29, 1971, concerning Eradication of Corruption Crimes.

The efforts of the Government of Indonesia to issue a set of laws need to be appreciated considering that there is a relationship between fighting corruption and development. Appreciation is meant based on the assumption, that national development will be stalled, it will even stop if the wealth/money of the State that should be used to finance development both supra and infrastructure are taken under various pretexts only to enrich a handful of people or groups of people (Kunicová: 2006, pp. 140-160). In this regard, to create a just prosperous society based on the Pancasila and the 1945 Constitution of the Republic of Indonesia, efforts to eradicate corruption are professionally, intensively and sustainably improved because corruption has harmed state finances, the country's economy, and hamper national development.

After the Reformation Era, new legal frameworks have been issued to correct various weaknesses both at the regulatory level and at the implementation level. Among the legal grounds referred to are:

1. TAP MPR No. XI / MPR / 1998 concerning the Implementation of a Clean and Corruption-Free, Collusion and Nepotism State;
2. Law Number 28 of 1999 concerning State Administration that is Clean and Free of Corruption, Collusion, and Nepotism. This law is a juridical consequence of the MPR TAP;
3. Law Number 31 of 1999 dated 16 August 1999 concerning Eradication of Corruption Crimes;
4. Law Number 20 of 2001 concerning Amendment to Law Number 31 of 1999 concerning Eradication of Corruption;
5. Law Number 30 of 2002 concerning the Corruption Eradication Commission. This provision has been contained in article 43 of Law Number 31 of 1999 in conjunction with Law Number 20 of 2001 which states that a Corruption Eradication Commission will be established;
6. Law Number 20 of 1999, relating to Law Number 30 of 2002 also mentions the Corruption Court;

7. Law Number 7 of 2006 concerning Ratification of the 2003 United Nations Convention Against Corruption. With the enactment of Law Number 7 of 2006 meaning Indonesia is legally bound and committed to implementing the United Nations Convention Against Corruption 2003 with the enactment of all its legal provisions and consequences.

Indeed, the existence of the Corruption Eradication Commission established was based on Law Number 30 of 2002 very calculated by people who intend or are currently or have committed corruption as things that would interfere with their interests and their groups. If calculated since this institution was established until now, this commission has been aged 17 (seventeen years) and during that time the state institution carrying out its duties and authorities has sent corruptors who have various socio-economic and political status, to jail both central and regional politicians, central and regional bureaucrats.

While for those who have not yet been kissed by law enforcement officers, the possibility of them builds a barricade of horses to fight against the performance of law enforcers, even trying to undermine the existence of law enforcement agencies such as the Corruption Eradication Commission (KPK) by terrorizing employees, and investigators. The existence of the KPK is feared not only by corruptors, or those who intend to corrupt, are forced to rethink, but also state administrators are afraid to take risks on development projects within the ministry which is their responsibility (Lambsdorff: 2007; Ramos: 2007; Martínez, Ramos y Annia: 2019).

The implications of efforts to eradicate corruption that emphasize the aspect of repression carried out by the KPK, give a strong impression. The KPK has broad authority as a super body institution as part of its action to make the situation of governance. Political and legal organizers have intentions. Corruption has felt threatened. (Piga: 2011, pp. 141-181; Annia, Villalobos, Romero, Ramírez & Ramos: 2018). Such conditions seem counter-productive with the aim of eradicating corruption so that in the author's view the facts of the KPK's enforcement action create a strong impression in addition to drowning out preventive efforts, which have also been regulated in Article 6 in conjunction with Article 13 of Law No. 30 of 2002 concerning the Corruption Eradication Commission.

2. MATERIAL AND METHODS

Reviewing the prevention of corruption that has been legally regulated in Law No. 30 of 2002, It is important to consider the success of the KPK. It cannot only be measured by the number of people included in the pro-Justicia process (investigation, prosecution, and imprisonment), but also measured the amount of potential corruption decreased from year to year (Van Rijckeghem & Weder: 2001, pp. 307-331; Laureano et al.: 2018, pp. 4-7). But what happens, corruptors do not decrease even done by politicians and political party leaders, for example, the e-KTP case involving the Chairman of the Work Group. Several other cases, including the bribery case for the allocation of special autonomy funds in Aceh, Bribes of Kalapas Sukamiskin, Bribes for Meikarta licensing, Bribes for special allocation funds for education in Cianjur Regency and many other cases throughout 2018. Based on the KPK performance report in 2018, there were 30 cases of OTT (Operations Catch Hands), with a total of 121 suspects.

Those arrested came from various professions, including 21 regional heads, 46 private persons, 4 Judges, 3 Advocates, as well as several DPR and DPRD members, and from various echelons 1, 2, and 3. Even in the elected legislators who took place in 2019, there were legislative candidates who had previously been dismissed as corruptors by the court. However, those with various excuses that the ban on them violates human rights, are still nominate as a legislative candidate who would sit on the honorable council, the House of Representatives People of the Republic of Indonesia. This illustrates that there are personal problems in the candidate concerned that are not covered by a set of existing rules. For this reason, research studies involving the intention (mens area) of individuals in a psychological perspective are important to do.

Based on the background above, it means that crime starts from the intention (mens rea), then the

psychological question is why the prevention of corruption at the intention stage is important, how can it be prevented so that there is no intention to commit a crime. To answer this we need the concept of conformity known in psychology.

3. RESULTS

According to Aidt (Aidt: 2009, pp. 271-291), 8 internal factors cause corruption. These factors are tradition, freedom/non-attachment to rules, love to take risks, get appreciation from others, have power, perform conformity, give priority to self-security, and emphasize pleasure (hedonism). Anderson and Tverdova research state that prevention of corruption can be more effective if it does not only rely on law enforcement considering the factors that can be related to corruption are moral disengagement, counterfeit self, implicit self-theory, ethical mindset and moral emotion (Anderson & Tverdova: 2003, pp. 91-109; Pakdel & Ashrafi: 2019; Kalogeropoulos et al.: 2020).

In addition to moral disengagement, there are several other related dimensions such as moral justification, euphemistic labeling, displacement of responsibility, distortion of consequence and dehumanization (Barr & Serra: 2010, pp. 862-869). Seeing this dimension, one can put aside his morals when he starts to justify his behavior, give a new label/understanding that seems more positive, minimize personal responsibility, and reduce the feeling of discomfort by convincing himself that his corruption does not sacrifice other people. That is, no corruption is done suddenly, there is a process of considering the advantages and disadvantages and consequences that can occur on him, alleviating conflicts of interest within oneself until the individual finally decides to commit corruption or not (Kenny: 2006).

Also, successively put forward important crime theories that are well known and relevant to explain why crimes of corruption occur. First, crime occurs when evil intentions meet opportunity. Second, crime is produced by the dynamics of society itself (Treisman: 2000, pp. 399-457; Mohammadi & Yekta: 2018, pp. 1-7). That is, the intended crime was realized because there was an opportunity in the community, when someone who has evil intentions to take advantage of opportunities that exist in society, then crime occurs. Thus, this is also relevant in the context of criminal acts of corruption; there are three main elements, (1) an element of intention in individuals, (2) society, and (3) an organized society such as the State (Tanzi: 1998, pp. 559-594; Nooradi: 2017, pp. 71-75).

3.1 Data of Corruption Actors Who Re-Run as Legislative Members

Although a person has received the label of a corruptor as a result of his behavior in party activities, not all corruptors stop, instead they want to gain power through their nomination as candidates for legislative members of their party. Based on additional data from ex-corruption legislative candidate members released by the General Election Commission (KPU), it shows that from two releases, 30 January 2019 and 19 February 2019, there were 81 candidates for ex-corruption legislative members. "The number consists of 72 candidates for Provincial DPRD and Regency / City DPRD, and 9 DPD RI," said KPU Chairman Arief Budiman at the KPU RI Office, Menteng, Central Jakarta, Tuesday (19/2). The following is complete data (see table) of parties whose candidates are ex-corruption convicts, along with their constituency regions, which are compiled based on KPU RI data.

No	Origin of the Party	Number of people	Regional Options
1	Gerindra	6	DKI 3, North Sulawesi 1, North Maluku, East Belitung 1, East Belitung 2, Tanggamus 4.
2	PDI Perjuangan	2	West Papua Province 2, Pesisir Barat Regency 3
3	Golkar	10	Maluku Utara 3, Banten 6, Banten 9, West Papua 2, Pandeglang 1 Pandeglang 5, Tojo Una Una, Blitar 4, Lampung Province 7, Waropen 1
4	Garuda	2	Nias Selatan 1, Nias Selatan 1
4	Berkarya	7	North Sulawesi 2, North Maluku 4, Ende 1, Bulukumba 3, South Sulawesi 3, Pasaman Barat 1, Talaud Islands 3
5	Keadilan Sejahtera	2	Mamuju 2, East Okut 1
6	Perindo	4	Gorontalo 6, Kota Pagar Alam, east Lampung 1 Kota Parepare 1
7	Partai Amanat Nasional	6	Jambi 2, east Belitung 1, Lingga 3, Kota Cilegon 2, Lampung 7, Pagar Alam 2,
8	Hanura	11	North Maluku 3, Central Jawa 4, North Maluku 3, Blora 3, Rembang 4, North Maluku 3, Kutai Kartanegara 1, Ogan Ilir 4, Pinrang 1, 10. Banjarnegara 5, Simalungun 4
9	Demokrat	10	Pagar Alam 3, Cilegon 1, Central Lombok 5, Manado 4, Bengkulu 5, West Pesisit 2, Ogan Komering Ilir 4, Bolaang Mangondo 1, Luwu Utara 1 Simalungun 4
10	Bulan Bintang	3	Jambi 1, Bengkulu 5, Kepulauan Bangka Belitung 1
11	PKPI	4	Toraja Utara 4, Poso 3, Indragiri Hulu 1, Indragiri Hulu 3
12	PPP	3	Musi Banyuasin 4, Central Bengkulu 1, Lubuklinggau 3
13	PKB	2	Pesawaran 2, North Morowali 1

Table 1: Party, Number of People, and Origin of Selected Regions in Indonesia

3.2 Prevention Model

3.2.1 Normative Prevention

So far, corruption prevention has been carried out using the normative method, namely Law number 30 of 2002, Article 6 letter (d) that the Corruption Eradication Commission carries out the preventive actions referred to in article 13 that in carrying out the preventive tasks as referred to in article 6 letter d, the Corruption Eradication Commission has the authority to carry out the following preventive measures or measures: a) Register and examine the report on the assets of the State; b) Receive reports and determine graphite status; Carrying out anti-corruption education programs at every level of education; c) Design and encourage the implementation of a socialization program to eradicate corruption; d) Carry out anti-corruption campaigns to the general public; and e) Conduct bilateral or multilateral cooperation in combating corruption.

Such a normative approach is not sufficient as illustrated in the background and the table above. They even give an argument, there is not a single rule that prohibits that people who have obtained prison law due to acts of corruption have not allowed running for legislative candidates. The same thing was conveyed to the KPU which forbade former Corporal criminal convicts to nominate as candidates for legislative members, besides violating human rights. For this reason, another approach that focuses on the individual level of the legislative candidate is needed, namely the psychological approach.

3.2.2 Psychological prevention

The intention is a person's inner desire to do something. Likewise, the intended ill will exist in, and it is born from the mind of an individual or group. In the context of crime, the intended evil intention is born, lives and grows in a person's mind when influenced by the reality of daily real needs, which according to his subjective calculations, do not fulfill. Someone commits a crime, in the writer's view, influenced by internal and external conditions. In the context of criminal behavior, such behavior can be referred to as crime only if it has 2 factors: 1) mens rea (the intention to conduct the behavior), and 2) actus reus (behavior carried out without coercion from others). Prevention when someone's intention to do corruption.

First, internal conditions are referred to as evil intentions that are born from within oneself (the real needs internally). Certainly not only every individual but also includes corporations as referred to in Article 1 (3). Individuals in the sense of Law 30 of 2002, namely the state administrators as referred to in Article 2 of Law number 28 of 1999 concerning State Administration that is Clean and Free of Corruption, Collusion and Nepotism, while the corporation referred to as referred to in Article 1 (1) that the corporation is a collection of people and/or assets that are organized either a legal entity or not a legal entity.

The prevention model, in such conditions where the intended individual is a public servant or state administrator, the remuneration model, education, and health insurance can be used as a positive choice to prevent the intention of a person or group of people to realize Mens rea evil. In other conditions, there are indeed evil intentions not because real needs are not met but because of greed (greedy), luxurious lifestyle (glamor alife style). Model of prevention, Carry out registration and examination of the Report of Assets of State Assets both at the center and in the regions; Receive reports and determine graphitization status both at central and regional levels; Second, the external conditions in which evil intentions are born because they are told to, forced, lured. This condition illustrates that they are not met economically but because of pressure from outside. This means that remuneration is not the only one so that at this point, the ease of public services for the wider community can be used as a prevention model, for example, One-Stop Service. This also has not touched on the personal aspect.

From a psychological perspective, crimes committed by individuals (individuals) can be carried out in the following steps: 1). the formation of an anti-corruption character indeed needs to be formed from an early age; 2). Build an assertive and independent personality, because corruption often occurs because there is a feeling of discomfort when not being part of a group; 3). Forming habits takes precedence over obligations rather than rights. 4). Implanting moral values, so that it can create a strong contradiction when the individual finds a situation that allows him to commit corruption. The inculcation of moral values can be done by exploring the values of Indonesian culture, for example the Culture of Siri 'Na Pacce. Siri means shame (self-esteem), whereas Pacce or in the Bugis language is called Pesse which means: poignant or stingy (hard, sturdy establishment).

So Pacce means a kind of emotional intelligence to share in the pain or distress of others. There is a proverb of Siri'ji nanimmantang attalasa 'RI linea, punna tenamo siri'nu matemako kaniakkangngami angga'na olo-oloka which means, only because of our shame can we live in this world if the shame is gone then it is better to die because of you no longer at all even animals are more valuable than you. This philosophy is strongly held by the people in South Sulawesi, especially the Bugis, Makassarese, Mandarese, and Toraja ethnic groups. Humans are synonymous with "forget". Therefore, we need a system that can be a reminder of the dangers of corruption. Individuals need to be reminded regularly; therefore it can be done by building a system of education and training that must be followed by every citizen in his journey as a student or worker (Kunicová & Rose-Ackerman: 2005, pp. 573-606).

4. CONCLUSION

Learning to eradicate corruption cases in Indonesia, for example when the work system has been improved, even the perpetrators are published in the media, but not automatically; the perpetrators of corruption are reduced significantly. Corruption is a complex problem, not only juridical, sociological, political, but more basic psychological aspects concerned. Safeguarding anti-corruption values is needed because those values can be a barrier for someone intending to make the wrong decision. The recommendation, indeed, internalizing strong values requires a long and ongoing process. But to make effective it requires good cooperation with the government, business movers, educational institutions to the smallest system, namely the family.

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BIODATA

M.A PUTRI: Maharani Ardi Putri received a BS degree in 1998-2003 from the university of Katolic Indonesia Atma Jaya and Ms degree in 2003-2005 from Indonesia university. She is a lecturer associated, with the Faculty of Psychology, Universitas Pancasila Jakarta, Indonesia (main employee). Her research area interest is on psychology, crime, industry and information psychology.

A SAPTOMO: Ade Saptomo received a Doctoral degree in 2000-2003 from Gadjah Mada University. He is a professor in the faculty of law, Universitas Pancasila Jakarta, Indonesia (main employee) and from 2016-2019 is chairman in faculty. His research area interest is on psychology, law, culture, political, crime, civil law, and information psychology. He has many articles in this area.



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Impact of brand equity on consumer purchase intent

Impacto del valor de marca en la intención de compra del consumidor

S RUNGRISAWAT

ORCID: <http://orcid.org/0000-0002-6985-6945>

somdech.ru@ssru.ac.th

Suan Sunandha Rajabhat University, Thailand

S SIRINAPATPOKIN

jung_dk@hotmail.com

Jungwattana Group Co., Ltd., Thailand

ABSTRACT

The primary aim of this study was to investigate the impact of brand loyalty and brand association on consumer purchase intent. It also aimed to examine the association between brand awareness and perceived quality related to consumer purchase intent. Findings revealed that both brand loyalty and brand association are significantly associated with consumer purchase intent, whereas brand awareness and perceived quality are not significantly related to consumer purchase intent. Non-random based sampling technique was used to collect data from 260 respondents through close-ended questionnaires from different market places of Kuala Lumpur and Selangor, Malaysia.

Keywords: Brand Equity, Consumer, Purchase Intent.

RESUMEN

El objetivo principal de este estudio fue investigar el impacto de la lealtad a la marca y la asociación de la marca en la intención de compra del consumidor. También tenía como objetivo examinar la asociación entre el conocimiento de la marca y la calidad percibida relacionada con la intención de compra del consumidor. Los resultados revelaron que tanto la lealtad a la marca como la asociación de la marca están significativamente asociadas con la intención de compra del consumidor, mientras que el conocimiento de la marca y la calidad percibida no están significativamente relacionadas con la intención de compra del consumidor. Se utilizó una técnica de muestreo no aleatorio para recopilar datos de 260 encuestados a través de cuestionarios cerrados de diferentes mercados de Kuala Lumpur y Selangor, Malasia.

Palabras clave: consumidor, intención de compra, valor de marca.

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1. INTRODUCTION

Prior studies (Tan et al., 2018: 71-80; Pappu & Quester, 2016: 2-28) have found that product attributes both tangibles and intangibles have an effect on brand equity and also contribute to the value of a brand. Attributes also have a vital role in brand choice, and brand equity is one of the essential parts of marketing (Kim et al., 2017: 254-271). Many organizations perform social responsibility in order to have an impact on consumers and help in differentiating products (Annía, Villalobos, Romero, Ramírez & Ramos, 2018; Jermisittiparsert et al., 2019: 741-752). It is found that such initiatives do not fit with the perception of consumers and therefore have no position in changing their perception, behavior, and beliefs (Hussain et al., 2019).

On the other hand, the initiatives that fit well with consumer's perception play an essential role in shaping the behavior, attitudes, and beliefs of consumers (Sen et al., 2016:70-75; Khan & Ali 2017:9-15). Customers have a positive or negative perception about the brand, so when they react favorably towards a specific brand, it is said to be brand equity of that brand. Brand equity, which is based on customers, occurs when they have some positive, well-built, and exceptional brand image stored in their memory (Keller, 2016:1-16; Zandi et al., 2019; Villalobos & Ganga, 2016; Villalobos & Ganga, 2018; Villalobos, Guerrero & Romero, 2019).

The value of a brand in the mind of the customer plays a vital role in making the purchase decisions (Son & Kijboonchoo, 2016: 76-83; Singh, 2018:14-20). Moreover, the decision making and learning process of consumers builds up the brand equity of a specific brand. Quality is what every customer always looks for in any product or service, especially in which added services would be offered. Service excellence, consumer satisfaction, and company productivity are related. Previous studies reveal a high connection between relative service quality and buying the power of consumers (Tan et al., 2018:71-80; Rincón, Sukier, Contreras y Ramírez: 2019).

Services are recognizable and intangible goods that are designed to provide satisfaction to customers. This includes travel, entertainment, finance, hospital, health care communications, professional services fields, and utilities. Excellent service quality is vital to business productivity and purchase intentions of consumers (Jermisittiparsert et al., 2019: 408-417). Thus, from the findings of research by (Saleem et al., 2015; Khanfir, 2017: 223-232), it was concluded that if service quality declined in an organization, it would have adverse effects on the organization's productivity and purchase intentions of the consumer.

What affects purchase intention is customer satisfaction. Customer satisfaction is a particular type of attitude of the consumers. It is said to be a post-purchase phenomenon that reflects how much a brand or a service has been liked or disliked after experiencing it. Empirical studies have confirmed that the satisfaction of consumers is affected by service quality, and therefore, it determines consumers' Repeat Purchase Intentions (Bansal & Taylor, 2015: 304-313; Kimengsi & Gwan 2017:53-60).

Similarly, marketers struggle to establish Brand Equity in the markets. Brand equity has four primary dimensions Brand Loyalty, Perceived Quality, Brand Association, and Brand Awareness (Aaker, 1996). This study primarily aimed at examining the inter-relationship between these four dimensions.

Brand equity stands for the recognition that a brand has earned from its value or worth in a market; it is having its base on the concept that well-known brands can earn more from producing commodities under its brand name. The consumers always keep well-known brands on their priority because of the quality and consistency provided by the same brand. Brand equity is also termed as brand value (Aaker & Joachimsthaler, 2009; Saravanaraj & Pillai 2017: 199-205).

Brands that have a higher financial budget for the public through advertisements also have a high level of brand equity, increasing the purchase intention of a consumer. Brand equity determines the feasibility of introducing a new product into the market as it protects the product, which is launched under a reliable brand name. The risk of competitors is minimized when the product is launched with the endorsement of the reputable brand name (Leitão, 2013:15-23; Pappu & Quester, 2016:2-28).

Brand Loyalty is ascertained by the degree, which shows repeated consumer buying patterns and how consistently consumers purchase the same brand. It is the worth of any brand (Aaker, 1996:103; Ramírez, Espindola, Ruiz y Hugueth: 2019; Ramírez, Lay, Avendaño y Herrera: 2018). Brand loyalty is the consumer's willingness to buying the same product of a particular brand again and again rather than choosing another brand. Hence, it is often termed as the success of brand equity. The customer's satisfaction with the product makes him buy that product more often, and he prefers it over other brands that offer the same products; this gives the brand a competitive edge and makes the brand more desired and famous. Brand equity and brand loyalty have an active link or association between them. Brand equity provides the chance for brand selection by the consumers, which leads to customer's commitment to the brand (Ahn et al., 2018).

Perceived value has been accepted as a customer's view of any product's strength and their expectations about a particular brand. Consumers' knowledge about the product is essential for purchase decisions. Similarly, other studies also put the idea that consumers' knowledge plays a vital role in purchase decisions. Moreover, perceived value also refers to consumers' evaluation of the product. Perceived Value is also determined by the purchase intention of customers. Other factors about the product that affect consumers the most are the product packaging and celebrity endorsement. These factors are indirectly in a relationship with purchase intention and directly in a relationship with the perceived value of the product (Mirabi et al., 2015). It has shown its associations with brand usage, stock return, the elasticity of the price, and price premium.

Brand awareness states the understandability of a brand by the consumer or how much a brand is identified and recognized by the customers. According to Aaker, Brand awareness is reflected in the impact that a Brand makes on consumers. It also provides marketers with a vast variety of advantages (Aaker, 1996:103).

Studies reveal that online information available about hotels enhances the awareness of consumers and help them to make purchasing decisions, so those hotels who give online information for their consumers attract their considerations. Moreover, it is also examined that there are two types of data available positive and negative. Positive news enhances the awareness of consumers, and they develop a positive perception of hotels.

Brand association is a concept that is deeply settled about a brand in consumers' minds. It provides a link between the consumer and a brand (Aaker, 1996:103). Brand association is related to brand equity as it builds a lot of awareness and understanding of the brand. Hence when brand association increases, brand equity also rises. Thus, organizations now emphasize on Brand positioning strategy to gain a competitive advantage and establish a core associated with the brand (Baalbaki & Guzmán, 2016: 229-251; Koumje, 2018:8-12; Orynbassarova et al., 2019).

A plan or an idea of a consumer for the purchase of a particular brand is called Purchase Intent. It is the likelihood that a consumer is going for a specific brand, with a reason to justify his needs. The idea for the purchase of the same brand can be based on the name of the brand or the image built-in the consumer's mind (Stefko et al., 2019). Wu et al. (2011) researched on private label brands to study the role of store reputation and quality of service on an individual's likelihood to purchase the product. It was found that the right image of the store increases the purchases of private label products. The service quality also has a positive effect and contributes to building the product image.

Every organization's reputation also contributes to developing its image. If the organization is reliable, it is a positive sign of the corporate image. It also helps in creating loyal customers as they assess its reliability through sincerity and expertise. Many organizations advertise their products or brand through which they show the reliability of their organization. There are two types of reliability, which are known as organization reliability and authenticity of the message in the advertisement. Both affect shaping the behaviors and decision making about the purchase (Pino et al., 2016: 2861-2869).

An empirical study was conducted on car purchasers, which shows different purchasing behavior of people. Questions related to purchase intention were asked from people who own a car and from the first time buyers. Results reveal that current car owners have the intention to purchase the current brand again, which

suggests that they have their attitude towards the brand constant. The buyers who purchased cars for the first time, their purchase behavior showed that they were in favor of those brands that have higher market shares (Kassim et al., 2017; Lupu, 2017:23-33).

2. METHODS

Personal Survey Technique was the method used to collect data from 260 respondents who were the frequent users of the Products. Different marketing sites were visited to collect data. Non-random based sampling technique was used to collect data through close-ended questionnaires from different places of Kuala Lumpur and Selangor, Malaysia. The purchasers/consumers of quality brands at these market places were handed out a questionnaire that consisted of various questions inquiring about brand equity and its impact on their purchase intent.

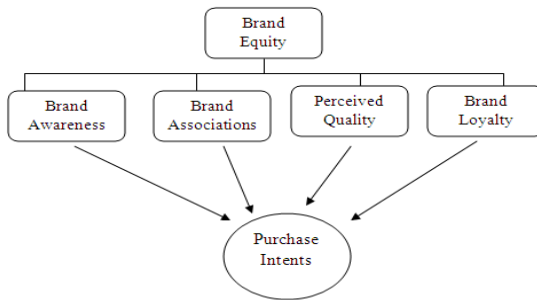


Figure 1. Research Model Developed

3. RESULTS

The results of model were summarized in Tables 1 and 2.

Model	R	R ²	Adjusted R Square	SE of the Estimate
1	.685 ^a	.469	.460	.44470

Table 1. Model Summary

a. Predictors: (Constant), BA, BL, PQ

Model	R	R Square	Adjusted Square	The error of the Estimate
1	.678 ^a	.460	.456	.44632

Table 2. Model Summary

a. Predictors: (Constant), BA, BL

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.889	4	10.722	54.219	.000 ^a
	Residual	48.648	246	.198		
	Total	91.537	250			

Table 3. ANOVA^b

Here the significance value $0.000 < .05$, which indicates that the Anova test is significant means the null hypothesis is rejected.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VI F
(Constant)	1.187	0.243		4.889	0		
BA	0.052	0.067	0.047	0.776	0.439	0.592	2
PQ	0.072	0.048	0.083	1.523	0.129	0.72	1
BL	0.49	0.048	0.528	10.237	0	0.813	1
BA	0.165	0.054	0.184	3.055	0.002	0.594	2

Table 4. Coefficients

The data reveals a statistically insignificant relationship between PI and BA: $P(0.439) > 0.05$. Also, there was an insignificant relationship between PI and PQ, i.e., $P(0.129) > 0.05$. However, there is a significant relationship between PI and BL, i.e., $P(0.000) < 0.05$ as well as between PI and BA, i.e., $P(0.002) < 0.05$. It was also evident that the coefficient between all variables was above 0.05.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.136	2	21.068	105.763	.000 ^a
	Residual	49.401	248	.199		
	Total	91.537	250			

Table 5. ANOVA

The above data also reveals that there is a statistically significant relationship between PI and BL is i.e., $P(0.000) < 0.05$ as well as between PI and BA, i.e., $P(0.002) < 0.05$.

Hypothesis	B	Sig value	Empirical conclusion
H1	0.052	.000	Accepted
H2	0.072	.439	Rejected
H3	0.49	.000	Accepted
H4	0.165	.129	Rejected

Table 6. Hypothesis Assessment Summary

Since the brand awareness and perceived value have a sig value higher than 0.05, it suggests that these two variables do not have much impact on consumer purchase intents. However, when the sig value of brand loyalty and brand association is less than 0.05, the relationship exists with a more significant impact.

The coefficient for brand awareness is .052, which suggests that when brand awareness increases, a 0.052 increase can be predicted in the increase of purchase intentions with other variables remaining constant.

The coefficient for brand equality is .072 which suggests that when brand equality increases, a 0.072 increase can be predicted in the increase of purchase intentions with other variables remaining constant.

The coefficient for brand loyalty is .49, which suggests that when brand loyalty increases, a 0.49 increase can be predicted in the increase of purchase intentions while other variables remain constant.

The coefficient for the brand association is .165, which suggests that when brand association increases, a 0.165 increase can be predicted in the increase of purchase intentions with other variables remaining constant.

4. CONCLUSION

This research was carried out to examine the impact of Brand Equity on Consumer Purchase Intents. It has been concluded that two independent variables of the study viz. Brand loyalty and brand association make a significant impact on the dependent variable, i.e., consumer purchase intents, whereas the other two variables, brand awareness and perceived quality, show a low impact on consumer purchase intents. The future research can be conducted on the purchase intents with other variables, which can be the effect of service blueprinting on the consumer purchase intents.

APPENDIX

Questionnaire

Sub variables of Brand Equity (Independent variable)

Brand Awareness

Sr.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Online Marketing makes me more aware of the Brand.					
2	Awareness of a Brand is necessary for its Growth.					
3	Awareness of a Brand affects my purchase Decision.					
4	Sponsorship helps a brand to get noticed in the market.					

Brand Association

Sr.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Symbol associated with the Brand benefits brand identity.					
2	I can easily associate with the brand that has an impressive tagline.					
3	I think association of a celebrity with a Brand could imply positive effect on a brand.					

Perceived Quality

Sr.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I prefer more familiar brands over less familiar ones.					
2	I believe Quality is the only concern while making a purchase decision.					
3	I believe packaging of a product portray its quality.					

Brand Loyalty

Sr.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I think the level of loyalty of customer lead to less marketing expenditure, because the loyal customers help in raising the brand positively.					
2	The loyalty of consumer for a brand restricts new competitor in the market.					
3	In my opinion, providing personalized products makes customers loyal to the brand.					

Purchase Intents (Dependent Variable)

Sr.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Brand Awareness is the most effective way that increases Purchase Intent of a consumer.					
2	Brand Association motivates consumer Purchase Intent.					
3	Perceived Quality is the driving force for Purchase Intent.					
4	Brand loyalty will always have a positive impact on Purchase Intents					

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BIODATA

SOMDECH RUNGSRISAWAT: holds a Ph.D. in Communications from the University of Westminster, UK. He is currently the Vice President for Academic Affairs and Associate Professor at Suan Sunandha Rajabhat University. His areas of expertise are Communication, Public and Business Administration, Education, and Interdisciplinary Research in Social Sciences.

S SIRINAPATPOKIN: Sirinapatta Sirinapokin holds a Ph.D. in Leadership in Society, Business and Politics from College of Social Innovation, Rangsit University, Thailand. She also studying Ph.D. in Development Administration at the Graduate School, Suan Sunandha Rajabhat University. She currently is the Manager Director of Jungwattana Group Co., Ltd. Her research areas are Public and Private Administration, Local Politics, and Leadership.



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Institutional structure of public finance law

Estructura institucional del derecho de finanzas públicas

Mannep A. TSINDELIANI

ORCID: <http://orcid.org/0000-0003-3735-880X>

tsindeliani_mannep@rambler.ru

Russian State University Justice, Russian Federation

ABSTRACT

The article deals with actual problems of the institutionalization of the modern Russian financial law as a branch of law. The problems of the modern concept of the subject of the financial law of the Russian Federation and the construction of financial law on institutional and pandemic systems are investigated. Approaches for the allocation in the financial law system of such entities as fiscal law and the issue law, and the right of monetary circulation, the rights of public revenues are presented. In conclusion, the author's presentation to the system of the financial law of Russia is given.

Keywords: Institutionalization, Law, Pandemic, Russian.

RESUMEN

El artículo trata problemas reales de la institucionalización de la ley financiera rusa moderna como una rama de la ley. Se investigan los problemas del concepto moderno del tema del derecho financiero de la Federación de Rusia y la construcción del derecho financiero sobre los sistemas institucionales y pandémicos. Se presentan enfoques para la asignación en el sistema de derecho financiero de entidades tales como la ley fiscal y la ley de emisión, y el derecho de circulación monetaria, los derechos de los ingresos públicos. En conclusión, se presenta el autor al sistema de derecho financiero de Rusia.

Palabras clave: Derecho, Institucionalización, Pandemia, Rusia.

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1. INTRODUCTION

The problem of the definition of the system of financial law as a branch of the law has been remaining the subject of extensive scientific debate in contemporary literature (Scharfstein: 2018, pp. 1463-1512). First of all, this is due to developing the legal framework and generally accepted scientific review of earlier approaches. The problem of financial legal system is closely linked with the problem of the definition of the object of financial law as a whole today.

We have previously focused on the history of the scientific debates on the system of the Russian financial law (Tsindeliani: 2015, pp. 58-83). If we consider the Soviet period of development of the scientific conceptions of the system of financial law, it should be noted a variety of approaches to structural elements of the branch of law, that leads to the following conclusions:

- There were no uniform criteria for selection institutions and sub-sectors in the structure of the branch of law;

- It was rejected the presence in the structure of the sub-sectors of the law, and instead of them justified the existence of the partitions, in order to prevent the extraction of the sub-sectors from the financial law;

There were conflicting conclusions about the inclusion or exclusion of certain institutions in the system of financial law;

- Most scientists linked the existence of financial - legal institutions with the presence of the relevant financial - economic institutions. They denied the possibility of the existence of financial - legal institutions without the existence of a similar financial-economic institute.

Despite the fact that many of the expressed opinions were controversial, it is impossible not to recognize the importance of the scientific debate held on the subject and the system of financial law. In fact, thanks to this debate, financial law has received a serious scientific foundation that allows now the branch of law to develop.

Changes in the political and economic system of the State could not touch the basic categories of financial law, and, in particular, the object and the financial law system. The transformation of pre-existing elements of the financial system, the emergence of new elements of the financial system has largely influenced the present stage of development of financial law. In general, there are two directions in the modern financial and legal literature, considering the development of financial law, and giving the definition of the objective of regulation and institutionalization of the field of law. The first direction can be described as traditional, in which the tendency of the modernization of the existing rich theoretical heritage of the Soviet financial and legal science. The second direction can be described as revolutionary since it actually declines to a complete revision of traditional approaches of consideration of the fundamental categories of financial law. Attempts to consider the financial law in the new political and economic environment have led to a highly original tendency in the financial law theory.

GA Tosunjan and AY Vikulin (2003) have hypothesized the formation of a new profiling branch of law, which has as a subject both public and private (corporate) finances. Noting the association of public and corporate finances in the same branch, are based on the fact that the relations arising about finances have always marked public character. The new financial law, as was identified by these authors, the emergence of a new profiling branch of law, has its own specific system, namely the budget law, tax law, banking law, insurance law, currency law, investment law, securities law, the law on protection of competition on the market financial services, legislation on securities market legislation on financial control and auditing, legislation on laundering of proceeds of crime (Tosunjan et al.: 2003). In turn, NM Kazantsev proposed a new concept of financial law, which is intended to be interpreted as the right, i.e. the right to perform legal actions with respect to or through finances and financial evaluations, under certain jurisdictional protection of the State or other subject of financial jurisdiction. The author considers the financial law, not only as a public but also as an individual law. He defines the substantive law as part of the financial powers of the acquisition of real assets of national heritage in a certain amount of their value. Of great interest is the opinion of this author on the

financial system of law. In his opinion, the financial structure of the rights cannot be reduced to a tree -type. The system of financial law is a network structure, in which a lot of different hierarchical subsystems can be fleshed out (Annía, Villalobos, Romero, Ramírez & Ramos: 2018; Shestak et al.: 2019, pp. 547–554).

A review of the views of leading experts of financial law allows us to do a whole number of conclusions on the subject of the problem and the system of financial law at the present stage.

The concept that underlies the definition of the object of financial law through the financial activity of public law entities in the field of the formation, distribution, and use of funds, now cannot reveal the full potential of financial law (Ramos: 2007; Martínez, Ramos y Annía: 2019; Havrylyuk: 2015, p. 130; Metzger: 2015, p. 129; Riccioni et al.: 2018, pp. 186-194). It is inherited from the Soviet past and does not allow in new economic relations to see that the financial law in a market economy acquires other qualities and properties. New features of financial law lie in the fact that out of control of public finances, it has become a regulator of the relations existing in parallel with the public and related private finances.

It should recognize that in a market economy, relations connected with the finances of the State are diverse in nature (Awrey et al.: 2013, p. 191; Carruthers: 2013, pp. 386-400; Urdaneta & Villalobos: 2016; Villalobos & Ganga: 2016; Hernández, Villalobos, Morales & Moreno: 2016). It is almost impossible to see net financial relations. Accordingly, the subject of financial law currently covered not only "pure" financial relationships. In fact, we should recognize that relationships in the financial sphere are complex (Goodhart et al.: 2013; Villalobos & Ganga, 2016; Villalobos & Ganga, 2018; Villalobos, Guerrero & Romero, 2019). The financial - legal regulation involves complex social relations covering almost full range of both public and private finances.

Preservation of the concept of financial activity of the State and municipalities in the theory of financial law cannot explain how these or other institutions, currently being considered as the financial and legal, in general, maybe in the system of financial law (Waldo: 2017; Ramírez, Chacón & El Kadi: 2018; Lay, Ramírez & Villalobos: 2019; Rincón, Sukier, Contreras & Ramírez: 2019). The current state of the legal theory that is also burdened with the Soviet past, relating to branch specialization, cannot overcome their rigidity (Barkan et al.: 2015). Unfortunately, traditional approaches to determination of the branch of law through the subject and method of regulation now do not explain many of the phenomena of legal reality. Modern financial law, with its deep roots in the Soviet era of development of the law, does not explain many of the phenomena actually existing legal reality.

The fear of the transformation of the financial law in a comprehensive branch is farfetched because the place in the legal system is determined by social need, which is based on the fact that there should not be a priority of public law entities in the financial sector. Private entities in the financial sector should also get decent tools of interaction and realization of their interests in the field of finances. Modern financial law is burdened by the priority of public interests under cover of the common good for all, which in itself is good, but the reality is that the interest of public legal entities becomes absolute. The situation in the budget and tax spheres of the State is clear evidence of this fact.

2. METHODS

This article descriptively analyzes the financial system of the Russian Federation. The analysis touches upon the finance law and legal entities under the finance law.

3. RESULTS AND DISCUSSION

The discussion arose around the proposal for the formation in the financial system of law of emission law is of great interest. There is no consensus among scientists about how to identify in the system financial law a set of rules governing the monetary relations. There are suggestions in the literature that it is possible to allocate in the financial law system a separate subsector, named as the right of circulation of money, which is

a set of legal norms regulating social relations that arise during the process of the movement of cash and non-cash (Towmasyan: 2009, p. 24). The authors motivate the very possibility of formation of such sub-sector by the presence of its subject and method of legal regulation, the adequacy of legal provisions allowing them to allocate a separate entity, their certain specifics, etc. It seems a rather simplistic approach to the issue of the formation of structure in the sub-sectors of financial law. It seems that this is quite a simplistic approach to the issue of the formation of sub-sectors in the structure of financial law. For example, the authors define the subject of this sub-sector as public relations arising during the process of cash flow. However, the process of cash flow is the subject of regulation by not only finance law, but also administrative and civil law. How to separate these rules of the appointed branches of law from regulating this process? Another example of relationships generated by this sub-sector - social relations arising about the establishment and execution of the process (order) handling in the territory of a particular State of cash and non-cash in national and foreign currency and regulated by the rules of law. However, the circulation in the territory of a particular State of cash and non-cash foreign currency is also in contact with the institute of currency regulation.

The very subject of the proposed sub-sector is defined by the mentioned author as specified public relations arising in the process (order) of cash flow. Furthermore, the method of the law of money circulation coincides with the method of the financial law - a method of government regulations, based on the imperative regulation of social relations (Hughe et al.: 2015, 361-372; Hacker et al.: 2018, pp. 645-696; Le Nguyen: 2018, pp. 47-58).

We believe that social relations in the process of functioning of the monetary system of the State define the subject of regulation of the monetary (emission) law.

To-day, the monetary system of the State consists of the following interrelated and interdependent elements:

- The monetary unit of the State;
- Principles of the organization of the monetary system;
- Types and order of maintenance money;
- Emission mechanism;
- Money supply structure;
- Forecasting and planning of cash circulation;
- Monetary Regulation of economy;
- The order of determining of currency circulation;
- The order of cash discipline.

Accordingly, the public relations arising in the process of the operation of each of the above elements of the monetary system of the State, form the subject of monetary (emission) law. It is necessary to proceed from the fact that they are interrelated elements, which ensure the functioning of the monetary system of the State in the result of direct interaction. As a consequence, it is necessary to determine which rules of financial law form the structure of the monetary (emission) law (Shestak et al.: 2019, pp. 197-206). There is no consensus on the financial system of law in the modern financial and legal literature. Nevertheless, we believe that the financial rules of the system can be divided into four sub-sectors, namely the budget law, tax law, monetary (emission) law, financial - control law. Each of these sub-sectors incorporates a large group of financial - legal norms, which, in turn, are combined in the financial - legal institutions. In our opinion, the monetary (emission) law is formed by the following financial - legal institutions:

- Circulation of money;
- Currency regulation;
- Public banking law.

Almost publicly, the said financial-legal institutes cover of the functioning of the legal components of the elements of the State monetary system. It should be considered that the actual elements of the monetary system of the State are in the process of development and modernization. For example, the modern monetary system of the State is unthinkable without such institutions are actively developing electronic payment systems and electronic money. That in itself raises the question about the limits of the financial and legal regulation of relations in the field of electronic money. Money turnover, as the sphere of the financial - legal regulation is essential because, in its essence, not only the public finance sector but also the entire sphere of private finance depends on its effective functioning. The functioning of all elements of the financial system of the State is in direct dependence on the cash flows and mechanisms, both economic and legal, to ensure such a movement. The critical role of regulation of the monetary system of the State belongs to the standards of other financially-legal institute - public banking law. We agree with the fact that banking activity - a very complex phenomenon. However, for the State, the well-functioning banking system is a major priority, and it is caused, first of all, not only the interests of the State but also the interests of individuals. In fact, by far the most reliable investment people are investing in bank deposits. Providing property interests of individuals prompted the government to develop a system of deposit insurance in banks.

As a consequence, the State reinforces the public regulatory regime of banking activity that acquires a variety of forms. Given that the process of functioning of the monetary system today is unthinkable without the most important economic institutions - banks and non-bank credit organizations, public banking law is an institution to be included in the emission (monetary) law. So far, the problem of assigning emission law to the general or special part of the financial law system is debatable. The rules incorporated in sub-sector "emission (monetary) law" in the system of financial law governing relations in the process of functioning of the monetary system of the State, are links that provide implementation of standards such as sub-sectors and finance institutions as the budget law, tax law, financial control law, public credit, public debt, and others.

Thus, we believe that the monetary (emission) law has emerged in the system financial law as a sub-sector, which should be included in the general part of the financial law. The structure of it includes such financial and legal institutions as currency law, public banking law, monetary circulation.

The idea of separation of fiscal law or law of public revenues in the system of financial law seems no less controversial. According to Vasyanina EL (2016), forming a single legal sphere, the treasury is covered by the fiscal law, whose place in the system of financial law is destined to exercise the activities of the State management of financial resources and public revenues. Formation of public law of State revenue is connected with the legal technique of systematization of normative legal acts establishing fiscal levy (collection). It will create a single legal framework of fiscal activity of the State. These authors believe that fiscal law has its own system. Assuming the pandects structure of law it is possible to identify a General Part of the fiscal law, including general provisions applicable during the fiscal system regulation, and special parts, covering individual parts of treasury. The general part of the fiscal law should contain provisions on profitable financial obligations relations, principles of regulation that are emerging in the area of formation of the public purse, the general conditions for the establishment of fiscal levying, the mechanism of their administration, the provisions on the monitoring of the performance by the debtor obligations on forming public purse, as well as the institute protecting the rights of participants of the fiscal relations.

Special Part of fiscal law is intended to cover certain types of fiscal levying, institute of fiscal tort law, under which establishes the legal regime of financial obligations arising from the wrongdoings. According to Vasyanina's concept the fiscal law (the law of public revenues) covers a wide scope of specific financial institutions which require subsequent classification and their subsequent systematization, such as: 1) taxes; 2) fiscal charges; 3) parafiskalitets; 4) insurance premiums; 5) measures, having the character of punishment (fines, confiscation, seizure of other compulsory withdrawals); 6) fiscal payments, which are measures of tariff regulation (for example, customs duty, recycling); 7) actions which are protective measures of non-tariff regulation (countervailing, anti-dumping duties); 8) natural resource payments; 9) "hidden" fiscal levy; etc. (Vasyanina: 2016, pp. 10-17).

It seems that this concept is artificial and lacks a regulatory framework, not taking into account the basic structural elements of the financial law forming the framework of its system - the budget and tax law. At the same time, the concept of a financial liability laid into the basis of the theory of fiscal law has not a legal regulatory framework. Accordingly, we can now only talk about some theoretical structure

In turn, N.V. Vasilyeva singles out in the system of financial law a new sub-sector - public revenues, defining as the totality of financial and legal rules governing public relations arising in the process of accumulation of public funds (Vasilyeva: 2017).

At the same time, the following institutions are included in this sub-sector: the tax law; legal regulation of other mandatory budget revenues; legal regulation of voluntary budget revenues; legal regulation of voluntary budget revenues; legal regulation of decentralized public revenues. At the same time, the sub-sector of public incomes is divided into a general and special part. However, it is difficult to agree with this approach. Our previously published monograph detailed the evolution of the scientific design of the financial law system as a branch of law (Tsindeliani: 2011). The above arguments on the inclusion of the tax law as an institution have no legislative reinforcement. Moreover, it is in contradiction with the constitutional provisions on the isolation of regulation of relations in the field of taxes and fees. Moreover, the author does not justify how to control relations in the field of taxation can be included in this sub-sector, since the mechanism for monitoring compulsory payments to budgets, in addition to taxes and fees, as well as insurance premiums, has a different implementation mechanism.

4. CONCLUSION

A traditional approach to the structural elements of the system of financial law as a branch of law is reproduced in the vast majority of financial and legal studies. There are also represented the emergence of new institutions and sub-sectors of financial law, proposals to remove the traditional institutions of the financial system of law, justification for the transformation of institutions and sub-sectors in the new independent branch of law, or a new complex area of law. However, the development of criteria for the systematization of financial and legal provisions in the respective structural elements of financial law has not received significant theoretical development. The elemental composition of both General and Special Parts of financial law remain without significant theoretical development and coverage in most textbooks on financial law. What institutions and sub-sectors are universal for the financial law and form a General Part and which the institutions form the Special Part, and what are the criteria to the present in the light receive occasional interpretation? In our opinion, all of the Special Part of financial law consists of a large number of inter-sectoral institutions. In fact, it can be argued that public relations in the field of public and private finances are subject to regulation by branches of public and private law. As a consequence, the inevitability of the formation of inter-sectoral entities, including in the area of financial regulation.

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BIODATA

Mannep TSINDELIANI: Works as an associate professor of Financial Law and Civil law insolvency in Russian Federation. The research interests of the author are new aspects of Financial Law, Law cases in digital economy, features of main elements of taxation in a digital economy. His last research was about legal design of the tax. Now the author is working on the researches in the sphere of Institutional Structure of Public Finance Law. At this sphere, he deals with actual problems of the institutionalization of the modern Russian financial law as a branch of law.



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Exploring the nexus between emotional dissonance, leadership, organizational commitment, job satisfaction and intention to leave among medical professionals in Thailand

Explorando el nexo entre la disonancia emocional, el liderazgo, el compromiso organizacional, la satisfacción laboral y la intención de renunciar de los profesionales médicos en Tailandia

K JERMSITTIPARSERT

ORCID: <http://orcid.org/0000-0003-3245-8705>
kittisak.j@chula.ac.th
Chulalongkorn University, Thailand

B URAIRAK

ORCID: <http://orcid.org/0000-0002-4174-401X>
ss6272@gmail.com
Ramkhamhaeng University, Bangkok, Thailand

ABSTRACT

The main purpose of the current study is to explore the nexus between emotional dissonance, leadership, organizational commitment, job satisfaction and intention to leave. In addition to that, the study has examined the mediating role of job satisfaction in the relationship between leadership and intention to leave and between emotional dissonance and intention to leave. This study has used the survey-based methodology and the SEM-PLS technique to test the hypothetical relationships. The data was collected from medical professionals in Thailand. The findings of the study provide support to the theoretical foundation and the proposed hypothesis of the current study.

Keywords: Emotional Dissonance, Job Satisfaction, Leadership, Organizational Commitment.

RESUMEN

El objetivo principal del presente estudio es explorar el nexo entre la disonancia emocional, el liderazgo, el compromiso organizacional, la satisfacción laboral y la intención de renunciar. El estudio también ha examinado el papel mediador de la satisfacción laboral en la relación entre el liderazgo y la intención de renunciar, y entre la disonancia emocional y la intención de renunciar. Este estudio ha utilizado la metodología basada en encuestas y la técnica SEM-PLS para probar las relaciones hipotéticas. Los datos fueron recolectados de profesionales médicos en Tailandia. Los resultados del estudio respaldan los fundamentos teóricos y las hipótesis propuestas para el estudio actual.

Palabras clave: Disonancia Emocional, Compromiso Organizacional, Liderazgo, Satisfacción Laboral.

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1. INTRODUCTION

It is important for organizations to invest in human capital because it has very serious implications in their success (Jermstipparsert & Sriyakul: 2014, pp. 188-198). Organizations that view employees as an asset understand that their skills cannot be replaced by technology. To attract and retain their employees, organizations need to focus on minimizing the turnover of employees, especially those who are skilled and trained and reduce the cost of operations. The employees who leave the organizations have serious implications on the performance of the organization (Takawira et al.: 2014, pp. 1-10; Ali: 2013, pp. 38-44; Nooradi et al.: 2017, pp. 71-75).

Turnover intention or intention to quit is the desire of an individual to stop working for a specific organization. It is important to notice such intentions, as they are key determinants of the actual behavior of employees. One can easily predict the employees' perception through their intention, which later results in passing judgment about organizations. Organizations need to understand the antecedents of turnover intentions as they have a lot of importance for the organization. The reasons which contribute to the turnover intention of an individual can be individual as well as environmental factors (McCarthy et al.: 2007, pp. 248-255; Ramírez, Espindola, Ruíz y Hugueth: 2019; Ramírez, Lay, Avendaño y Herrera: 2018).

Previous research has examined a number of issues that have impacted employee retention including the relationship between employees and the leader (Shawtawri et al., 2016), perceived organizational support (Annía, Villalobos, Romero, Ramírez & Ramos, 2018; Zandi et al., 2019), sense of coherence, organization-person fit, emotions of employees, organizational commitment and job satisfaction (Jermstipparsert et al.: 2016, pp. 5104-5110; Sriyakul et al.: 2019, pp. 2967-2974). Several other factors impact employee retention such as training and development, material working conditions, career opportunities, and compensation, along with many others (Urairak & Chaleoykitti: 2017, pp. 43-49; Chutchawanchanchanakij: 2017, pp. 116-122; Ali: 2018; Villalobos & Ganga, 2016; Villalobos & Ganga, 2018; Villalobos, Guerrero & Romero, 2019). It is a key need for organizations to retain skilled labor so that they can get a competitive advantage. It is also important to keep employees engaged so they can thus be retained by organizations (Jayathilaka & Purasinghe: 2017, pp. 81-89; Treglown et al.: 2018, pp. 155-195).

2. MATERIAL AND METHODS

In the recent past, organizations have realized that employees are the main asset to build the organizational structure. There are three basic paradigms of organizational structure: (a) Organizations try to recruit skilled employees and try to retain them by providing them comfortable and good environment (b) Organizations are considered as social systems in which activities dominate (c) It exists common interest among employees and the organizations. Skilled employees determine the success of the organization and should be motivated by its policies. If an employee remains committed to the organization, it is much easier to achieve organizational goals effectively and efficiently (Zaraket: 2015, p. 84).

The nature of the research study was correlational and descriptive. The exporter's profile, ratings related to the subject made it descriptive while the relationship between export performance and marketing program made it correlational. The method of hypothetical deductive as a scientific approach was used in this research. There are seven steps involved in the hypothetical-deductive method. These steps involve the identification of the problem, the definition of problem identified or problem statement, development of hypotheses, determination of estimates, collection of data, analysis, and result interpretation. A total of 420 questionnaires were distributed among doctors in government hospitals of Thailand. The response rate was 45.5 percent.

The main part of this method was the deductive approach where the theoretical framework was used and implemented in a specific case. Previous research studies helped in developing the theoretical

framework. A quantitative survey research method was used in this study. The research objectives were set, the research design was planned, a reliable instrument was adopted, the survey was conducted, and data were collected and analyzed. In the end, the results were interpreted. The use of cross-sectional data was made in the research for a specific time.

There was a time constraint involved in this research. The questionnaire survey was conducted through e-mail and data was collected for testing statistically on developed hypotheses. There were certain advantages to using a survey approach. It involved less cost and time as well as covered a wide geographical region. Moreover, this approach collected information in a natural setting directly from the people. A natural environment setting is referred to where events are not controlled and left to happen in a normal way without any interruption. The purpose of the survey was to make the results general to population, and it included a high validity because questions were linked with the items of a dimension in a direct way. The scale of emotional dissonance was adopted from the study of (Talebpour et al.: 2013, pp. 173-180; Laureano et al.: 2018, pp. 4-7). Furthermore, scales of organizational commitment were adopted from. Moreover, scales of leadership were adopted from. Additionally, scales of job satisfaction and intention to leave were adopted from (Moè et al.: 2010, pp. 1145-1153).

3. RESULTS

SEM (Structural Equation Modelling) was used in this research because of several advantages. This approach is particularly effective in linear and multiple regressions where the assumption of variables have no errors. The steps of factor analyses and multiple regressions are involved in SEM. The instrument is estimated for several separate multiple regression equations that are concurrently evaluated.

Cluster sampling was used for the target sample in this research study. The five-technique method proposed by Gay and Diehl (1992) was used for the estimation of sample size. The initial step was to calculate the total population, and then the sample size was estimated by using the table proposed by (Krejcie & Morgan: 1970, pp. 607-610). The calculated size of the population was 310. SEM approach is widely implemented in social science studies as it can estimate several relationships among variables at a time (Hair Jr et al.: 2016; Pakdel & Ashrafi: 2019). Emphasis has been made on AMOS, which is used as an approach of co-variance. PLS-SEM can be used as an alternative method against CB-SEM because it has distinct features of methodology.

SEM is a suitable method for several reasons. It is the latest, robust, and appropriate because of its unique features among all the available techniques. It provides effective solutions for the research problems that cannot be obtained from the method of multiple regressions. When the purpose of adopting structural modeling is to make forecasting of the developed constructs, the PLS method is highly effective (Hair Jr et al.: 2016). It is assumed while using the PLS-SEM technique that it is a highly flexible method and involves a small sample size. Moreover, it has the capability of estimating multiple structural models. Formative and reflective constructs are involved in the model. The study aims to predict constructs. According to (Hair Jr et al.: 2016), the method of Partial Least Square is effective. There are two models involved in the SEM-PLS approach, which includes the measurement model and structural model.

Two steps are involved in the SEM approach. The initial step is to estimate the inner model and the later step is an estimation of the outer model. The measurement of models is followed with the estimation of different criteria including validity, reliability, and variance of the structural models. The nature of items is dynamic. It is expected that there exists a strong relationship between the variables, which are combined for the construct. The confirmatory factor analysis has been used for the estimation of measurement validity. Each item is analyzed separately through structural, formative, and reflective modeling during the estimation.

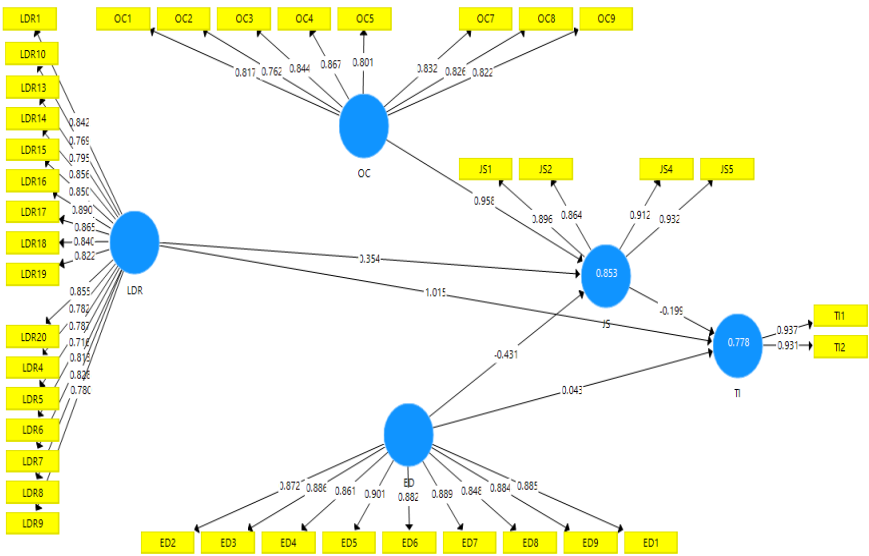


Figure 1: Measurement Model

The consistency of estimates among the same test items was measured for internal consistency. It was estimated that the items proposed for the construct would measure similar scores (Hair et al.: 2013, pp. 1-12; Kalogeropoulos et al.: 2020). Through the examination of CR, the reliability of internal consistency was determined. It is not used by CR that there is an equal loading indicator of the construct as assumed in Cronbach's alpha (Hair et al.: 2013, pp. 1-12). The value of CR lies in the range of 0 and 1 (Prakash and Garg, 2019).

According to the findings, the standard value was not less than 0.60. The value is equal to 0.7 or greater than it is considered sufficient. The next step was to estimate the convergent validity (Henseler et al.: 2009, pp. 277-319). This is related to the level of relationship among similar constructs that are not related theoretically. The level of correction between the same construct measures is reflected here (Hair et al.: 2013, pp.1-12). The standard value of AVE as 0.50 or greater is used to identify the convergent element in the estimation of the construct (Henseler et al.: 2009, pp. 277-319; Mohammadi & Yekta: 2018, pp. 1-7). It is indicated by the 0.50 value of AVE that there was sufficient convergent validity. Half of the variance was explained by the latent construct and it reflected a sufficient level of convergent validity (Hair et al.: 2013, pp. 1-12).

	Cronbach's Alpha	rho_A	CR	AVE
ED	0.963	0.964	0.968	0.772
JS	0.923	0.924	0.945	0.813
LDR	0.967	0.968	0.970	0.671
OC	0.932	0.939	0.943	0.675
TI	0.854	0.855	0.932	0.872

Table 1. Reliability

The reliability value was estimated to be 0.70 or greater. Similar values were estimated for cross-loadings and outer-loadings (Lialina, 2019). The existence of association among constructs was analyzed through cross-loadings. Therefore, this research determined the discriminate validity among the constructs and variables was depicted in the table.

	ED	JS	LDR	OC	TI
ED	0.929				
JS	0.684	0.901			
LDR	0.747	0.861	0.919		
OC	0.889	0.881	0.866	0.822	
TI	0.665	0.705	0.876	0.735	0.934

Table 2. Discriminate Validity

The reliability estimation and validity estimate were involved in the assessment of measurement model. The structural model was examined through the estimation of structural paths among the dependent, independent, and mediating variables. All the constructed variables were estimated simultaneously through SEM-PLS, which makes it distinct from other techniques. The direct, as well as indirect influences of variables, were analyzed for a structural model. The structural model is shown below:

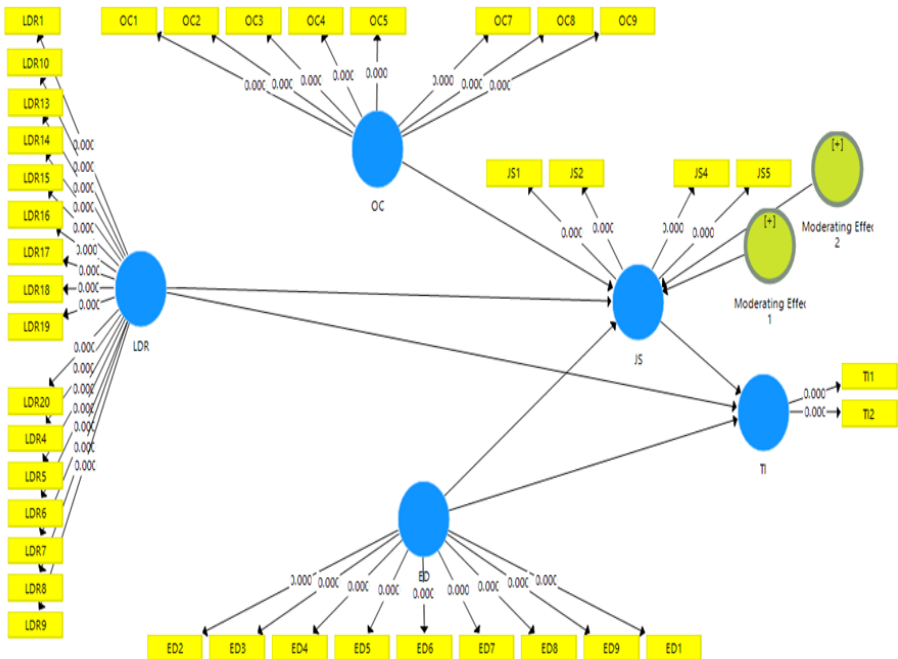


Figure 2: Structural Model

The moderation level was measured to analyze the direct and indirect influences of the variables or mediating factors. Moreover, relationship significance was also specified in this research. The method of bootstrap was based on 1000 observations. The level of significance was less than 0.05 to be acceptable. The p-value for all the formulated hypotheses was less than 0.05, which means these are accepted. In Table 4, it is reflected that the customer response creates a mediating impact on the relation of agile SC and its performance. The results of moderation show that the values for p and t are significant for the hypotheses. The value of t is more than 1.96 and the p-value is less than 0.05. This leads to the acceptance of the third hypothesis.

	(O)	(M)	(STDEV)	T Statistics	P Values
ED -> JS	-0.275	-0.276	0.105	3.606	0.009
ED -> TI	0.097	0.101	0.079	3.233	0.218
JS -> TI	-0.199	-0.195	0.098	3.027	0.043
LDR -> JS	0.269	0.273	0.066	4.058	0.000
LDR -> TI	0.962	0.961	0.072	3.415	0.000
OC -> JS	0.937	0.933	0.111	4.424	0.000
OC -> TI	-0.186	-0.187	0.101	3.846	0.000

Table 3. Discriminate Validity

	(O)	(M)	(STDEV)	T Statistics	P Values
Moderating Effect 1 -> JS	0.229	0.226	0.065	3.539	0.000
Moderating Effect 2 -> JS	0.186	0.184	0.062	3.017	0.000

Table 4. Moderation

	(O)	(M)	(STDEV)	T Statistics	P Values
ED -> JS -> TI	0.055	0.058	0.040	3.361	0.000
LDR -> JS -> TI	0.054	-0.052	0.028	3.914	0.000
OC -> JS -> TI	0.186	-0.187	0.101	3.846	0.000

Table 5. Mediation

R2 is the coefficient of determination, which measures the total variation in the dependent variable caused by the independent variables. When the value of R2 is close to 0, it means the coefficients are insignificant. The value usually lies in the range of 0-1. When it is closer to 1, it shows a high significance of coefficients. When the value is 0.5, 0.25 and 0.75, the predictive power is moderate, weak and strong respectively. In this research, the R2 value is 0.487, which explains the total variation in the model.

	R-Square
JS	0.853
TI	0.778

Table 6. R-Square

4. CONCLUSIONS

Organizational commitment is one of the most important leading factors, which determine the success of organizations in a competitive environment. If the employees are dealt with properly, the organization can get a lot of benefit from the commitment of the organization. These benefits to organizations may include increased productivity, increased performance, decreased turnover and absenteeism, and increased effectiveness. Duties are also performed well by employees who are satisfied with their employer. Therefore, organizations need to understand the factors which develop commitment among employees. The main purpose of the current study was to explore the nexus between emotional dissonance, leadership, organizational commitment, job satisfaction, and intention to leave. In addition to that, the study also examined the mediating role of job satisfaction in the relationship between leadership and intention to leave and between emotional dissonance and intention to leave. Lastly, the moderating role of organizational commitment in the relationship between leadership and job satisfaction and between emotional dissonance and job satisfaction was also examined.

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BIODATA

Kittisak JERMSITTIPARSERT holds a Ph.D. in Social Sciences (major in Political Science) from Kasetsart University, Thailand. He is currently a researcher at Chulalongkorn University Social Research Institute, a part-time researcher at Ton Duc Thang University, and the Secretary-General of Political Science Association of Kasetsart University. His areas of expertise are Political Science, Public Policy, International Political Economy, Business Administration, Logistic and Supply Chain Management, and Social Research.

Bupphachat URAIRAK holds a PhD in Management from Siam University, Thailand. She is currently an instructor of the MBA Program in Industrial Management at Ramkhamhaeng University, Thailand, and a part-time lecturer at Police Nursing College, Thailand. Her areas of expertise are Business Administration, Supply Chain Management, and Healthcare.



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Development of professionally significant qualities of future economists by means of the hidden curriculum

Desarrollo de cualidades profesionalmente significativas de futuros economistas mediante el currículum oculto

S.V. SHCHERBATYKH

ORCID: <http://orcid.org/0000-0002-4870-8257>
scherbatych2017@yandex.ru

Bunin Yelets State University, Yelets, Russian Federation

S.V. MISHINA

ORCID: <http://orcid.org/0000-0001-6957-5732>
mishina@kpfu.ru

Bunin Yelets State University, Yelets, Russian Federation

ABSTRACT

The relevance of the research is determined by the necessity of the optimized training of future economists. The purpose of the research is to test experimentally a model for the formation of professionally significant qualities of future economists using the hidden curriculum technology. This article used the ascertaining experiment, formative experiment, questioning, testing, method of expert assessment, content analysis of the academic curriculum, and the mathematical statistics method. Results showed of the research identified the conditions for the development of the professionally significant qualities of future economists using the hidden curriculum technology.

Keywords: Future Economists, Hidden Curriculum, Higher Education, Professional Competence.

RESUMEN

La relevancia de la investigación está determinada por la necesidad de la formación optimizada de los futuros economistas. El propósito de la investigación es probar experimentalmente un modelo para la formación de cualidades profesionalmente significativas de futuros economistas mediante la tecnología del currículum oculto. Este artículo utilizó el experimento de determinación, el experimento formativo, las preguntas, las pruebas, el método de evaluación experta y el método de estadística matemática. Los resultados mostrados de la investigación identificaron las condiciones para el desarrollo de las cualidades profesionalmente significativas de los futuros economistas a través de la tecnología del currículum oculto.

Palabras clave: Competencia Profesional, Currículum Oculto, Economistas del Futuro, Educación Superior.

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1. INTRODUCTION

The hidden curriculum allows the solving of additional educational problems at the level of content and methodology. In particular, the authors of the research highlight the importance of the development of professionally significant qualities of future economists in the context of rapidly changing professional requirements in the labor market. The hidden curriculum is regarded as a superposition on educational activity, which is formalized with an educational program and academic curriculum. The hidden curriculum allows the use of educational and pedagogical activity resources in higher education.

In the context of the issues under consideration, this technology seems relevant. On the one hand, professionally significant qualities of future economists are determined by the socioeconomic context, whose characteristics are rapidly developing. On the other hand, these qualities are influenced by the necessity of the relevant content in the curriculum and the Federal State Education Standards of Higher Education (FSES HE).

One of the key issues of higher education development is the necessity of an effective means of training competitive specialists. However, the modern labor market is characterized by rapid changes in the set of popular professions and competitive competencies (Lysytsia et al.: 2019, pp. 336-352; Maragheh et al.: 2019, pp. 6-12). In particular, a transformation of requirements is observed for a modern professional, due to the digitalization of the global and domestic economy.

In this context, the issue of training a competitive specialist in the field of so-called "retire professions" is relevant. Professions in the sphere of economics are included in the atlases of the professions of the future, developed within the framework of the foresight conducted by the Agency for Strategic Initiatives, the Moscow School of Management Skolkovo, "Atlas of New Professions" (Atlas of New Professions: 2019), the business magazine "Invest-Foresight", etc. In particular, Herman Gref, the head of Sberbank, has stated the necessity of reducing the number of accountants and managers "on simple issues" in the context of the development of artificial intelligence. This process started in 2017. However, according to the results of the study of worker occupations and middle-level professions required in the labor market, conducted by the Ministry of Labor and Social Protection of the Russian Federation, the profession of an accountant was ranked in the top ten most demanded professions.

In this context, the following issues are the most relevant:

- 1) Which qualities should the future economists acquire to be competitive?
- 2) How can the educational process be made flexible and effective to meet the requirements of the labor market?

In the context of this study, the researchers restricted their attention to the professionally significant qualities of future economists as the basis of professional competence.

1.1 Literature review

The theory of professionally important/significant qualities actively entered the scientific thesaurus in the 1930s. The modern theories of professionally important/significant qualities, which were developed by such scientists as Klimov: 1998; and Shadrikov: 2010, p. 320, are based on a systematic approach. In foreign psychology and pedagogy, there is also an analog of the theory of professionally significant qualities, which is presented in studies and publications using the abbreviation KSAO: Knowledge, Skills, Abilities, Other characteristics.

In Russian science, two definitions are used: professionally important qualities and professionally significant qualities. Some authors regard these terms as synonyms (Dushkov et al.: 2005; and Shadrikov: 2010, p. 320; Ramos: 2007; Martínez, Ramos y Annía: 2019; Martins et al.: 2019). Other researchers differentiate the terms "professionally important qualities" and "professionally significant qualities."

Markova defines professionally important qualities as the characteristics necessary for professional activity. For example, sociability is a professionally important quality for all the professions related to the "person-person" type. Professionally significant qualities consist of qualities and abilities that are desirable for effective professional activities (Markova: 1996; Urdaneta & Villalobos: 2016; Villalobos & Ganga: 2016; Hernández, Villalobos, Morales & Moreno: 2016)

Derkach introduces another point of view. The researcher considers professionally important qualities as those that determine the effectiveness and efficiency of professional activity. However, professionally significant qualities provide effective self-development (Derkach & Kuzmina: 1993).

According to the third theory (Yarullina and Nikishina), professionally important qualities are qualities, abilities, and professional knowledge that determine the effectiveness and success of professional activities. Professionally significant qualities are "interests, attitudes, character traits and several other qualities" that "determine a person's attitude to professional functions and professionalization as a whole, as well as the degree of their acceptance".

In this study, we support the point of view of Markova (Markova: 1996) and Mitina (Mitina: 2002). According to their idea, the concept of "professionally important personality qualities" combines the qualities, abilities, and orientations of a personality, which are basic and necessary to perform a specific type of professional activity. In this sense, the presence or absence of these qualities correlates with professional suitability. The description of professionally important qualities is characterized by the application of the obligation mode. Professionally important qualities ensure the effectiveness of the professional activity, that is, its feasibility. The result will be achieved.

In this study, professionally significant qualities of future economists are regarded as a system of personal characteristics, professional abilities, attitudes, methods, and types of thinking, which influence efficiency and success in various types of economic careers.

Professionally significant qualities of future economists are a complex phenomenon. In its structuring, researchers distinguish a number of specific qualities, such as: creativity, associative thinking, analytical thinking, initiative, responsibility, social activity, sociability, leadership, alternativeness, flexibility, consistency, profitability, communication and organizational skills, business and leadership skills, enterprise, responsibility and self-organization, motivational-emotional, cognitive-creative and socially-perceptive.

Structural components of the professionally significant qualities of future economists were analyzed in the context of current professional and educational standards and requirements of the digital economy, which are reflected in the importance of *soft skills*. As a result, the following clusters were distinguished: qualities-relationships, individual-personal qualities and abilities, special qualities and abilities, as well as socio-personal qualities and abilities. Within each cluster, specific qualities and abilities were differentiated according to normative and additional standards. Normative qualities ensure the professional activity of future economists is at a sufficient level, which corresponds to the prescribed duties. Additional qualities contribute to a successful and effective professional career.

Qualities-relations are contextual (or peripheral) professionally significant qualities of future economists. They include professional motivation, attitude toward the profession of an economist (professional values), and civic position.

Individual-personal qualities include psychological qualities and personal features, which characterize professional suitability of the individual for professional activity, namely, the economic one.

The normative individual and personal qualities of future economists are emotional balance, stress tolerance, discipline, objectivity, honesty.

Additional individual-personal qualities ensure future economists' professional and career development; therefore, they contribute to the efficiency of professional careers. These qualities include: flexibility of thinking, professional mobility, the ability for self-education and self-development.

Special abilities and qualities are determined by professional activity. In particular, the profession of an economist primarily refers to the type of profession “person - a sign system”, and secondly, to the type of “person-person”. Special abilities and qualities are determined by the estimated economic, analytical, accounting, accounting and financial, banking and insurance types of professional activity. Consequently, the basis of the normative special abilities and qualities of future economists are analytical abilities (the ability to think analytically, the ability to extract details and components from the general), synthetic abilities (abstraction, generalization), predictive capability (strategic planning, prediction of the deficits, problems and mistakes, etc). Additional special abilities and qualities at the present stage of economic development in our country include critical thinking, project skills, and lean thinking.

Socio-personal qualities determine the main spheres of professional interaction of future economists, such as interaction with clients, colleagues, and superiors, as well as management. Communicative abilities (ability to work in a team, develop effective models of interpersonal interaction, cooperation ability) and the ability to resolve conflict is considered as normative socio-personal qualities. Additional socio-personal qualities include team-building skills and customer focus.

2. MATERIAL AND METHODS

According to the works of Polonnikov (Polonnikov: 2017, p. 209; Revisan et al.: 2020) the hidden curriculum was identified as a relevant mechanism for the formation of professionally significant qualities of future economists at the level of educational content management.

The concept of a curriculum was not commonly used in domestic pedagogical science due to fairly implicit reasons. It was introduced into scientific practice by Bobbitt (Bobbitt: 1918) in the first quarter of the 20th century. In his works, the curriculum was presented as a comprehensive document that defined the content of education in a list of principles and rules for its development, as well as for instructions for its implementation.

In the middle of the 20th century, the curriculum was applied to the detalization of all the elements of labor (Tyler: 1949). This interpretation of the curriculum was the basis for the formation of a list of competencies. Labor actions were recorded in various qualification handbooks and reflected in job specifications, presenting one of the first taxonomies of labor actions and necessary skills. Subsequently, Tyler transferred his ideas to educational practice. According to his ideas, the curriculum should detail specific issues such as the taxonomy of learning goals, the content of education, methods for achieving these goals and a list of diagnostic procedures (Tyler: 1949; Ahmadi & Movahed: 2019, pp. 1-10).

In this sense, the curriculum is implemented, firstly, as a system for organizing the educational process and, secondly, in a specific document. In Russian pedagogical semantics, the curriculum in this sense is synonymous with the terms *education program* and *educational standard*. This synonymy caused the rejection of the idea of the curriculum in domestic pedagogical thought.

The researchers identified types of curriculum that have been or are being implemented in Western educational practices, such as the recommended curriculum, prescribed the (official) curriculum, formal curriculum, informal curriculum, open curriculum, integrated curriculum, hidden curriculum, national curriculum, school curriculum.

However, it was the phenomenon of the hidden curriculum that captured the interest of Russian and foreign researchers. Smith, accepting the interpretation of the curriculum as an education program or educational standard, points out the social context appears in the educational process through the hidden curriculum. In his opinion, the hidden curriculum should influence the worldview, value system, and students' habits through the content of education and the educational process (Smith: 2000).

Cox regards the hidden curriculum as a kind of social contract between the state and the individual, synchronizing personal and public goals (Cox: 2007, pp. 245-248).

Polonnikov defines a hidden curriculum as an active social context that correlates with the content of education and the educational process. The hidden curriculum can be a powerful mechanism for the formation of a person's worldview due to its qualities, namely - activity and involvement of the social context (Polonnikov: 2017, p. 209).

At the same time, the sociology of education regards the hidden curriculum negatively (Apple: 1992, pp. 4-19; Bernstein: 2000; Bourdieu: 1984; Douglas & Waksler: 1982; Young: 2017).

It is worth noting that a negative assessment of the hidden curriculum is characteristic of the sociology of education. This is regarded as negative because the hidden curriculum has the potential to change students' attitudes, possibly without their knowledge, which can be regarded as an offense against their liberty. This is the second reason for the suppression of the hidden curriculum in domestic pedagogical thought. At the same time, in pedagogical research primarily by foreign authors, the hidden curriculum is devoid of both positive and negative connotations. This idea is clearly emphasized by Nechitaylo: "The specifics of the hidden curriculum and its effectiveness are not connected with the knowledge (historical, sociological, philosophical, etc.) that it transmits. The applied (consciously or unconsciously) techniques for hidden programming are universal".

Pastuović interprets the hidden curriculum as an educational program opposite the formal curriculum (in the Russian interpretation - the education program, educational plan, educational standard) (Pastuović: 1999).

Thus, a hidden curriculum allows for solving additional educational problems at a higher level of content and methodology. In particular, the authors of the research highlight the importance of the development of professionally significant qualities of future economists in the context of rapidly changing professional requirements in the labor market. A hidden curriculum is regarded as a superposition on educational activity, which is formalized with an educational program and academic curriculum. The hidden curriculum allows the use of the educational and pedagogical activity resources in higher education.

In this regard, the authors of the research considered the hidden curriculum as contextual educational technology. Its functioning is based on immersing students into an active social context through the systematic introduction of certain socio-educational aspects into the educational process. Also, a certain set of methods and means of education is implemented (Behadili et al.: 2019; Nalbandi & Zonoozi: 2019).

At the instrumental level, a hidden curriculum is designed with specific content and methodology for teaching future economists. At the content level, it seems to be effective to formalize the hidden curriculum, developing it based on existing programs and the content of academic disciplines. The content of the hidden curriculum is superimposed on the formalized content. At the same time, the content of the open curriculum can also be formalized through its development as a detailed program, which specifically indicates the topic and the content that should be implemented. Formalization of a hidden curriculum allows for the development of a taxonomy of its content according to the principles of consistency and coherence, avoiding the unjustified distribution of content blocks. The authors of this work regard these blocks as qualities-relations, individual-personal qualities and abilities, special qualities and abilities, socio-personal qualities and abilities in the context of their normative and excess content.

3. RESULTS

The experiment studied the effectiveness of the formation of professionally significant qualities of future economists using a hidden curriculum. This work was conducted in the period from 2017 to 2019 through the Institute of Law and Economics of FSBEI of Higher Education "Yelets State Ivan Bunin University." The experiment involved 62 people (44 students, 11 teachers, 7 employers). The research portfolio included ascertaining and formative experiments. As a result of the ascertaining experiment, diagnostic tools for the

evaluation of professionally significant qualities of future economists were developed. They included criteria, indicators, levels, diagnostic methods, and rating scales.

An insufficient level of professionally significant qualities was demonstrated by 38.10% of control group students and by 21.74% of experimental group students. A sufficient level was shown by 61.90% of control group students and by 78.26% of experimental group students. A super-sufficient level was not demonstrated by any student in either group. These data indicate a steady influence of the traditional educational process on the formation of normative professionally significant qualities. Although, there is a concern that a high proportion of students have an insufficient level of professionally significant qualities. Also, the traditional educational process does not suggest the development of additional professionally significant qualities.

The formative experiment introduced the traditional organization of the educational process in the control group, while the hidden curriculum was implemented into the educational process of the experimental group. In the context of this study, the following disciplines were involved: "Management", "Finance", "Econometrics", "Marketing", "Labor Economics", "Money, Credit, Banks", "Company Economics", "Financial accounting", "Macroeconomic planning and forecasting", "Taxes and taxation", "Comprehensive analysis of economic activity."

Mastering of professional skills and experience was a significant part of the students' educational activities in the hidden curriculum. In particular, an internship plan was agreed upon with social partners - future employers. It was assumed that students would perform the duties of the company executive assistant part-time. At this level, this allowed for the training of such social and personal qualities as communicative and managerial abilities, conflict resolution skills, self-confidence, independence, leadership qualities. During the internship, the following special abilities and qualities were trained: analytical and synthetic abilities, critical thinking, and predictive capability.

In the context of educational activities with the implementation of the hidden curriculum, opportunities for curator hours and students' social activities were used. The curator hours' work was focused on the formation of quality relations and socio-personal qualities. In particular, the active use of gaming, training, and situational technologies influenced professional motivation, initiative, mobility, self-education ability, ability to resolve conflicts, and leadership qualities. Within the framework of the curator hours' work, meeting platforms were organized with the economists who had achieved professional success. Students were actively involved in voluntary work. Within the framework of this activity, there were social projects to participate in, such as training in financial literacy for elderly people, kindergarten pupils, and schoolchildren. This activity contributed to the formation of the following individual and personal qualities: emotional balance and stress tolerance, perseverance, independence, flexibility, and initiative.

In general, the changes in the development of professionally significant qualities in the control group of students show the following: there was a decrease in the proportion of students with an insufficient level and an increase in the proportion of students with a sufficient level by 19.05%. This shows that the traditional educational process impacts the formation of normative professionally significant qualities, although it does not impact additional qualities. The dynamics of the development of professionally significant qualities in the experimental group of students confirm the hypothesis of the study, such that: the developed model and pedagogical conditions allow us to form not only normative but also additional professionally significant qualities. The changes in professionally significant qualities in students was as follows: there was a decrease in the proportion of students demonstrating insufficient and sufficient levels by 8.70% and 17.39% respectively, whereas there was an increase in the proportion of students with a super-sufficient level by 26.09%.

The researchers used a Student t-test for disconnected samples. This allowed them to compare the results of the final analysis between the control and experimental groups. As a result, it was found that temp is in the significance zone. The differences are statistically significant at more than 0.1% level, which confirms the main hypothesis of the study, namely, the hidden curriculum impacts the formation of professionally significant qualities.

4. CONCLUSIONS

The study of the content and structure of professionally significant qualities of future economists is a key task in the implementation of a competency-based approach for modern higher education. Professionally significant qualities of future economists are one of the basic components contributing to the quality and efficiency of economic activity.

According to the results of the formative experiment, the hidden curriculum impacts the development of professionally significant qualities. However, the traditional educational process of the university does not have a determinant influence on the development of professionally significant qualities of future economists.

An analysis of the formative experiment results shows two basic trends:

- The values of axiological and social-personal criteria developed evenly;
- Among the values of individual-personal and professional-personal criteria, the intensive development of the values indicating extra characteristics was observed.

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BIODATA

S.V. SHCHERBATYKH: Sergey Victorovich Shcherbatykh is Doctor of Pedagogical Sciences, Professor, and Vice-Rector for academic work, Bunin Yelets State University, Lipetsk region, Yelets, Russian Federation (main). The research area is Teacher Education, Educational Technology, Science Education, Primary Education, Higher Education, Educational Assessment, Pedagogic Theory, Educational Theory, Curriculum Theory.

S.V. MISHINA: Svetlana Viktorovna Mishina is Aspirant of the Pedagogy and Educational Technologies Department, and holds Senior Teacher of the Accounting and Auditing Department, Bunin Yelets State University, Lipetsk region, Yelets, Russian Federation. The research area is Educational Technologies, Science Education, Accounting and Auditing, Educational Assessment, Pedagogic Theory, Educational Theory.



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Relationship between parent's religious orientation, verbal communication and sociability of primary school students (second course) in Zahedan city

Relación entre la orientación religiosa de los padres, la comunicación verbal y la sociabilidad de los estudiantes de primaria (segundo curso) en la ciudad de Zahedan

M. JAMALZEHI MOGHADDAM

ORCID: <http://orcid.org/0000-0003-2475-4192>

mansurejamalzehi1368@gmail.com

University of Sistan and Baluchestan, Zahedan, Iran

S.R. BALAGHAT

ORCID: <http://orcid.org/0000-0003-2674-4908>

balaghat@edpsy.usb.ac.ir

University of Sistan and Baluchestan, Zahedan, Iran

ABSTRACT

This study aimed to evaluate the relationship between parents' religious orientation with communication and socialization of students. The research method was descriptive in a correlational way. The statistical community included all male and female students of the elementary school of Zahedan city in the school year 94-95 that 383 people selected as a sample with the Cochran sampling method. Results showed that parents has more internal and verbal communication and students listens to a religious orientation that between the religious orientation of parents accomplish a verbal communication and socialization

Keywords: Relationship, Religious Orientation, Sociability, Verbal Communication.

RESUMEN

El objetivo de este estudio fue evaluar la relación entre la orientación religiosa de los padres con la comunicación y la socialización de los estudiantes. La comunidad estadística incluyó a estudiantes masculinos y femeninos de la escuela primaria del Distrito 1 de la ciudad de Zahedan en el año educativo 94-95 que 383 personas seleccionaron como muestra con el método de muestreo Cochran. Los resultados mostraron que los padres tienen más comunicación interna y verbal y que los estudiantes escuchan más la orientación religiosa y la orientación religiosa de los padres con la socialización poseen una relación significativa.

Palabras clave: Comunicación Verbal, Orientación Religiosa, Relación, Sociabilidad.

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1. INTRODUCTION

Religion is a truth that is presented in all and various aspects of human life. Research in religion or religion investigation has found multiple disciplines and fields, in a way that compiled and developed many scientific disciplines in various fields of human knowledge. The divine religion concerns about truth and needs of humans. Thus, it provides a comprehensive plan for human life. Devotion to religious values and instructions, which are based on human characteristics and internal needs, provide relaxation, mental health, well-being and happiness for religious people. Religion and religious orientation use are effective factors on behavior and recognition. Human being growing in the family and society learn and internalize values. This internalization process entitled Sociability or socialization.

Lack of religion also in itself cause demolition and destruction of society. Some people may live with no faith and religion or one nation may be deprived of faith advantages but it is impossible that faith and religion leave society completely. Because anything imperative, essential and advantageous for human being and nothing replace that, it naturally becomes stable and never become outdated (Bahrami & Tashk: 2001, pp. 336-347; Maragheh et al.: 2019, pp. 6-12; Urdaneta & Villalobos, 2016; Villalobos & Ganga, 2016; Hernández, Villalobos, Morales & Moreno, 2016).

1.1 Problem statement

Religion in human life has a place as old as history, and human beings require the support of a strong ally and helper. Religious activities like participation in mosques increase social interaction and communication. Religion topics discussed by pioneer scholars such as James, Freud, Jung, and others, and after that thinker such as Allport specified a religion.

One of the religious and faith subjects, which is considered by scholars as religious pursuit or tendency to religion instructions is religion orientation. Religion can have positive and productive effects on wellbeing of young people directly and on children indirectly (through parental behaviors), religion has the desire to alleviate unhealthy behaviors and it can increase psychological wellbeing through self-confidence enhancement, anxiety release about post-mortem life and defining the meaning and sense of life (Webster-Stratton & Reid: 2003, pp. 130-143; Ramos: 2007; Martínez, Ramos y Annia: 2019). Religion as a set of beliefs, must and should and specific and generalized values is the most effective psychological reliance that provide life meaning in every seconds of life and certain situation save a person from suspension and inactivity (Egan et al.: 2004, pp. 1023-1031).

Social life is the stage of manifestation of all kinds of social interactions and communications between people, those with different beliefs, and in order to fulfill social status goals, it is necessary to exchange their ideas with others and to understand others' perspectives, in other words, significantly, communicate with each other (Watson et al.: 1994)

Communication is the process of sending and receiving messages. According to this definition, every communication requires the presence of two or more people. The main purpose of communication is to convey the message. Sociability means an individual's alignment with social group values, norms, and attitudes, or in other words, Sociability is a process by which each individual require the social knowledge and skills necessary for effective and active participation in group and social life (Sarokhani: 1991, p. 858; Martins et al.: 2019).

Given that the best religious orientation is effective orientation that helps us to cope with stressful anxieties and situations, and among the religious orientation theories that have emerged in recent decades, only Pargament's (Pargament et al.: 2003, pp. 1335-1348) positive religious orientation model attracted scholars (Sohrabian: 2000; Ahmadi & Movahed: 2019, pp. 1-10).

Given our cultural structure and the rapid change in values in some segments of society, including the younger and adolescent generations, it seems necessary to consider the factors that contribute to a hopeful, healthy, and dynamic society.

1.2 Research Background

Rezaei (Rezaei: 2014, pp. 69-70), in a research entitled "Role of non-verbal behaviors in human communication from the perspective of Islamic verses and traditions" states that despite the significant role and importance of language or verbal communication in the continuation of our individual and social life; However, it should be acknowledged that human communication is not limited to verbal communication, but rather a significant part of human communication through non-verbal communication.

Rahnama, Fattahi, and Dayani (Rahnama et al.: 2015, pp. 875-898) conducted a study titled "investigating the rate and factors affecting librarians' communication skills: a case study of librarians at Ferdowsi University of Mashhad". The most important factors affecting interpersonal interaction from the librarian's point of view are organizational factors and then environmental, individual, and cultural factors. Also, there is no significant relationship between the variables of "level of education" and "experience" of librarians with their level of communication skills.

Danesh (Danesh: 2014) conducted a study on "Investigating Social Factors Affecting Student Sociability" and the results show that by increasing the social relations of family members with each other, as well as by increasing the amount of peer group influence, using social media, the family's socioeconomic base enhances student Sociability. Zolfaghari and Alinia (Zolfaghari & Alinia: 2010) conducted a study titled "Investigating the Impact of Family and School Institution on Sociability of High School Students in Roudhen". The results showed that there is a significant difference between the components of family and school and the type of Sociability of students. By comparing the correlation coefficient between the impact of the family institution and the school institution on Sociability, it can be said that the severity of the impact of the family institution is greater than that of the school institution.

Mirshah (Mirshah: 2010, p. 5), in a study of "Factors affecting verbal communication with reference to Islamic sources and texts" showed that language is the most important tool of social interaction, so that no communication behavior has such wide effect as much as verbal communication in human life and no communication phenomenon is as closely linked to human life and school is one of the effective institutions in socializing individuals, especially girls. Samani and Latifian (Samani & Latifian: 2008) observed that the level of parental education has an impact on the level of religious beliefs of the students, in a way that children of the middle classes having the most religious beliefs. On the other hand, as mothers' education increased, the level of religious beliefs was diminishing.

Amiri (Amiri: 2007) in "The Role of Family in Gender Sociability of Children in Shiraz" shows that there is a positive relationship between parents' beliefs about gender stereotypes and their attitudes about gender Sociability. Mohseni (1998) also states that high literacy (especially at the high education level) with various indicators of religious behavior such as attending sermon, attending mosque congregational prayers, going to religious sites, taking vows and attending prayer meetings and Prayer is inversely related.

Argyl (Argyl: 2009) found in his research that different dimensions of religious attitude were significant predictors of students' social adjustment and competence measures. Koenig et al (Koenig et al.: 1997, pp. 131-144) in a study showed that a person's mental and physical health is positively related to his or her spiritual life and that people with stronger religious beliefs are better adapted to life's circumstances. Ferraro and Kelley-Moore (Ferraro & Kelley-Moore: 2000, pp. 220-234; Ramírez, Chacón & El Kadi: 2018; Lay, Ramírez & Villalobos: 2019; Rincón, Sukier, Contreras & Ramírez: 2019) also found in their research that there is a significant difference between the religious attitudes of women and men, with the religious attitudes of women more than men. Koenig et al (Koenig et al.: 1997, pp. 131-144) reviewed more than 1,200 studies on the effect of religious beliefs on anxiety reduction. Most of these studies have shown the positive effect of religious attitudes and beliefs and spiritual duties on the process of mental illness treatment. Spiritual assignments such as prayer and orison have promoted positive feelings about themselves and the possibility of healing, which is in line with the present study.

According to Allport's (Allport & Ross: 1967, p. 432; Nalbandi & Zonoozi: 2019; Revisan et al.: 2020) findings, internal religion as inclusive religion has a well-organized and internalized principles, while religion as external standard is an external issue and a tool used to satisfy needs such as status and safety. He also states that only religion with an external dimension improves mental health. For this reason, he emphasizes the importance of the relationship between inner religion and mental health.

In light of what has been said in this study, we attempt to identify the relationship between the three variables of parental religious attitudes, verbal communication, and children's Sociability. In the previous research these three variables have not been considered together and in this paper, we attempt to investigate the simultaneous relationship of these three variables. Research questions include the following questions are in line with research objectives.

1.3 Research Questions

- 1- What type is the religious orientation of parents of primary school students (second course) in Zahedan?
- 2- What type is verbal communication of primary school students (second course) in Zahedan?
- 3- How is the Sociability of primary school students (second course) in Zahedan?
- 4- Is there a significant relationship between parents' religious orientation and verbal communication among primary school students (second course) in Zahedan?
- 5- Is there a meaningful relationship between parents' religious orientation and Sociability of primary school students (second course) in Zahedan?
- 6- Is there a significant relationship between Sociability and verbal communication among primary school students (second course) in Zahedan?
- 7- Does parental religious orientation predict student verbal communication and Sociability?

2. MATERIAL AND METHODS

Present study is applied research based on the objective and descriptive-correlational method used to obtain data. Surveys were used to review research questions and the findings of the study with involved people (students and their parents). Also, collected data was quantitative data and questionnaires were distributed to students and their parents in primary schools (second time) in district 1 of Zahedan to acquire their opinions and the results were inserted. The statistical population in this study include all parents and primary school students (second course) in district one of Zahedan city which according to education and training organization is 41726 parents and students. Among these, using the Morgan table, 380 individuals are considered as a sample. The sampling method is available type using Morgan Table 380 among all parents and primary school students (second course) in district one of Zahedan city. To avoid the weakness and strengthen the generalization capability, 400 people were considered as sample size, out of which 383 questionnaires were used in this study.

2.1 Data collection tools, validity and reliability, and data analysis methods:

Three questionnaires, Allport Religious Orientation, Verbal Communication Strategy Questionnaire and a researcher-made Sociability questionnaire used for data collection. It is also worth mentioning that face validity was also used to assess the validity of the questionnaires. The questionnaires were approved by experts in the field and necessary changes were made before implementation. In this study, data collected from questionnaires were analyzed using two methods of description and data analysis. In the first part (descriptive), central and dispersion indices and graphs were used and in the second part, the t-test, Pearson correlation coefficient, and multivariate statistical model were used to test the research questions. It should be noted that the normality of the variables in this study was assessed by the Kolmogorov-Smirnov test and

the evidence showed that these samples follow a normal distribution. Below we review the research questions.

3. RESULTS

Research Question 1. Independent t-test was used to analyze this question; Table A:

Variable	Mean	Standard deviation	t	Significance
External	2.22	0.897	4.64	0.05
Internal	2.7	0.993		
difference	0.48	0.096		

Table A: Examination of Parental Religious Orientation

The findings of Table A show that parents' internal religious orientation with a mean (2.7) is greater than the external religious orientation with a mean (2.22). Therefore, considering the difference between the two groups (0.48) and t (4.64) and the significant level observed for the mean differences between the two groups (P: 0.05), it can be concluded by 95% confidence that the internal religious orientation of the parents is more than an external one.

Research Question 2. Independent t-test was used to analyze this question; Table B:

Variable	Mean	Standard deviation	t	Significance
Verbal	2.95	1.19	5.987	0.04
Auditory	3.64	1.3		
difference	0.69	0.11		

Table B: Examine students' verbal communication status

Table B examines the verbal communication of primary school students (second course) in Zahedan. The results of the table show that the mean of verbal communication is (2.95) and auditory is (3.64), so it can be said that by calculating the mean difference between the two groups (0.69) and t (5.987) obtained, and the level of significance (0.04) with 95% confidence that students' auditory communication was higher than their speech communication.

Research Question 3. Independent t-test was used to analyze this question; Table C:

Variable	Mean	criterion mean	Difference	t	Significance
Sociability	3.02	3	0.2	72.78	0.000

Table C: Examination of Student Sociability Status

According to Table C data, the mean obtained for Sociability is (3.02) which is different (0.02) from the criterion mean (3). Therefore, according to the observed t (72.78) and the significant level (P = 0.000), it can be said that the Sociability of primary school students (second course) is above average with 99% confidence.

Research Question 4. Pearson correlation test was used to analyze this question; Table D:

Variable		r	Significance
Verbal communication	Internal Religious Orientation	0.223	0.000
	External Religious Orientation	0.281	0.000

Table D: Pearson correlation test for religious orientation and verbal communication

Table D examines the relationship between parents 'religious orientation and students' verbal communication. As it can be seen, between the internal religious orientation and the verbal communication with the correlation coefficient value ($r = 0.223$) and between the external religious orientation and the verbal communication with the correlation coefficient value ($r = 0.281$) showed a positive significant relationship at 99% confidence level. Therefore, it can be concluded that there is a positive and significant relationship between the level of religious orientation of parents (internal and external) and verbal communication of primary school students (second course) in Zahedan.

Research Question 5. Pearson correlation test was used to analyze this question; Table E:

Variable		r	Significance
Sociability	Internal Religious Orientation	0.504	0.000
	External Religious Orientation	0.752	0.000

Table E: Pearson correlation test results on religious orientation and Sociability

Table E shows the relationship between parental religious orientation and student Sociability. Pearson's test was also used to examine this question. As can be seen, there is a positive correlation between internal religious orientation and Sociability with correlation coefficient ($r = 0.504$) and between external religious orientation and Sociability with correlation coefficient ($r = 0.752$) in confidence level of 99%. Therefore, it can be concluded that there is a significant relationship between the level of religious orientation of parents (internal and external) and the Sociability of primary school students (second course) in Zahedan.

Research Question 6. Pearson correlation test was used to analyze this question; Table F:

Variable		r	Significance
Sociability	Speech communication	0.747	0.000
	Auditory communication	0.686	0.000

Table F: Pearson correlation test of sociability and verbal communication

As the findings of Table F show, between Sociability and students, verbal communication with correlation coefficient ($r = 0.747$) and between Sociability and students auditory communication with correlation coefficient ($r = 0.686$) at confidence level 99% have a positive and significant relationship. Therefore, it can be concluded that there is a significant relationship between verbal (speech and auditory) communication and Sociability of primary school students (second course) in Zahedan.

Research Question 7. Stepwise regression test was used to analyze this question; table G:

Step	Variable	R	R2	F	β	t	Sig
1	Verbal communication	0.232	0.051	21.71	0.232	4.66	0.001

Table G: Step-by-step regression of internal religious orientation to predict verbal communication

Table G shows that among the dimensions of verbal communication in the first step only the verbal communication dimension was able to predict 5.1% of the changes in internal religious orientation. The standard beta coefficient also shows that in the regression equation, the speech communication dimension has a beta coefficient of 0.223. Therefore, the results of the regression show that the dimension of speech communication influences and predicts the internal religious orientation with a modulated R² value of (0.051).

Step	Variable	R	R2	F	β	t	sig
1	Auditory communication	0.298	0.086	37.05	0.298	6.08	0.001

Table H: Stepwise regression of external religious orientation to predict verbal communication

Table H shows that among the dimensions of verbal communication in the first step only the auditory communication dimension was able to predict 8.6% of the changes in external religious orientation. The standard beta coefficient also shows that in the regression equation, the auditory communication dimension has a beta coefficient of 0.298. Therefore, the results of the regression show that the dimension of auditory communication influences and predicts the external religious orientation with the adjusted R² value of (0.086).

Step	Variable	R	R2	F	β	t	sig
1	External Religious Orientation	0.752	0.564	495.67	0.752	22.26	0.001
2	External religious orientation	0.777	0.602	289.46	0.657	18.31	0.001
	Internal Religious Orientation				0.218	6.06	0.001

Table I: Step-by-step regression of religious orientation to predict Sociability

Table I shows that among the dimensions of religious orientation in the first step, external religious orientation alone was able to predict 56% of Sociability variations. The standard beta coefficient also shows that in the regression equation, external religious orientation has a beta coefficient of 0.752. Therefore, the results of the regression show that external religious orientation influences and predicts Sociability with a modulated R² value of (0.564). Also in the second step, the internal religious orientation inserted in the equation that this variable can increase 4% of Sociability changes. Therefore, the results of regression indicate that external and internal religious orientation has been able to predict and influence Sociability with a modulated R² value of (0.602).

4. CONCLUSIONS

Research Question 1: The findings of Table A revealed that the parents' internal religious orientation was higher due to the mean scores and the difference between the means. Perhaps this is because, in today's society where most people are moving toward modernism, they appear to be fashionable in the sense that they do not pay attention to some external religious considerations or the same internal religious orientation.

However, due to inherent human nature and that we all live in a predominantly Shiite Muslim community, religious orientation of parents is high. However, this difference of orientation may also be due to religious disputes at the provincial level, which somehow hides the true religious tendencies of individuals. Perhaps this difference would be less noticeable if the study were conducted in a religiously homogeneous area.

Research Question 2: According to Table B, the mean difference scores indicate that the students' auditory communication is much more than their speech communication. This may be because audio communication requires less confidence than speech communication. Given the age range of students, in case of mistake, the likelihood of being ridiculed by a person during their social interactions is high, so they are more likely to be a listener rather than a speaker and prefer to have more auditory communication than verbal communication. However, the results of the present study have indirectly contradicted the research of Mirshah and Rezaei (Mirshah: 2010, p. 5; Rezaei: 2014, pp. 69-70).

Research Question 3: As the data in Table C shows, the survey of students' Sociability revealed that students' Sociability was above average. We know that among the various factors of Sociability, the role of the family is particularly prominent, which is due to the formation and establishment of individuals' personality. (Danesh: 2014; Zolfaghari & Alinia: 2010).

Research Question 4: As shown in Table D, there was a positive and significant relationship between internal religious orientation and verbal communication with correlation coefficient ($r = 0.223$) and between external religious orientation and verbal communication with correlation coefficient ($r = 0.281$) at 99% confidence level. Therefore, it can be concluded that there is a positive and significant relationship between the level of religious orientation of parents (internal and external) and verbal communication of primary school students (second course) in Zahedan. Much research has examined the relationship between religious attitude and its impact on different aspects of life, including Argyl (Argyl: 2009), Koenig et al (Koenig et al.: 1997, pp. 131-144). It turns out that given that religious beliefs and faith have a special place among us Muslims and that appeal to religious beliefs can increase self-awareness, increase self-esteem and control and promote emotion regulation, it can be considered as an effective factor in enhancing social communication, especially verbal communication.

Research question 5: In Table E, the results showed that there is a significant relationship between parents' religious orientation (internal and external) and the Sociability of students, and the relationship is positive. These results are in association with those results that express factors such as workplaces, associations, or specific religious groups, as well as the interactions of individuals with each one having varying degrees of impact on the Sociability process. (Allport & Ross: 1967, p. 432; and Koenig et al.: 1997, pp. 131-144; Danesh: 2014).

Research Question 6: The findings of Table C show that Pearson's correlation coefficient confirms the existence of a significant relationship between students' verbal (auditory and auditory) communication and their Sociability. That is, the increase in verbal communication among students also increases their Sociability. The significant level observed also indicates that the verbal communication variable has high explanatory power and can predict the extent of the dependent variable changes well. In this regard, the researchers Allport & Ross and Koenig showed that there was a positive relationship between parents' beliefs about gender stereotyping beliefs and their attitudes toward gender Sociability. Men also believe in gender Sociability between boys and girls more than women (Allport & Ross: 1967, p. 432; Koenig et al.: 1997, pp. 131-144).

Research Question 7: Stepwise regression analysis was used to analyze this question; Table G shows that among the verbal communication dimensions in the first step only the verbal communication dimension was able to predict 5.1% of internal religious orientation changes. Also, Table H indicated that among the dimensions of verbal communication in the first step, only the dimension of auditory communication was able to predict and influence 8.6% of external religious orientation changes.

In Table I, it was found that among the dimensions of religious orientation in the first step, external religious orientation alone was able to predict and influence 56% of Sociability changes. Also in the second

step, the internal religious orientation inserted in the equation and this variable can increase 4% of Sociability changes. This finding is consistent with the results of (Koenig et al.: 1997, pp. 131-144). The researchers found that families that are socially superior and culturally in leisure-time have more varied patterns, spend less time watching satellite programs, and are more likely to read books and most likely they are more desirable families and more likely turn to proper training strategy. Parental education strategies are shaped to some extent in opposition to the family's economic status and through the influence of family interaction.

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BIODATA

M. JAMALZEHI MOGHADDAM: Mansure Jamalzehi Moghaddam received a BS degree in 2012-2014 from the University of Zahedan Motahari Campus and Ms degree in 2014-2016 from University of Sistan and Baluchestan, Zahedan. She is a 13 years Teacher of Educational Sciences of Ministry of Education (main employee). Her research area interest is on psychology and the Pedagogical Education of Children.

S.R. BALAGHAT: Seyed Reza Balaghat a Doctoral degree in 2005-2010 from Tarbiat Moalem University. He is a professor in the faculty of Educational Sciences and Psychology, University of Sistan and Baluchestan, Zahedan (main employee) and from 2013-2016 was deputy Educational in faculty and from 2016-2018 was a deputy of Cultural and Social in University. His research area interest is on Quality of teaching, Organizational Commitment for Teachers. He has many articles in this area.



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Elements, resources and capacities of agricultural production units: from a thoughtful analytical approach

Elementos, recursos y capacidades de las unidades de producción agrícola: desde un enfoque analítico reflexivo

Juan David RÍOS PÉREZ

ORCID: <http://orcid.org/0000-0001-9520-9808>
jrios8@cuc.edu.co

Universidad de la Costa, Barranquilla - Atlántico, Colombia

Reynier Israel RAMÍREZ MOLINA

ORCID: <http://orcid.org/0000-0002-5073-5158>
ramirez13@cuc.edu.co
Scopus ID: 57203865232

Universidad de la Costa, Colombia

José Vicente VILLALOBOS ANTÚNEZ

ORCID: <http://orcid.org/0000-0002-3406-5000>
jvillalo4@cuc.edu.co; jvillalobos@gmail.com
Scopus ID: 53866100800

Universidad de la Costa, Colombia / Universidad Católica de Temuco, Chile / Universidad del Zulia, Venezuela

Gladis Isabel RUIZ GÓMEZ

ORCID: <http://orcid.org/0000-0002-4295-6014>
gladis.ruiz@unisimonbolivar.edu.co

Universidad Simón Bolívar, Barranquilla – Atlántico, Colombia

Yanelis RAMOS MARTÍNEZ

ORCID: <http://orcid.org/0000-0002-6096-275X>
yanelisramos6@gmail.com

Universidad Católica de Temuco, Chile / Universidad Privada Dr. Rafael Bellosso Chacín, Venezuela

ABSTRACT

The article discusses the elements, resources and capacities of agricultural production units. Based on the reflexive analytical approach of classical and current theoretical benchmarks. A Subjective interpretation is proposed as a central point to provide tools that contribute to the identification and configuration of elements of a system, resources with what works and organizational capabilities, leading to competitive advantages and interdependence relationships of companies. The findings show that agricultural production units will need to implement strategies to achieve levels of growth that help overcome gaps and problems of hunger and poverty in the world.

Keywords: elements, resources, capabilities, resource-based vision.

RESUMEN

El artículo analiza los elementos, recursos y capacidades de las unidades de producción agrícola, partiendo del enfoque analítico reflexivo de referentes teóricos disciplinares clásicos y actuales. Se propone una interpretación subjetiva como punto central para brindar herramientas que contribuyan a la identificación y configuración de elementos de un sistema, recursos con los que funcionan y capacidades organizacionales, derivando en ventajas competitivas y relaciones de interdependencia de las empresas. Los hallazgos evidencian que las unidades de producción agrícola deberán implementar estrategias que permitan alcanzar niveles de crecimiento que coadyuven a superar brechas y problemas de hambre y pobreza en el mundo.

Palabras clave: elementos, recursos, capacidades, visión basada en recursos.

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INTRODUCTION

Agricultural production units face challenges that make difficult to carry out their economic activities. Global warming and world population growth, estimated at 8.600 million by 2030 according to the United Nations Department of Economic and Social Affairs (2017), pressures on the sector for access to vital resources such as water and fertile land, while forcing the sector to meet the increased demand for food and raw materials for industry. The agricultural sector has become competitive, and making the most of the elements, natural and technological resources at their disposal is crucial to ensuring the sustainability of these units.

Food production has been growing since 1970 (the year from which measurement data are available), approaching to \$ 2 billion by 2015 (Figure 1). According to the Food and Agriculture Organization of the United Nations (FAO), this production is agglutinated in populated and extensive countries of the world such as China, India and the United States (FAO, 2019). For their part, developing country face population growth rates and, consequently, agricultural production must grow at an equal or greater rate in order to generate incomes that will enable them to overcome poverty and provide better living conditions. According to the Economic Commission for Latin America and the Caribbean (ECLAC), today enough food is produced to feed the entire world population, but nearly 900 million people suffer from chronic hunger (ECLAC, 2018, p. 19), 80% of them living in rural areas and dependent on agriculture (FAO, 2015).

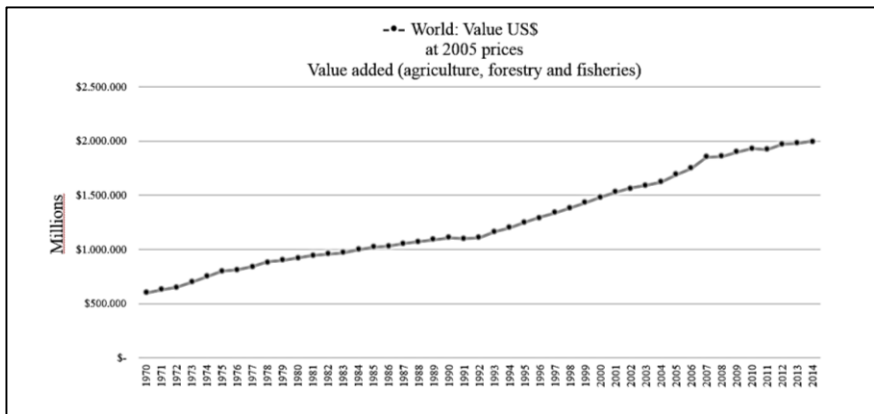


Figure 1. Agriculture, forestry and fisheries from 1970 to 2015 (FAO, 2019).

Latin America faces challenges in terms of reducing poverty and increasing food production, although it is not the poorest region in the world, if it is the most unequal (ECLAC, 2016, p. 16). Inequality exists worldwide and is a barrier for the region to reach its potential, being an impediment to access to essential elements to increase productivity, such as technology and infrastructure. At the rate of population growth estimated for the region, it is expected that by 2050 there will be nearly 800 million people from almost 650 million today (UN, 2017).

According to the United Nations Development Program (UNDP) in Colombia 12.8 million people remained in conditions of monetary poverty and 3.4 million suffered from hunger in 2016 (UNDP, 2018, p 14), with an accent on rural and dispersed areas of the country. The inhabitants of these parts of the country face increasing population, competition for food availability and price, natural phenomena, climate, armed conflict and economic slowdown. The foregoing describes an environment in which agriculture sector must organized elements that make up its system and make efficient use of the resources available for them, enhancing their capacities.

The situation of the agricultural sector in the Caribbean region of Colombia is particular, accounting for 22% of the population, but less than 15% of the national gross domestic product (GDP). The north of the country is plagued by problems such as falling international prices, revaluation of the exchange rate, violence and drought times (Banco de la República, 2017. pp 42-49.). As a result, arable land was used for cattle and livestock activities, consequently, the agricultural sector's share of regional GDP was halved, but with sustained growth in most departments.

Meanwhile, in the department of the Atlántico there is evidence of a decrease in agricultural production since the country's economic opening in the early 90s in the amount of cultivated land, going from 40,000 to 15,000 hectares in 2016 (Gobernación del Atlántico, 2016, p 63). According to the Agustín Codazzi Geographic Institute (IGAC, 2016), land use in the department is inappropriate, either due to underuse or overuse, and therefore its agricultural potential is not taken advantage of. Its agricultural production is mainly based on small and medium agricultural units that establish supply chains with various consumer and commercial enterprises, generating interdependence relations, depending on the period of the year, these suffer from water scarcity of water resources, which causes them to lag behind in their productivity.

Therefore, it is necessary to analyze the elements, resources and capacities of agricultural production units, making it possible to identify and organize them so that these generate sustainable competitive advantages. In order to do this, it is necessary to have clarity about the elements in which the units are composed, to find the resources within each company, to discriminate them according to their type and whether they generate capacities, allowing the establishment of strategic management charts that adapt to the dynamics and requirements of the global environment.

Each unit or company is unique because it has different elements, resources and capacities, so it is necessary that these be identified in order to propose a strategy that allows agricultural production units to obtain and conserve organizational capacities that give them sustainability over time (Ramos Martínez: 2007); Otherwise, they will remain behind competitors from other parts of the country. Similarly, it will allow adequate strategies for sustainability of agricultural production units in the Atlántico Department and the gaining of competitive advantages that allow an increase in their profitability and productivity. Therefore, the next question is formulated: How are the elements, resources and capacities of agricultural production units?

ELEMENTS, RESOURCES AND CAPACITIES: THEORETICAL REVIEW FROM THE ANALYTIC REFLECTIVE POINT OF VIEW

Within the open systems, elements, resources and capacities coexist, maintaining constant interaction with the environment where economic activities take place. There are different industry analysis tools, such as SWOT analysis, value chain analysis, benchmarking, determination of competitive strength and resource-based vision (RBV); which facilitate obtaining useful information on business performance, the use of resources in its production unit of goods and services and their interactions with the environment. The ways in which elements are configured to interact with the environment, the ability to streamline resources to increase them and achieve competitive advantage at higher levels than those of the rest of the competition, is crucial for organizations to survive and generate value in adverse environments. (Figure 2.)

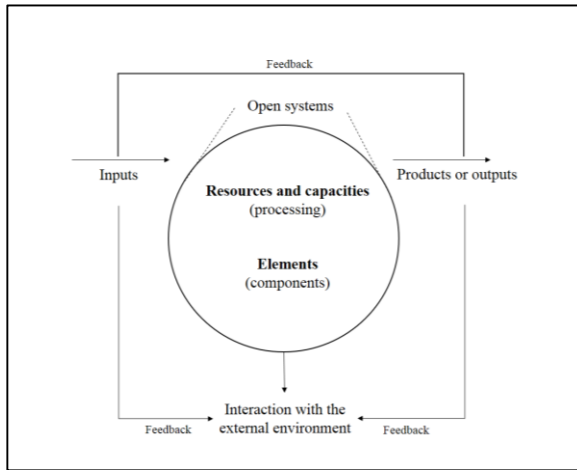


Figure 2. Operation Open Systems (Own preparation: 2019).

From a holistic point of view, where the components that make up a system form part of a larger functional unit (Smuts: 1926), it can be said that the concepts of elements, resources and capacities keep relationship within strategic management. This view finds correspondence with the postulates found in the theory of systems (TS) (Johnson, Kast and Rosenzweig: 1968), which comes from the general theory of systems (GTS) originated from the works of the German biologist Ludwig Von Bertalanffy (1950), for integration between natural and social sciences, studying non-physical fields of knowledge. The above, derives in a systems theory that considers them as a set of linked components: elements, units and relations.

The elements, as essential components of systems, adopt unique forms to interact with each other and with others, to achieve specific goals and purposes of the organization. In turn, each element constitutes a subsystem that integrates major systems and supra-systems (Optner: 1960). These interactions generate properties and characteristics for each integral system, making possible the articulation of the whole, under purposes or objectives, in a global or total way.

Regarding the element attributes as major system integrators, they have two basic characteristics: (1) purpose or objective and (2) globality or totality (Chiavenato: 2017). The first, determine an agreement that always has a purpose or objective to achieve (Schein: 1982), that is, only elements are associated to achieve certain goals for the organization, the latter refer to the organic property of the systems (Spencer: 1904), where an action generated in one element affects the others (Lawrence and Lorsch: 1973), affecting the entire system, generates a joint response to said stimulus.

On the other hand, resources and capacities are fundamental source that lead companies to obtain competitive advantages (Barney: 1991; Conner: 1991), these represent differentiating assets of an organization and are determinant to define its competitive capacity and its ability to succeed in the market (Wernelfelt: 1984). The RBV is a deeper strategic analysis of identification of strengths, weaknesses, opportunities and threats (SWOT), because it allows to know how to obtain a competitive advantage and raises awareness on urgent and important business issues, but its limitation lies in the inability to provide steps and actions necessary to achieve strategic changes (Dess, Lumpkin and Eisner: 2011; Annia, Villalobos, Ramírez, Romero y Ramos: 2018) as provided by the value chain.

RBV allows companies to achieve sustainable results that are superior to those of the rest of the industry through the exploitation of valuable, rare and inimitable resources (Dhanaraj and Beamish: 2003; Makadok: 2001). It consists of an analysis of internal and external phenomena of the company. These resources can be

tangible (financial, material, technology, organizations), intangibles (human resources, innovation and creativity, reputation) and organizational capabilities (Figure 3) (Hall: 1992, 2009).

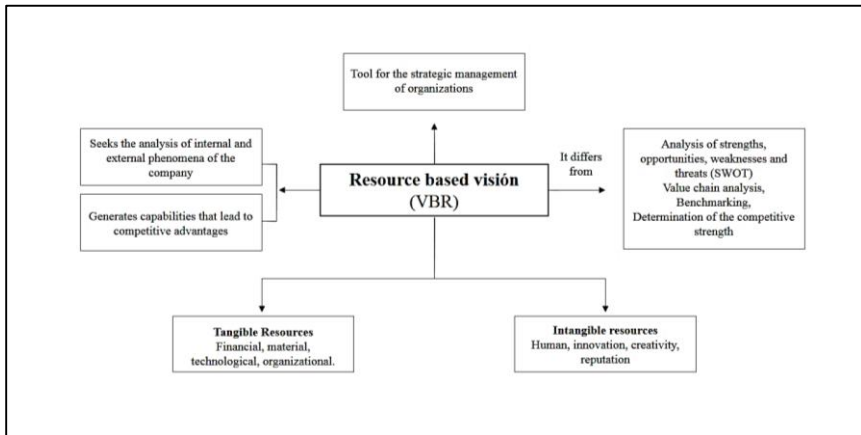


Figure 3. Resources-based vision (Own development: 2019).

In the agricultural sector, tangible resources are often scarce to meet growing demand. In an estimate of the United Nations (UNDP 2018) the world population in 2050 will be 9.800 million people, who will compete for access to water and food. Gradually, access and possession of potable water for cultivation and arable land will pressure on food producers. By their nature, intangible resources are complex to identify and maintain in this type of business, since human and intellectual capital possess particular temporal and qualitative characteristics, compared with other economic activities (Bazylevych, Kupalova, Bulhairova, Satyr and Goncharenko: 2016), at the same time, by the complexities of establishing a supply chain, brand reputation and relationships, are crucial strategic assets to maintain and renew.

Organizational capacities refer to solid skills employed by the company to transform its inputs into quality products and services for the market (Ramírez Chacón and El Kadi: 2018; Villalobos and Ramírez: 2018), their sufficiency allows combining tangible and intangible resources, using both administrative and operational processes of the company for the consolidation of goals (Agarwal and Selen, 2015, Ramírez Chacón and Valencia: 2018). These are based on knowledge, reside in human and intellectual capital, and in organizational processes or systems, incorporating strategic insight, tailored to the needs of the environment (Amit and Schoemaker: 1993; Ramírez, Villalobos and Herrera: 2018; Villalobos Ramírez and Díaz-Cid: 2019); sustaining the capacity to develop innovative products, an incomparable customer service, to attract, motivate and retain its human capital.

Elements and resources alone do not lead to competitive advantages, since the use of these there are diverse schemes of coordination among human resources, fixed assets and organizational resources that are difficult to imitate by competitors (Indacochea: 2016). Capacities, which are fundamental to originating products and services, reside in the way in which resources and elements coordinate and complement each other. Organizational capacity, processes and control systems and hiring are skills that a company has to carry out specific tasks.

Because of their complexity, the capacities are difficult to categorize and locate resources, however, there are two useful approaches that achieve a systematic process of finding them within the organization. The first part of the observation is to draw up a complete list of company resources (Thompson, Strickland, Janes, Sutton, Peteraf and Gamble: 2018), since capacities use these and the way they are exercised, while at the same time shedding light on the types of capabilities that the company may have generated and accumulated.

The second method examines capabilities from a functional perspective, considering that there are very specific tasks that demand a set of resources and comprise a unit or element of the organization (Thompson, et al: 2018 the). The problem with this method is that there are processes that, due to their importance, are carried out transversally by the company and it is not possible to mark a border within the system, since they cover many elements and resources, such as product innovation with a short life cycle, where the effort of business units is required: design, engineering, manufacturing and marketing.

Determining whether an organization's resources and capabilities are strong enough to allow for a sustainable competitive advantage is a process where it must be taken into account that resources are different for each organization, while being immobile. The first refers to the fact that each organization proposes different strategies because resources differ from one organization to another; in the same sense, resources are immobile, since they do not change from one company to another (Barney: 1991; Lay, Ramirez and Villalobos: 2019).

Resources determine how the organization's system interacts with the external environment in which it carries out its economic activities, and to determine strategic relevance and competitive power requires more than simply identifying these in the organization. Therefore, a sustainable advantage will consist in analyzing which resources and capacities of the company represent a value for the competition. Resources and capacities must maintain their value in order to preserve their dynamics. These must be continuously refined and updated, sometimes augmented with all kinds of skills, as rival organizations strive to refine and recalibrate their capabilities, as long as the needs and expectations of consumers change (Leonard-Barton: 1992), organizational capabilities are lost if they do not evolve.

As fundamental parts of systems, elements, resources and capacities are related so that some do not exist without the other. These three concepts are similar in that they are organizational systems integrators, that is, they make possible cohesion and coordination within the company; together they generate other characteristics different from those they would generate if they were disaggregated or separated. They are also characterized by being unique and distinctive for each organization, from which derive their competitive advantages.

Likewise, they differ in the elements that exist in the organization because there are goals and objectives that link them to it. Resources are input elements (feedstocks), which by themselves do not generate a competitive advantage, while to the same time, they are processors of the input elements and feedstock that enter the system. Finally, the capabilities are key factors derived from resources that allow companies to gain competitive advantages, skills and abilities that will differentiate them from their rivals. To do so, they must retain these advantages by evolving their organizational capabilities (Table 1).

Table 1. Similarities and differences between elements, resources and capabilities

Organizational Components	Similarities	Differences
Elements.	Components that integrate organizational systems.	They have purposes that relate them to the organization.
Resources.	Each one has properties and characteristics, that would be integrated to have other attributes. Unique to each organization.	They process the input elements to the system.
Capacities.	Their combination generates competitive advantages.	Keys to obtain skills and abilities. They must evolve to develop competitive advantages.

Source: Prepared by the authors (2019).

When approaching the elements, resources and capacities, from the analytical-reflective theoretical review, the combination of variables provides a broad vision about the functioning of the organization's system that leads to go beyond an analysis. Agricultural units must establish which are the elements that compose the structure of their system in order to know the frontiers of their organization, allowing them to know the inputs they receive from the environment and how they are transformed into products and/or services.

After recognizing the elements that make up the system of each agricultural unit, it is necessary to know what resources they possess in order to compete in the market. Of these resources, the tangible ones will be evident to identify within the organization, as fertile and arable land, the conservation and utilization of water sources; others will have to be found from the observation as the structure of the organization, knowledge of techniques and technology that only exist in such agricultural units.

The way in which tangible and intangible resources are combined will be the generators of key capabilities for obtaining competitive advantages in agricultural production units. The different ways of growing, caring for and harvesting food are competitive advantages that competitors will strive to imitate. It is necessary to create an enabling environment to make sound decisions about resource management and management capabilities, in order to take advantage of market opportunities.

Organizational resources are obtained through the market (inputs) and experience, constituting a learning experience for the company. Only by combining their own resources and capacities with other companies to generate synergies that provide better conditions for the sector, value and wealth are created, which will benefit industry and society immersed in the industry's supply chain (external environment). Correct articulation with the public sector, will be crucial to achieving these advantages quickly and efficiently.

The above describes threats to which agricultural production units are exposed in this region of Colombia, although it has fertile and cultivable land at its disposal, the water resource is essential for its operation, but scarce to acquire. Food producers suffer prolonged periods of drought and because of their location, they do not always have water bodies to draw upon to supply themselves during these periods of time. Achieving synergies with other producers who have access to water, establishing links and complementarity relationships between them will be crucial for their sustainability. Regional and local governments should support these efforts, even assist in designing and implementing irrigation systems that mitigates access to this resource.

PRACTICES THE ELEMENTS, RESOURCES AND CAPABILITIES FOR THE STRATEGIC MANAGEMENT OF THE AGRICULTURAL PRODUCTION UNITS

Several studies on the practices of the elements, resources and capacities in agricultural units worldwide have applied formulas differently in each case. They say that agricultural production units are essential for society as they generate essential goods for human beings. The problems that originated these studies have been environmental, economic, commercial and labor issues, requiring the link between the private and public sector, and the sum of other actors.

The study of Trukhachev, Sklyarov and Sklyarova (2016), recounts the situation presented in Stávropol (southern Russia), identifying elements that make up agricultural production units, allowing growth above the average of the country, valuable resources were recognized as abundant and fertile land and water (tangible resources), a supply of human resources superior to the rest of the Russian Federation, organizational capacities, focusing on the generation of competitive advantages such as agricultural experience and accumulated production potential, own infrastructure (transport, education, scientific research), the existence of a cluster consisting of companies in the food production and processing sector.

However, this region faces a problem such as the increase in commodity prices, stagnation in the recovery of usable land for agriculture, weak agricultural market worldwide, causing degradation of competitive advantage. The situation has begun to reverse, with improvements in the quality of financial management and

transparency in the management of agricultural organizations, demanding the support of local and regional governments, leading policies that tend to efficient use of soils, counseling small food producers to stop the detriment of their operational capacity, provide financial stability and avoid negative effects derived from fluctuations in the exchange rate.

Kaup (2015), refers to Brazil's potential to lead the production of biofuels from sugarcane, the product of a complex system that describes elements and resources that generate capacities and, consequently, competitive advantages to innovate in products and services. However, these advantages would be imitated in other regions of the world with similar climatic, topographical and biological conditions, deteriorating their dominant position in the industry.

The research by Davies, Baines and Batt (2013), based on cases of Asia, Africa and South America to analyze the development of the value chain through public-private partnerships, plus the incorporation of the education sector, seeking to integrate the capabilities of all three. Universities would act as intermediaries that facilitate the establishments of links between governments, entrepreneurs and the community, while at the same time contributing to the construction of techniques, technologies and knowledge with those who develop them, in order to enrich the industry.

FINDINGS OF ELEMENTS, RESOURCES AND CAPACITIES: COMPONENTS OF AGRICULTURAL PRODUCTION UNITS

Results of strategic management studies were different due to the variety of tools and methods used. These expose the internal and external situation of the agricultural production units, analyze the way in which they interact with the external environment and find weaknesses that involve risks as the maintenance of accumulated capabilities and competitive advantages acquired for their sustainability.

The findings show signs of recovery of the agricultural sector Stávropol after the crisis suffered since the period of reforms and Russian economic opening of the 90s. This was achieved by implementing methods that identified elements that make up agricultural production systems, the resources available to them to operate and the accumulated capabilities to recover and strengthen competitive advantages in the region. The agroindustry complex of the region is composed of companies that develop food industry supply chain processes. At the same time, the resource potential found describes facilities and human resources that allow potential in horticulture, viticulture, poultry, beef and sheep farming, pig farming and beekeeping, accumulating organizational capacities and competitive advantages such as availability of arable land, provision of human resources and the formulation of an agroindustry cluster.

In the system of production of biofuels made from sugar cane in Brazil, there were organizational elements, tangible and intangible resources that allow having a dominant position in the industry, such as climate and soil favorable for the cultivation of this plant and the potential to innovate in products and processes. A supply chain spanning companies that cover the stages of production and distribution processes was recognized.

The integration of different actors in the production and innovation processes of agricultural production units in Asia, África and South América, has influenced the generation of new competitive advantages as a result of the integration of elements, resources and capacities. Linking universities and research and innovation centers would help to achieve interactions between companies, governments and the community, taking advantage of the elements, resources and capacities they possess. This establishes a new level of cooperation, where relationships that will be beneficial to industry, the economy of those regions and consumers of the goods produced by those companies.

REFLECTIONS ON ELEMENTS, RESOURCES AND CAPACITIES IN SUSTAINABLE AGRICULTURAL PRODUCTION UNITS

Strategic management tools offer different points of view of the reality of organizations that varies, depending on the interpretation given by management to them. Agricultural production units should use these methods to have a broad overview of the internal and external situation of the company, so that they can continue to grow through the generation of competitive advantages and innovative organizational capabilities. The arrangement of the elements that make up the system will allow the organization's tangible and intangible resources to be used in an optimal way, generating new capacities to obtain a better position in the markets in which they intend to position themselves.

The role assumed by the different actors, inside and outside the industry, will be crucial if food production is to maintain growth levels that will enable hunger and poverty to be overcome worldwide. Link to governments and other institutions in the role of guiding agricultural production units so that they obtain better conditions in the market and manage to revert the problems derived from poor agricultural practices and/or in the use of the land, being decisive for these to be positioned in national and international markets, while acquiring the raw materials that allow them to reach and maintain quality levels in their products and profitability to make them competitive.

Likewise, involving universities and research and innovation centers will be decisive to generate new competitive advantages through the configuration of elements of organizational systems of agricultural production units, the efficient use of organizational resources and the acquisition of new skills. Higher education institutions have the capacity to involve different actors and stakeholders, focusing on obtaining and implementing better techniques and technologies in the production and distribution processes of the goods produced by agribusinesses. The gearing of these components in production systems is essential for agribusinesses to generate conditions that allow them to have a value generation chain and its articulation to the supply chain.

Interdependency relationships described above will result in the development of new competitive advantages and organizational and functional capabilities, so that the supply chain in which is integrated grows and increases its profitability in a harmonious way, reaching international markets in which they can export the goods produced and acquire raw materials at competitive prices. Cooperation is crucial for agribusinesses to be competitive in the markets in which they compete and to generate progress in society.

CONCLUSIONS

According to the analytical reflective approach of the research, it can be extracted that: (1) the elements, resources and capacities, are few variables studied within the organizations, regardless of their nature, evidencing the inadequate use of the terms of classic disciplinary references such as current, praxis and systematization of these in the agricultural production units, socially impacting the strategic management of the companies, disadvantaged by the sustainable conditions (environmental, social and economic) that developing countries go through. To this end, it is imperative the identification, planning and rethinking of the articulation of these variables, so that they generate lasting competitive advantages over time to suit the dynamics and requirements of the global environment.

(2) Data reported in practice and research findings placed clear that the elements have purposes that relate to the organization, while resources process the input elements into to the system, and the capabilities are key to obtaining skills and abilities of human talent, which must evolve to develop competitive advantages, these being related to each other.

(3) The reference literature confirms the priority of creating an enabling environment to take relevant decisions on the management of elements, resources and managerial capacities, taking advantage of market

opportunities, achieving synergies with business networks, clusters and stakeholders. Establishing links and complementary relationships between them will be crucial for their sustainability, regional and local governments should support these efforts, even assist in designing and implementing integrated systems articulating the strategic management of human talent, associated with value chains with a resource-based vision, to ensure adaptation to global abrupt changes.

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VILLALOBOS ANTÚNEZ, J V; RAMÍREZ MOLINA, R I and DÍAZ-CID, L. (2019). "Bioética y biopoder: Perspectivas para una praxis pedagógica desde la ética de Álvaro Márquez-Fernández". In Utopía y Praxis Latinoamericana, Revista Internacional de Filosofía y Teoría Social. Año 24, No.87: 65-77. Universidad del Zulia. Maracaibo (Venezuela).

VILLALOBOS ANTÚNEZ, J and RAMÍREZ MOLINA, Rr I. (2018). "El derecho a la autobiografía: dimensión ius-filosófica desde la perspectiva de H. Arendt y P. Ricoeur". In Opción. Revista de Ciencias Humanas y Sociales. Año 34, No. 18: 1012-1587. Universidad del Zulia. Maracaibo (Venezuela).

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BIODATA

Juan David RÍOS PÉREZ: Professional in Finance and International Relations (Universidad de la Costa, 2016), Young Researcher COLCIENCIAS, Member of the Research Group: Social Administration, Department of Business Sciences, Universidad de la Costa, Barranquilla-Atlántico, Colombia. Institutional mail: jríos8@cuc.edu.co ORCID ID: <https://orcid.org/0000-0001-9520-9808> Personal mail: juandavidriosperez@gmail.com

Reynier Israel RAMÍREZ MOLINA: Postdoctor in Management in Organizations (Universidad Privada Dr. Rafael Belloso Chacín - URBE, 2015). Doctor in Educational Sciences (URBE, 2013). Magister Scientiarum in Human Resource Management (URBE, 2007). Degree in Social Communication, Mention in Advertising and Public Relations (URBE, 2004). Full-time Professor and Researcher, Department of Business Sciences Universidad de la Costa, Barranquilla-Atlántico, Colombia. Member of the NPC: 20478 - Zulia. Member of the Research Group: Social Administration and Management and Organizations at the Universidad de la Costa-COLCIENCIAS. Managing Director of the Villa Bernarda Foundation (FUNDAVIBE), Maracaibo-Zulia, Venezuela. Management Services Consultant, International Speaker, Academic Peer and member of the Academic and Scientific Committee of Editorial CIMTED. Institutional mail: rramirez13@cuc.edu.co ORCID ID: <http://orcid.org/0000-0002-5073-5158> Personal mail: reynieri.ramirez@gmail.com

José Vicente VILLALOBOS ANTÚNEZ: Postdoctor in State, Public Policy and Social Peace (Universidad Privada Dr. Rafael Belloso Chacín - URBE, 2015), Postdoctor in Human Sciences (Universidad del Zulia - LUZ, 2015), Postdoctor in Management of Higher Education (URBE, 2011), Postdoctor in Management in Organizations (URBE, 2007). Doctor of Law (LUZ, 2000). Specialist in Financial Management (LUZ, 1998). Lawyer (LUZ, 1987). Bachelor of Philosophy (LUZ, 2000). Professor and Half Time International Researcher, Department of Law and Political Science at Universidad de la Costa, Barranquilla-Atlántico, Colombia. Professor and Researcher at Universidad del Zulia (LUZ), Venezuela. Coordinator of the Diplomat in Bioethics and the Laboratory of Philosophy of Science, Experimental Faculty of Sciences, Universidad del Zulia (LUZ). Guest Professor at the following Universities: Pedro de Valdivia; Católica de Temuco, Los Lagos (Chile); Benemérita Universidad Autónoma de Puebla, México; Católica de Bogotá and Colegio Mayor de Cundinamarca (Colombia). Member of the Research Group: Law, Politics and Society at Universidad de la Costa-COLCIENCIAS. International Speaker and Editor-in-Chief of Opción Magazine. Institutional mail: jvillalo4@cuc.edu.co ORCID ID: <http://orcid.org/0000-0002-3406-5000> Personal Mail: jvillalobos@gmail.com

Gladis Isabel RUÍZ GÓMEZ: Doctor of Philosophy with Emphasis in Political Science (Universidad Autónoma de Nuevo León de México - UANL, 2019) Master in Human Rights and Democracy (Universidad Alcalá de Henares - UAH, 2014). Master in Procedural Law (Universidad de Medellín - UDEM, 2010). Lawyer (Universidad Simón Bolívar - USB, 1996), Public Administrator (Escuela Superior Administración Pública - ESAP, 2002), Full Time Professor and Researcher at the Faculty of Legal and Social Sciences of Universidad Simón Bolívar, Barranquilla-Atlántico, Colombia. Member of JCI and ATR Justice Network, University Professor, Researcher and Lecturer at Universidad Simón Bolívar, Atlántico Barranquilla, Colombia, linked to the research group "Human Rights, Legal Trends and Contemporary Socio-Legal Trends of the Faculty of Legal and Social Sciences (USB - Barranquilla, Colombia). Legal Consultant, International Speaker, National and International Academic Peer. Institutional mail: gladis.ruiz@unisimonbolivar.edu.co ORCID ID: <https://orcid.org/0000-0002-4295-6014>.

Yanelis Margarita RAMOS MARTÍNEZ: Postdoctor in State, Public Policy and Social Peace (Universidad Privada Dr. Rafael Belloso Chacín - URBE, 2015). Doctor of Educational Sciences (URBE, 2010). Master in Educational Management (URBE, 2006). Degree in integral education, mention Education for work, Pedagogical Experimental Liberator University (2001). International Researcher of Department of Education, Catholic University of Temuco, Chile. Referee of International Journals. Professor of Venezuelan Ministry Education. Jury and tutor of Master's and doctoral thesis. Member of Editorial Committee of Journal Opción (Scopus Journal). Various national and international awards for work performed. Speaker at national and international conferences. Guest Professor at the following Universities: University Dr. Rafael Belloso Chacín; Pedro de Valdivia; Católica de Temuco; Electronic mail: yanelisramos6@gmail.com ORCID ID: <http://orcid.org/0000-0002-6096-275X>



DIRECTORIO DE AUTORES/AS

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A.A ALAHDAL

Qassim University, Kingdom of Saudi Arabia
a.alahdal@qu.edu.sa

A. AITZHANOVA

M.Auezov South Kazakhstan State University
akmaral.aytzhanova@list.ru

A. AL-HASHIM

Faculty of education Khaldiya Campus, Kuwait University, Kuwait
Al-Hashim123@yandex.com

A.A.M.H AL-AHDAL

College of Sciences and Arts, Methnab, Qassim University, Saudi Arabia
arif_al_ahdal@yahoo.com

A.A ROFIQ

State Islamic University (UIN) of Sunan Ampel, Indonesia
arifainurrofiq@uinsby.ac.id

A.I. AKHMETZYANOVA

Kazan Federal University, Kazan, Russian Federation
Anna.Ahmetzyanova@kpfu.ru

A KALYBEKOVA

M.Auezov South Kazakhstan State University
kalubekov@list.ru

AKRIM

Universitas Muhammadiyah Sumatera Utara, Indonesia
akrim.medan@gmail.com

A.N.S. RIZAL

The State Islamic University of Syarif Hidayatullah, Jakarta, Indonesia
alvinriezal@yahoo.com

A ROYAFAR

Kharazmi University, Faculty of Psychology and Educational Sciences, Iran
a.royafar@gmail.com

A.R. SADRIEV

Kazan Federal University, Kazan, Russian Federation
a-sadriev@yandex.ru

A.S AL-DELAWI

Cihan University, Erbil, Iraq
amjad.sabir@cihanuniversity.edu.iq

A SAPTOMO

Faculty of Law Universitas Pancasila Jakarta, Indonesia
adesaptomo@univpancasila.ac.id

A.S HAKIMOVA

Kazan National Research Technical University named after A. N. Tupolev-KAI, Kazan, Russia
sg@riastatus.ru

A TRUTNEV

Glinka Magnitogorsk State Conservatory (Academy), RUSSIA
trutnevalex83@yandex.ru

B.M. HAKIM

King Abdulaziz University, Jeddah, KSA
bhakim@kau.edu.sa

B.N. KAMAEV

Kazan Federal University, Kazan, Russian Federation
Kamaev_B@mail.ru

B URAIRAK

Ramkhamhaeng University, Bangkok, Thailand
ss6272@gmail.com

B WATTANABUT

North Bangkok University, Thailand
busaai2516@gmail.com

D.D YASHIN

*Moscow State University of Technology and Management
named after K.G. Razumovsky, Moscow, Russia*
Yashin.Denis@mail.ru

D.E INDRIANI

STKIP PGRI Bangkalan, Indonesia
dianindrian79@stkipgri-bkl.ac.id

D RUNGSAWANPHO

Suan Sunandha Rajabhat University, Thailand
duangsamorn.ru@ssru.ac.th

D. SAMBADA

Open University, Indonesia
dwisambada@ecampus.ut.ac.id

D.Y SMIRNOV

*Moscow State University of Technology and Management
named after K.G. Razumovsky, Moscow, Russia*
dmitry.box@mail.ru

E.A. PETROVA

*Kazan Innovative University named after
V.G. Timiryasova (IEML), Kazan, Russia*
dzhenya@mail.ru

E.F. BEKH

*The National Research University "Belgorod State University",
Belgorod, Russia*
bekh@bsu.edu.ru

E.M. VILDANOVA

Kazan Federal University, Kazan, Russia
steelmar@yandex.ru

E. U. H EITEN

*Daffodil International University, Dhanmondi,
Dhaka, Bangladesh*
eiten.somoy@gmail.com

E.V. MARTYNOVA

Kazan Federal University, Kazan, Russia
katerinamarty@yandex.ru

E.V. PUPYNINA

*The National Research University "Belgorod State University",
Belgorod, Russia*
pupynina@bsu.edu.ru

E.V SALIMULLINA

Kazan Federal University, Kazan, Russia
EVSalimullina@kpfu.ru

G.F VALIEVA

Kazan Federal University, Kazan, Russia
fae_gulnara@bk.ru

Gladis Isabel RUIZ GÓMEZ

Universidad Simón Bolívar, Barranquilla – Atlántico, Colombia
gladis.ruiz@unisimonbolivar.edu.co

G MUSAKHANOVA

M.Auezov South Kazakhstan State University
gumika_gumika@mail.ru

G.R EREMEEVA

Kazan Federal University, Kazan, Russia
Guzel.Ixanova@kpfu.ru

G.S. MULLAGAYANOVA

Kazan Federal University, Kazan, Russia
mega.sppa@mail.ru

H. ESMAILY

University of Qom, Iran
Esmaily_133@yahoo.com

H SUTARNO

Hang Tuah University, Surabaya, Indonesia
H.sutarno2007@gmail.com

I.A.S ABUARQOUB

Jordan University, Faculty of Arts, Hashemite, Kingdom of Jordan
Ibrahim.abuarqoub@aau.ac.ae

I BARYSHNIKOVA

Nosov Magnitogorsk State Technical University, RUSSIA
iulliabaryshnikova@mail.ru

I.B GORBUNOVA

Herzen State Pedagogical University of Russia, St. Petersburg, Russia
gorbunova7575@yandex.ru

I.G ALIEVA

Herzen State Pedagogical University of Russia, St. Petersburg, Russia
imina.alieva@gmail.com

I.V. CHEKULAI

*The National Research University "Belgorod State University",
Belgorod, Russia*
chekulay@bsu.edu.ru

J MEHRBAN

Islamic Azad University, Mashhad Branch, Mashhad, Iran
Mehrban@gmail.com

José Vicente VILLALOBOS ANTÚNEZ

Scopus ID: 53866100800
Universidad de la Costa, Colombia / Universidad Católica de Temuco, Chile
/ Universidad del Zulia, Venezuela
jvillalo4@cuc.edu.co; jvillalobos@gmail.com

J TORYBAYEVA

Khoja Akhmet Yassawi International Kazakh-Turkish University
Zhamilyazahan@mail.ru

Juan David RÍOS PÉREZ

Universidad de la Costa, Barranquilla - Atlántico, Colombia
jrios8@cuc.edu.co

KH.A. ALKHODIMI

College of Languages and Translation, Al-Imam Mohammad Ibn Saud Islamic University, Saudi Arabia
Kaq2002@yahoo.com

K JERMSITTIPARSERT

Chulalongkorn University, Thailand
kittisak.j@chula.ac.th

K.TECHASATIAN

k.techasatian@gmail.com
Shinawatra University, Thailand

L BULETOVA

M.Auezov South Kazakhstan State University
Buletova@mail.ru

L.I. DYACHENKO

Kazan National Research Technical University named after A.N. Tupolev-KAI, Kazan, Russian Federation
gulfiya-m@mail.ru

L LARCHENKOVA

The Herzen State Pedagogical University of Russia, Russian Federation
larchenkova1.lud@mail.ru

L.V. GUSAROVA

*Kazan Innovative University named after
V.G. Timiryasova (IEML), Kazan, Russia*
gusarova5@yandex.ru

M.A. PUGACHEVA

*Kazan Federal University, Institute of Management,
Economics and Finance, Kazan, Russia*
Pugacheva.m@mail.ru

M ARDI PUTRI

Faculty of Psychology Universitas Pancasila Jakarta, Indonesia
putrilangka@univpancasila.ac.id

Mannep A. TSINDELIANI

Russian State University Justice, Russian Federation
tsindeliani_mannep@rambler.ru

M. HASANZADEH

University of Qom, Iran
7m.hasanzadeh@qom.ac.ir

M. H PARVEZ

*Kalinga Institute of Industrial Technology (Deemed to be University),
Bhubaneswar, Odisha, India*
mhasanparvez@gmail.com

M. JAMALZEHI MOGHADDAM

University of Sistan and Baluchestan, Zahedan, Iran
mansurejamalzehi1368@gmail.com

M.M BUGA

Asia Pacific University of Technology & Innovation (APU), Malaysia
Bugam.m2@gmail.com

M MUKHIBAT

The State Institut of Islamic Studies, Ponorogo, Indonesia
mukhibat@iainponorogo.ac.id

M SELVANATHAN

National Higher Education Research Institute (IPPTN), Universiti Sains Malaysia (USM)
mahiswaran@gmail.com

M.S ILINA

Kazan Federal University, Kazan, Russia
MSIlina@kpfu.ru

M SUPRAMANIAM

SEGi University, Malaysia
mahadevan.s@taylors.edu.my

N.A. ALGHAMDI

Faculty of Arts, Imam Abdulrahman bin Faisal University, Saudi
naghamdi@iau.edu.sa

N JAYABALAN

Faculty of Business, Accounting, and Management, SEGi University, Malaysia
neeta@segi.edu.my

O.A MEDVEDEVA

Kazan Federal University, Kazan, Russia
OAMedvedeva@kpfu.ru

O.B LAYACHI

College of Law in Prince Sultan University, Riyadh
oblayachi@pnu.edu.sa

O.N. PROKHOROVA

*The National Research University "Belgorod State University",
Belgorod, Russia*
prokhorova@bsu.edu.ru

O ROGOVAYA

The Herzen State Pedagogical University of Russia, Russian Federation
olgarogovaya356@rambler.ru

Q SHOLIAH

Brawijaya University, Indonesia
qoqom_kuncoro@yahoo.co.nz

R.A SARI

Brawijaya University, Indonesia
rath.ardia@gmail.com

R ASHRAFZADEH

Islamic Azad University, Mashhad Branch, Mashhad, Iran
Ashrafzadeh@gmail.com

Reynier Israel RAMÍREZ MOLINA

Scopus ID: 57203865232
Universidad de la Costa, Colombia
rramirez13@cuc.edu.co

R HARFIANI

Universitas Muhammadiyah Sumatera Utara, Indonesia
rizkaharfiani@umsu.ac.id

R.M VALEEV

Kazan (Volga Region) Federal University, Kazan, Russia
mega.sppa@mail.ru

R NAMI SHARIF ABAD

Islamic Azad University, Mashhad Branch, Mashhad, Iran
name.reyhaneh@yahoo.com

R.P LUKODONO

Brawijaya University, Indonesia
rio_pl@ub.ac.id

S.A MUSTAFINA

Bashkir State University, Ufa, Bashkortostan, Russia
Mustafina_SA@mail.ru

S. ANSHORI

Open University, Indonesia
sodiqanshori@ecampus.ut.ac.id

S.E SWARA

Brawijaya University, Indonesia
suluh.elmans@ub.ac.id

S.F GALANIN

Kazan (Volga Region) Federal University, Kazan, Russia
SFGalanin@kpfu.ru

S.I MUSTAFINA

Bashkir State University, Ufa, Bashkortostan, Russia
Mustafina.Sofya@mail.ru

S.R. BALAGHAT

University of Sistan and Baluchestan, Zahedan, Iran
balaghat@edpsy.usb.ac.ir

S RUNGSRISAWAT

Suan Sunandha Rajabhat University, Thailand
somdech.ru@ssru.ac.th

S.S GALANINA

Kazan (Volga Region) Federal University, Kazan, Russia
Anna.Galanina@kpfu.ru

S SIRINAPATPOKIN

Jungwattana Group Co., Ltd., Thailand
jung_dk@hotmail.com

S SOMJAI

Suan Sunandha Rajabhat University, Thailand
sudawan.so@ssru.ac.th

SUKADARI

PGRI University Yogyakarta, Yogyakarta, Indonesia
sukadariupy@gmail.com

S. UMARELLA

IAIN Ambon, Indonesia
samadumarella@ianinambon.ac.id

S.V MEZENTSEVA

Herzen State Pedagogical University of Russia, St. Petersburg, Russia
mezenceva-sv@yandex.ru

S.V. MISHINA

Bunin Yelets State University, Yelets, Russian Federation
Mishina@kpfu.ru

S.V. SHCHERBATYKH

Bunin Yelets State University, Yelets, Russian Federation
scherbatych2017@yandex.ru

S.V. VDOVINA

*Kazan Federal University, Institute of Management,
Economics and Finance, Kazan, Russia*
vdovina_kki@mail.ru

T. DROZDOVA

Nosov Magnitogorsk State Technical University, RUSSIA
tanya.drozдова.71@mail.ru

T EMETS

Nosov Magnitogorsk State Technical University, RUSSIA
t_emets@inbox.ru

TH ARUMUGAM

Asia Pacific University of Technology & Innovation (APU), Malaysia
dr.thilages@apu.edu.my

T SRIMARUT

Suan Sunandha Rajabhat University, Thailand
Thammarak.sr@ssru.ac.th

T. V. ARTEMYEVA

Kazan Federal University, Kazan, Russian Federation
Tatyana.Artemeva@kpfu.ru

V MIKHAYLOV

Nosov Magnitogorsk State Technical University, RUSSIA
vladimir@oaoktk.ru

W KUNCORO

RSI UNISMA, Malang, Indonesia
wahyudikuncoro@gmail.com

Yanelis RAMOS MARTÍNEZ

*Universidad Católica de Temuco, Chile /
Universidad Privada Dr. Rafael Belloso Chacín, Venezuela*
yanelisramos6@gmail.com

Y GAVRONSKAYA

The Herzen State Pedagogical University of Russia, Russian Federation
julia_gavrinskay@mail.ru

Z NICKNAME

Kharazmi University, Faculty of Psychology and Educational Sciences, Iran
z_niknam@yahoo.com



UTOPIA Y PRAXIS LATINOAMERICANA

Revista Internacional de Filosofía Iberoamericana y Teoría Social

Centro de Estudios Sociológicos y Antropológicos (CESA)
Facultad de Ciencias Económicas y Sociales
Universidad del Zulia. Maracaibo-Venezuela

Normas de Publicación

Utopía y Praxis Latinoamericana: Es una revista periódica, trimestral, arbitrada e indexada a nivel nacional e internacional como la Web of Science o Scopus. Editada por la Universidad del Zulia (Maracaibo, Venezuela), adscrita al Centro de Estudios Sociológicos y Antropológicos (CESA) de la Facultad de Ciencias Económicas y Sociales, y financiada por el Consejo de Desarrollo Científico y Humanístico (CONDES) de esta misma Universidad. Todos los trabajos que se solicitan o reciben, deben ser originales e inéditos. No se admitirá ninguno que esté en curso de ser ofrecido simultáneamente a otra revista para su publicación. Las áreas temáticas que definen el perfil de la revista están insertas en las siguientes líneas genéricas del pensamiento iberoamericano y latinoamericano: Filosofía Política Latinoamericana, Historia de las Ideas, Filosofía de la Historia, Epistemología, Teorías y metodologías de las Ciencias Sociales, Antropología social, política y filosófica, Ética y pragmática, Filosofía y diálogo intercultural, Filosofía de la Liberación, Filosofía Contemporánea, Estudios de Género, Teorías de la Modernidad. Las sub-áreas respectivas a cada área general serán definidas por el Comité Editorial, con la ayuda de sus respectivos asesores nacionales e internacionales, a fin de establecer las pertinencias de los trabajos presentados.

Presentación de originales: Se destacan los siguientes aspectos. En la primera página: Título: conciso y en referencia directa con el tema estudiado. No se aceptan sub-títulos. Resumen: debe describir la idea central de la investigación y considerar su relación con el objeto y la metodología que le sirve de soporte, con una cantidad máxima de 100 palabras. Añadir cuatro o cinco palabras clave, en orden alfabético. Se redacta en castellano y en inglés. No se aceptarán notas al pie en títulos, resumen, palabras clave, nombre de autor/a ni cualquier otra información que no corresponda a la primera página. Estructura de contenido (desde la segunda página): Introducción o Presentación, desarrollo seccionado por títulos e intertítulos (apartados), conclusiones generales y bibliografía de actualidad y especializada. Los títulos del cuerpo del trabajo deben ir en mayúsculas, cursivas y negritas. Los intertítulos (apartados) deben estar escritos como oraciones normales, sin cursiva y con negrita. Todas las referencias hemero-bibliográficas y notas, deben hacerse a pie de página, en numeración continua, de acuerdo a las indicaciones que se recogen en la sección que más adelante se indica. Utilice una hoja del siguiente tamaño A5 (15,03 x 22,5 cm), margen estrecho. La fuente Arial Narrow 9, a espacio 1,08. Se dispondrá una hoja de modelo para descargar. Además de la lengua castellana, los Estudios, Artículos, Ensayos, Notas y Debates, Entrevistas, Reseñas Bibliográficas; pueden ser presentados en portugués, francés, italiano e inglés. Se deben enviar en soporte electrónico (formatos ".doc", ".docx" o ".rtf") al correo utopraxislat@gmail.com.

Secciones de la revista

Aparición regular

Estudios: es una investigación exhaustiva de carácter monográfico, orientada a uno o varios objetos de áreas temáticas tratados inter y/o transdisciplinariamente, desarrollada desde un paradigma epistemológico. Se hace énfasis en el análisis crítico y la interpretación. Su extensión no deberá exceder las 40 páginas.

Artículos: es una investigación puntual de carácter monográfico, preferiblemente resultado parcial o final de una investigación donde se destaca la argumentación reflexiva y crítica sobre problemas teóricos y/o prácticos, metodológicos y/o epistemológicos del tema y el área de estudio explorado. Su extensión no deberá exceder las 20 páginas.

Notas y debates de Actualidad: es una colaboración de carácter relativamente monográfico, se presentan las opiniones y juicios críticos acerca de los problemas y las dificultades que pueden encerrar los procesos de investigación y sus resultados. Su extensión no deberá exceder las 10 páginas.

Reseñas bibliográficas: es una colaboración que pone al día la actualidad bibliográfica, se recogen los principales resultados de las investigaciones nacionales e internacionales en forma de libro individual o colectivo. Resalta el análisis crítico sobre los diversos niveles (teóricos, metodológicos, epistémicos, políticos, sociales, etc.), donde se puede demostrar el impacto de las investigaciones. Su extensión no deberá exceder las 5 páginas. Son publicadas en la sección "Librarius".

Aparición eventual

Ensayos: es una interpretación original y personal, prescinde del rigor de la formalidad de una monografía, le permite a un investigador consolidado presentar sus posturas teóricas sobre la actualidad y trascendencia de las formas de pensamientos o los paradigmas, en los que se desarrolla su disciplina y temas afines. Su extensión no deberá exceder las 15 páginas.

Entrevistas: es una colaboración donde se interroga a un pensador o investigador con- sagrado, sobre las particularidades de sus investigaciones y los resultados que ésta le provee a la comunidad de estudiosos de su área de conocimiento y afines.

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Estas referencias se reducen únicamente a las citas de artículos, libros y capítulos de libros, especializados y arbitrados por un Comité Editor o avalados por un Comité Redactor de sellos editoriales (universitarios o empresariales) de reconocido prestigio en el campo temático de la investigación. Se deben evitar referencias de carácter general como: Enciclopedias, Diccionarios, Historias, Memorias, Actas, Compendios, etc.

Citas

Deben seguir el formato (Apellido: año, p. página). Ejemplo: (Freire: 1970, p. 11).

En tabla de referencias: artículos de revistas, según el siguiente modelo

VAN DIJK, T. A. (2005). "Ideología y análisis del discurso", Utopía y Praxis Latinoamericana. Año:10, n°. 29, Abril-Junio, CESA, Universidad del Zulia, Maracaibo, pp. 9-36.

En tabla de referencias: Libros de i) libros y ii) capítulos de libros, según el siguiente modelo

i) PÉREZ-ESTÉVEZ, A. (1998). La materia, de Avicena a la Escuela Franciscana. EdILUZ, Maracaibo.

ii) BERNARD, B. (2001). "El eterno retorno de una Filosofía Antihegémica", en: Estudios de Filosofía del Derecho y de Filosofía Social. Vol. II. Libro Homenaje a José Manuel Delgado Ocando. Tribunal Supremo de Justicia. Colección Libros Homenajes, n°.4. Caracas. pp. 211-251.

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Guidelines for Publication

Utopía y Praxis Latinoamericana (Latin American Utopia and Praxis): Is a periodic, tri-monthly, arbitrated journal which is indexed on a national and international level, and edited by the University of Zulia (Maracaibo, Venezuela) in the Center for Sociological and Anthropological Studies (CESA) ascribed to the Faculty of Economic and Social Sciences, and financed by The Scientific and Humanistic Studies Council (CONDES) at the same University. All contributions requested and/or received must be original unedited papers. No contributions will be accepted that are simultaneously being offered for publication in another journal. The thematic areas that define the profile of the journal are included in the following generic areas of Spanish American and Latin American thought: Latin American political philosophy, the history of ideas, the philosophy of history, epistemology, social science theories and methodology, social, political and philosophical anthropology, ethics and pragmatics, philosophy and inter-cultural dialogue, the philosophy of liberation, contemporary philosophy, gender studies, and post-modern theories. The sub-categories in each area will be defined by the Editorial Committee with the help of its respective national and international advisors in order to establish the pertinence of the papers presented for publication.

Presentation of original texts: The following aspects are considered to be especially important: The title must be concise and directly relevant to the theme studies. Sub-titles are not acceptable. The abstract must describe the central idea of the research and consider its relationship with the objectives and methodology that support it, and be no longer than 100 words. Four key words in alphabetical order must accompany the abstract. The abstract must be written in both Spanish and English. The abstract must be structured in the following manner: Introduction or presentation, general explanation with titles and subtitles, general conclusions and up-dated and specialized bibliography. All of the bibliographical references and notations must be included in footnotes, and numbered in sequence, according to the indications in the section that follows. The recommended lettering font is Arial Narrow 12, spaced 1,5. In addition to Spanish, studies, articles, essays, notes, debates, interviews and bibliographical reviews can be presented in Portuguese, French, Italian and English. An electronic support copy (".doc", ".docx" o ".rtf") e-mail: utopaxislat@gmail.com.

Journal sections

Normal features

Studies: exhaustive research of a monographic nature oriented towards one or several objectives treated in an inter- or trans-disciplinary manner, and developed from an epistemological paradigm. Emphasis is made on critical analysis and interpretation. The article must not to exceed 40 pages.

Articles: precise research of a monographic nature, preferably the result of partial or final research where a reflexive and critical argument in relation to certain theoretical or practical, methodological or epistemological problems is raised and the area of study is explored. The length should not to exceed 20 pages.

Up-dated notes and debates: this is a relatively monographic paper, in which opinions and critical judgements are made in reference to problems and difficulties encountered in re- search processes and results. The length should not to exceed 10 pages.

Bibliographical Reviews: these are collaborative articles that update bibliography, gathering the principle results of national and international research in the form of an individual or collective publication. They emphasize critical analysis on diverse levels (theoretical, methodological, epistemological, political, social, etc.) where the impact of this research can be demonstrated. These papers should not to exceed 5 pages.

Occasional features

Essays: original and personal interpretations, which do not follow the rigid formalities of a monograph, and allow an experienced researcher to present theoretical up-dated postures and to transcend the normal forms of thought and paradigms that are developed in the respective discipline or thematic area. The paper should not to exceed 15 pages.

Interviews: these are the results of interrogative conversations with recognized theorists and researchers in relation to particular aspects of their research and the results of the same which provide the interested community with new information and knowledge in their fields.

Format for bibliographical quotations

These references refer only to quotations from articles, books and chapters of books that are specialized and arbitrated by an editorial committee or evaluated by an editorial text re- view committee (university or publishing house), of recognized prestige in the thematic area of the research topic. General references from encyclopedia, dictionaries, historical texts, remembrances, proceedings, compendiums, etc. should be avoided.

Citations:

They must follow the format (Surname: year, p. number page). Example: (Freire: 1970, p. 11).

Quotations from journal articles should follow the model below:

VAN DIJK, T.A. (2005). "Ideología y análisis del discurso", *Utopía y Praxis Latinoamericana*. Año:10, nº. 29, Abril-Junio, CESA, Universidad del Zulia, Maracaibo, pp. 9-36.

Quotations from i) books and ii) book chapters, should follow the model below:

i) PÉREZ-ESTÉVEZ, A. (1998). *La materia, de Avicena a la Escuela Franciscana*. EdiLUZ, Maracaibo.

ii) BERNARD, B (2001). "El eterno retorno de una Filosofía Antihegemónica", en: *Estudios de Filosofía del Derecho y de Filosofía Social*. Vol. II. Libro Homenaje a José Manuel Delgado Ocando. Tribunal Supremo de Justicia. Colección Libros Homenajes, nº.4. Caracas. pp. 211-251.

NOTE: In the case of various authors, name them all in order of appearance. If there is any other type of quotation, the Editorial Committee reserves the right to adapt it to this gen- eral norm. Research publications and collaborative research efforts including appendices, tables, graphs, etc. will not be published. Any exception to this ruling must be discussed and approved by the Editorial Committee.

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All studies, articles, essays, notes, debates and interviews received by the journal will be arbitrated by members of national and international arbitration committees who are well known internationally for their professionalism and knowledge in their respective fields of learning. Their decisions will not be made public. Publication of articles requires the approval of at least two arbitrators. According to the evaluation norms, the following aspects will be taken into consideration: originality, novelty, relevance, theoretical and methodological quality, formal structure and content, grammatical competence, style and comprehension, results, analysis, criticism, and interpretations.

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Se parte del supuesto de que el/a árbitro es “un par” del arbitrado/a. Eso quiere decir que ambos se desenvuelven en el contexto de una cultura científica que le es familiar; es decir, que se presume que ambos “dominan el tema”, que conocen sus tendencias y contratendencias. Eso es de innegable valor a la hora de que un arbitraje responda de acuerdo a los objetivos en los que se basa: la suficiente neutralidad y el mínimo de subjetividad, como para hacer un juicio a conciencia. De esto dependerá el éxito de esa “misión” que sin lugar a dudas redundará en beneficio de la publicación.

Los especialistas encargados del arbitraje deben tomar con especial consideración, sin que esto menoscabe su libertad para evaluar, los siguientes aspectos que se enuncian, al momento de realizar la lectura, con el fin de lograr la mayor objetividad posible en su dictamen. Se trata pues de confirmar la calidad del artículo científico que está en consideración.

1. El nivel teórico del trabajo

Se considerará el dominio conceptual y argumentativo de la propuesta del trabajo. Especialmente, hacer evidente en el artículo presentado contextos teóricos pertinentes que permitan situar el tema y su problemática. Esto anula el grado de especulación que pueda sufrir el objeto de estudio.

2. El nivel metodológico del trabajo

Se considerará la coherencia metodológica del trabajo entre la problemática propuesta y la estructura lógica de la investigación. Sólo un buen soporte metodológico puede determinar si hay suficiente coherencia en torno a las hipótesis, los objetivos y las categorías utilizadas. Esto anula cualquier rasgo de asistematicidad de la investigación.

3. Nivel de interpretación del trabajo

Se considerará el grado interpretativo de la investigación, sobre todo en las de carácter social o humanístico. Esto cancela cualquier discurso o análisis descriptivo en la investigación, y permite poner en evidencia si el trabajo presenta un buen nivel reflexivo y crítico. Además, el trabajo debería generar nuevos postulados, propuestas.

4. El nivel bibliográfico de la investigación

Se considerará el uso adecuado de la bibliografía. Lo que significa que la misma debe ser lo más especializada posible y de actualidad. Las referencias y/o citas deben ajustarse y responder a la estructura argumentativa de la investigación, sin caer en contradicciones o sin sentidos. Este es uno de los niveles de probar la rigurosidad del trabajo. No se debe subestimar la fuente bibliográfica.

5. El nivel de la gramática

Se considerará el adecuado uso del lenguaje y la claridad de expresión, en la medida en que esto está directamente relacionado con el nivel comunicativo que se le debe a la investigación. Imprecisiones sintácticas, retóricas superfluas, errores de puntuación, párrafos engorrosos, entre otros aspectos, son elementos que confunden al lector y puede ser sinónimo de graves faltas en la comunicación escrita.

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Es conveniente que el árbitro respete y cumpla debidamente, evitando demoras innecesarias, las fechas previstas para el arbitraje. Lo contrario genera serios, y a veces graves, problemas en el cronograma de edición. Si el árbitro no puede cumplir con los lapsos determinados para la evaluación, debe notificarlo enseguida.

8. La presentación formal

Se considerará la presentación formal del trabajo de acuerdo a las Normas de Publicación de la revista que aparecen al final de la misma.