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An Open Access International Journal

INTERNATIONAL JOURNAL OF SOCIAL SCIENCE AND HUMAN RESEARCH

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VOLUME 04 ISSUE 04
APRIL 2021

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A Means to Culmination Poetry to Education

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ABSTRACT: Poetry pedagogy is a postmodern educational revival that tends to utilize this genre in promoting the standard of education in many countries including USA, UK, Canada and Ireland. It emphasizes retrieving the role that poetry played, in line with other genres of literature, in keeping nations' traditions and history alongside with its role in developing students' informative capacities due to the pleasure it fosters in listeners and readers mixed with zealous feeling for better production and immediate and permanent reaction as far as its ascendency on all senses is concerned.

The present study explores the role of poetry in the above domain and demonstrates its ability in bypassing intellectual rigidity, idleness and the robotizing of the students that afflicted educational systems all over the world. It highlights that poetry is a double-edged sword in establishing a strong linguistic foundation, and its brevity appropriates people's occupations as far as intensity and abundance of meaning are concerned. The study also shows the role of poetry in deepening thinking and transforming it from extrinsic to intrinsic as well as promoting the standard of language in students concerning structure and vocabulary. In addition, texts of different themes indicate that the emotional interaction with poetry can repel monotony and consolidate interest and intensification. Moreover, the accompanying sense of enjoyment is not yet complete and satisfactory unless the covenant is consolidated by a sufficient teacher. Therefore, the present study describes the successful teacher intended to teach poetry and the way with which he tackles this activity.

KEYWORDS: pedagogy, poetry, permanent reaction, promotion, enjoyment, covenant.

INTRODUCTION

It can be impressively said that words of poetry are capable to instill unforgettable perceptions in the minds for the aesthetic pleasure they have which brings about immediate interaction that continues beyond the boundaries of communication. Judith Oster states that according to Robert Frost poetry enables students of different levels to think and open many doors in order to elevate the rungs of the ladder up to the tower of knowledge. Such an achievement depends upon a thorough grasp of the strengths and weaknesses of the figures of speech used in poetry especially the metaphor (Oster 156). The effective metaphor creates a state of ponder and transfers the receiver from a state of limited thinking that has one meaning to another multiple one capable of giving life meaning and dynamism.

Poetry is considered a highly participatory approach to teaching and learning. It allows "students to take an active role in interpretation" (Halperin 5) for the latitude it donates to them which should be commensurate with their level of education. Adolescents, although unable to catch the meaning of the lines they learn by rote, entertain their music and keep in touch with them even to adulthood as Seamus Heaney, the contemporary Irish poet, said about some lines he and his friends chanted on their way to the primary school in northern Ireland: "I know now that it is about initiation but as I trailed along the Lagan's Road on my way to Anahorish School it was something that was good for a laugh" (Preoccupations 24). The lines read:

'Are your praties dry
And are they fit for digging?'
'Put in your spade and try,'
Says Dirty- Faced McGuigan. (Preoccupations 24)

Teaching by the use of poetry offers many entrances to knowledge more than any other field. It transfers the student from the superficial or academic propensity in dealing with knowledge, even in achieving the utmost of results, to the actual intermingling that calls all senses to participate in the process.It "helps to stimulate creativity and it encourages the development of a student's intellectual faculties- imagination, thinking, and interpretation" (qtd. in Spence 127). At last, poetry enables students to evaluate what they read and hear from others and imparts special flavor to the material they deal with.

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Transformation by Poetry

It is certainly a fundamental fact that no one can ignore the role of poetry in our lives to an extent it makes sense of ourselves. Irrespective of its ability to evoke our emotions for the matchless potentiality of its words, it can deepen our understanding of ourselves and others and help us probe in the essence of matters by calling all our senses for this purpose. There are commonplace things which are boring to be dealt with ordinarily, but with the use of poetry they become interesting because they are looked at from a new perspective. So, for the process of teaching, poetry "is helpful because it works well as a catalyst over mind" (Mittal 21). The beautiful arrangement of words, rhythm and musicality, and the ability it has which enables students draw images in their imagination are active factors that imprint what they read in their minds. In this case it displaces monotony which makes a crevice between reading, and understanding and creation.

A purposeful programme in treating and adapting certain selections of poems definitely of a great significance to students at intermediate and secondary stages. Such a task is not tiring for "what we have to do is to adapt the selections by means of simplifying syntactic structures and by means of vocabulary control" (Verghese 115). In such a case students will not lose interest in reading these selections by frequently going back to their dictionaries to check difficult words. In addition, these selections are helpful to make studentsat different stagesand cultures stuck with each other because what these poems tend to convey is not vulnerable to change. But what is to be taken into consideration is the kind of poems that are to be tackled. They must arouse interest and evoke permanent attention so that they can engage students' minds to be aware of the structure and vocabulary that must constitute the poetic lines. The burdensome task of this process is to create a teacher who must be competent enough to carry out this duty, and highly active to achieve a mutual interaction. His appropriate and influential reading of the poem must play the part of a catalyst to their growing anxiety.

As long as poems are considered vehicles or certain forms of language which have the ability to take us "to the heart of states of knowing and feeling that are unavailable in any form" (Clarke 324), it becomes a compelling need to be read aloud and understood for the most part as an audible product. The first poems in the history of almost all nations have not been written beforehand for most of them tackled different purposes and composed by their poets on the spur of the moment as far as their status quo was concerned. What preserved them to the age of writing is the beauty of the words, intensification and their appeal to the minds and feelings in spite of the brevity of their lines as compared to other genres of literature. Some poems helped to keep the traditions of certain countries and peoples; others show the credo or the moral commitment of that nation towards others; therefor, they remained as anthemsor national songs on the tongues of those peoples. This is the third stanza of the German's poet August Heinrich Hoffman (1798- 1874) which was embraced from early twentieth until the end of the same century. German people continued singing:

> Over nations, borders and Zones
> Echoes a call, the simple will.
> Everywhere where Germans live,
> The oath resounds to the heavens:
> Never will we bend,
> Never take force as justice,
> Germany, Germany above all
> And the Reich will rise again! (Hermand 262)

Another example of the potentiality and survival of poetry is the poem written by the Palastinian poet Ibrahim Tuqan (1905- 1941). Ibrahim wrote this poem in 1934 at a time the Palastinians were in revolt against British occupation. In 2003 the Iraqi government adopted it as the official national anthem which is still going on. In most occasions Iraqi people chant

My homeland
My homeland
Majesty and beauty
Splendor and sublimity
In your hillocks are.

Life and salvation,
Bliss and expectation
In your air are.

Shall I see you
Luxurious and Unimpaired,
Successful and revered?

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Shall I see you
In your highness
Go as far as Arcturus?

      My homeland
      My homeland

    The primary target in making students familiar with poetry is to move from extrinsic to intrinsic impulses in language learning. Much time and effort and patience should be spent in order to achieve this aim. According to Margaret Falvey, the "emphasis throughout is on using poetry and rhyme to foster the meaningful use of language" (29). That is to say it helps students to be very much identified and integrated with the language that they tend to use and to be much concerned with instilling the words in their minds and to look at this familiarity and continuation as part of culture to see into things rather than to look at them externally. Poetry is universal as far as its themes are concerned. It almost deals with love, death, childhood, nature, etc. So, it appropriates different nations at different times all over the world.

    Poetry differs from other genres of literature for the exactness and limitation of its words which cannot be substituted for some reasons. The poet who writes a poem is not like any other person. He is very meticulous in choosing the words of his poem which, according to him, go in line with the situation he passes through. So, when a poem passes from one generation to another it does not change. It is unlike tales and stories which are vulnerable to changes as they transfer from one tongue to another depending on the standard of education of communicators.Literate and illiterate people memorize the poem as it is without any moderation except for old poems which were put into modern languages by great poets such as *Beowulf*which was translated by Seamus Heaney- a noble prize winning poet. In this regard poetry and memory are part and parcel for the organization of its words that has a special magic toinfluenceall sensitive minds and can instigate in others a state of contemplation regardless of the ages when readers live and the span of time which separates them.

    Poetry plays a great part in establishing a belief or refuting another. In this case, the option of the kind of poetry that is to be taught to students, especially those at the primary level, should be appropriate to their age regarding the themes which do not confuse their minds and the meter whose music creates a permanent interaction in them. So, educationists, according to Dennis Carter, had and have to reconcile between children's needs and nature. As a starting point that helps to shape their minds which are highly tuned at this particular stage is to make them familiar with short- lined poems that are recited to them rhythmically and have the ability to develop and enrich their linguistic and syntactic repository(Carter 2). A four- line stanza suffices the need as an Anonymous said:

 As a rule man is a fool
  When it's hot he wants it cool,
  When it's cool he wants it hot,
  Always wanting what is not. (qtd. in Kumar 95)

Learning and memorizing poetry at an early age has psychological and spiritual effects at the long term. It has a great significance in soothing and comforting the individual from certain spiritual crises which may overtake him at difficult times. It makes the individual feel that he is not the only one who suffers from his pain and there are many who take part with him. This condition strengthens the potential of introspection which enables choosing poems that have common denominators between him and others. Such a transformation from external to internal interaction and interest targets at giving education a gravitational touch in which the student and the teacher consider themselves part of an exalted process. In addition, when knowledge acquisition becomes autonomous that does not depend on rewards as the main motivation, success becomes the most favorite ally for all.

Enjoyment Vs Monotony

Undoubtedly, students of different levels search for knowledge in a traditional way to pass from one stage to another. This unhealthy state compels educational institutions to search for a variety of activities which can attract student's attention and enrich their intellectual garner from top to toe with meaningful conceptions about the way they deal with knowledge and its acquisition. English as a foreign language suffers from a state of stagnation and monotony in the primary, intermediate, and secondary levels. In order to get rid of this monotony poetry is presented as a good means that helps enrich and strengthen individual and communal abilities. The close- knit relationship between poetry and emotions can make students have ample opportunities to develop their skills and put the plan of implementation into effect.

    Throughout this paper the main task is to spellbind students' minds and to engage them with the very interpretation and concepts of the poem.This engagement through an attracting approach creates an immense interest whose duty is to kick out monotony and be a springboard to other developments.An interesting and effective poem is considered a useful tool for instigating personal intentions to strengthen capability of vocabulary, structure, and pronunciation. An eight- line song by Robert Herrick (1591-

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1674)gives an impression of the afore- mentioned standard. It depicts a situation where a seller publicly declares to sell his goods which is in fact a declaration of the source of cherry- ripe that is Julia's lips when she smiles. So, he raises his voice saying:

Cherry- ripe, ripe, ripe, I cry,
Full and fair ones; come and buy.
If so you ask me where
They do grow, I answer: there
Where my Julia's lips do smile
There's the land, or cherry- isle,
Whose plantations fully show
All the year where cherries grow. (qtd. in Halperin 8)

The theme of the song can, for the most part, ascertain universality and non- triviality to the students irrespective of their ages and stages. Consequently, this condition deepens the understanding and realization of the different aspects of culture and instills in the minds love of the language and curiosity to know much about the intrinsic intentions out of the extrinsic form- the text. This appealing idiosyncrasy of poetry makes inevitable and impressive the learning of new words, revision of the rules, amelioration of pronunciation and uplifting of creativity. Texts differ from one another in influence and authority and on top of which are those emotional ones because they are public to all people who respond to them according to their ages and their personal experiences.

The above lines, for example, play on different levels. The early stages- the primary and the intermediate before fourteen- interact mostly with the rhyme and rhythm as well as vocabulary without paying attention to the intended meaning behind that. Whatever the case, "poems are written with the idea of heightening the readers' perception of not only what is trivial but of what is not as well" (Dzhukelov 9).Consequently, they arise a state of enjoyment in the students due to rhyme and rhythm which lead to memorizing and then repeating the lines individually and chorally. Thereafter, they begin asking about the images, symbols, and other figurative usages of the words and the intended meaning besides the poet's cognitive capacity in making the lines readable and accessible as far as the standard of education and cognition of readers is concerned.

Compactness and exactness of poetry have a great significance and a pivotal role in forming the student's mind. Instead of going into irrelevant details and even run-of-the-mill information the student starts delving into the very core of matters and learns how to be emotionally intelligent in order to impart a flavor of interest that enhances continuation to the material. What happens later on as a contingent state upon enjoying poetry is the consciously perceived experience of the details of language learning. In order to read the poem rhythmically, students should be accurate in vocabulary and pronunciation. Knowing about vocabulary helps them concentrate on the stressed syllables and expressions the poet wants to emphasizewhich leads to knowing the inner feelings of the poet himself resulting in full identification with him and the teacher who teaches his poetry. Pronunciation is a paramount prerequisite that underpins the process of enjoyment by keeping on the musicality of the lines as far as the decided meter is concerned.

Poetry has a great significance in promoting the standard of education due to the accessibility and readability. It arises pleasure in readers of all levels even those students who are considered reluctant to education. "Rhythm in particular, together with rhyme and repetition, were named as an aid to beginner or struggling readers" (Maynard 11). Concentration and condensation of poetry and the aesthetic flavor that characterizes the poetic lines in spite of the simplicity and familiarity of the words evoke readers' anxiety to go beyond the apparent meaning and dig deep into the hidden and vague. It arouses interest in identifying with the addressee rather than the addressor and, to some extent, makes a spiritual connection between the two. The romantic poet William Blake (1757- 1827) in "Introduction" – one of his *Songs of Innocence*which apparently seems very simple and clear- shows a piper as he meets a child who asks him to "pipe a song about a lamb" (Zamani 19). The action moves from a melody to words as the child asks the piper to sing instead. Finally, the child writes the words in a book "that all may read" (Zamani 19). The piper relates that as he was

Piping down the valleys wild
Piping songs of pleasant glee
On a cloud I saw a child,
And he laughing said to me,

"Pipe a song about a lamb",
So I piped with a merry chear.
        "Piper, pipe that song again"
        So I piped, he wept to hear. (qtd. in Zamani 19)

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The lines are very impressive that they stick to the students' minds through and after reading. Through their musicality and pleasant story the reader moves slowly and carefully from line to line repeating and advancing to know the consequences of the child's demand through his conversation with the poet- the piper. The sympathy is peaking when the child asks the piper to

> "Drop thy pipe thy happy pipe
>   Sing thy songs of happy chear",
>   So I sung the same again,
>   While he wept with joy to hear. (qtd. in Zamani 19)

Students notice that the "music of moment's pleasure changes into written lyrics" (Zamani 20). Their pleasure prompts them to be contemplative and curious as the child weeps with the process of singing. They ask themselves a question about the kind of the song and to what extent it is important and pleasant that makes the child compelled to write it in a book in order to be read by generations. The last request was:

> "Piper, sit thee down and write
> In a book, that all may read"-
> So he vanished from my sight
> And I pluck'd a hollow reed,
>
> And I made a rural pen,
> And I stain'd the water clear,
> And I wrote my happy songs
> Every child may joy to hear. (qtd. in Zamani 19)

In line with enjoyment goes curiosity which helps students enhance and deepen their knowledge of the intended meaning of the poem. They may go beyond memorizing and repeating the lines to stand by the gate of criticism knocking to know the difference between "wild" and "rural" and this movement between these two situations. This deep identification with the words of poetry makes it clear that these words acquire a new significance and ascendancy when they are strung together in lines and form a new entity- the poem.Alongside with the deep understanding and the wide knowledge poetry can give to students, it enhances their fluency as far as the meter is concerned. Students of low levels try their best to develop their reading by repeating the words and the lines many times in order to keep on musicality as much as possible.

The accurate and unfamiliar structure of poetry has a great connection with creativity for the anxiety it stimulates in students to "broaden their existing vocabulary and grammar, combine familiar words in unfamiliar ways and develop complex grammar" (Kirkgoz 395). This means that the poet gives precedence or priority to specific words at the expense of others for specific purposes, and, sometimes, prolongs the poetic line to include the whole stanza. In such a case, the student pays much attention to every word and every punctuation mark in order to glean the hints and hunt the meaning of the stanza. Students, in such a case, start enriching their capabilities in structure, words, and discourse utilizing from the inner emotional motive behind the multiple expression of discourse as far as explicit and implicit meaning of words is concerned.

Poems are the utmost manifestation of creativity. Through the pregnant meaning of the words can learners discover new things about language and about themselves? Consequently, their improvement of the different skills will depend on how deep their understanding and how diverse their digestion of the poems are. The universality of the poems' themes give students more opportunities to develop their skills depending on the mutual interaction and the strong response arising from them.The emotional hegemony of poems on learners through the themes they tackle encourage them to contemplate on their private experiences and, at last, try to own them.Elizabeth Barrett Browning (1806- 1861) in "Life and Death" depicts her own experiences with darkness at the beginning of her life before she meets Robert Browning and loves him then marries him. She says:

> Fast this Life of mine was dying,
> Blind already and calm as death,
>   Snowflakes on her bosom lying
> Scarcely heaving with her breath. (Buckley 395)

She considers sickness as death as it paralyzes her hopes in life
And hinders activeness at an early age when she is supposed to be productive and prolific on all scales.Students observe the fine grammatical structure of the lines as the poet brings the adverb of manner forward in order to strike on the idea of transience of this

material life. So is the case with "Blind" in the second line with which she emphasizes blindness of her early life before she experiences love with her would be husband.It was not long until this condition is superseded by hope and light as

> Love came by, and having known her
>   In a dream of fabled lands,
> Gently stooped, and laid upon her
>   Mystic chrism of holy lands;

Drew his smile across her folded
Eyelids, as the swallow dips;
Breathed as finely as the cold did
        Through the locking of her lips. (Buckley 395)

In their explicit and implicit implications, the lines indicate the fine and accurate treatment of Elizabeth's relationship to an extent she imparts to it sanctity and holiness as love comes nearer and lays upon her "Mystic chrism of holy lands". This long sentence which consists of two stanzas encourages students to be much attentive to the use of punctuation marks as the poet tries to elaborate by using the comma, then she moves to the use of the semi-colon in order to mention the merits that love did to change her life. But learners- deep learners- absorb in asking about the conclusion of that experience. Such a state of mind consolidates the idea of thinking more than reading. In the last stanza the poet sets the answer in a question preceded by a premise by saying:

> So, when life looked upward, being
>   Warmed and breathed on from above,
> What sight could she have for seeing,
>   Evermore . . . but only love? (Buckley 395)

Elizabeth Barrett Browning signals at the divine management in her life by putting an end to her sufferings. She emphasizes love as the only thing she has to look at and embrace in exchange of that favour. In other words, her love should extend to include all directions gushing from all parts of her soul. With this inclusion and conclusion of emotional and spiritual tendencies, students can mix informative knowledge with their emotional and spiritual one and come up with a vivid sensational learning that gives them progression and prosperity.

THE WOULD BE TEACHER AND METHODOLOGY

Education is a complicated process which entails different modes on the part of the teacher to meet the needs of students especially in teaching a foreign language and a highly free, creative and inspirational activity as poetry.Poets do their best to make ordinary things extraordinary and familiar things unfamiliar, and to divulge the hidden beauty by the rhythmical arrangement of words which gives them a special magical taste. So,in order not to make poetry a printed material on a page, teachers must be efficient enough to transform the images of the poem depicted by its writer to new ones that have avital resonance in the student's imagination. As a significant and a lively domain in life and cultures of all nations, Sue Dymoke confirms that:

If you leave poetry on the page in your classroom
you will be in danger of sounding its death knell: It
is an organic, enriching communication tool, which
taps into all our senses and is constantly renewing
and reinventing itself to afford us new ways to
express ourselves… If poetry is to flourish in any
future English curriculum and in your classroom
            and if you are to flourish as a creative English
            teacher, then you should embrace the multimodal
experiences poetry can offer. (qtd. in Xerri 509)

In such a case, poetry is divine for it came to existence sufficient as opposed to other fields. All other fields develop with the process of time but poetry is as it is and more. It originates from all senses. So, whenever and whatever you read poetry you feel that it expresses your own feeling and emotion and you are the center of the action. A very important factor that helps fulfill the aim is the time of the lecture. It is recommended for intermediate and secondary stages that there are to be additional lectures specified for teaching poetry. In this respect it becomes possible to tackle a poem that can have the points discussed throughout a week of study.

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   With regard to teaching, the teacher is recommended to be a source of creation and vitality. His job is to make them enjoy and entertain the poem he intends to read by attracting their attention to the main objectives behind poetry reading. Poems should be recited appropriately by using different movements, gestures and facial expressions. That is achieved much by memorizing the poem under discussion to become possible for him to be in a perpetual contact and interaction with his students so that he can guess what problems they encounter throughout the experience as far as the understanding of the poem is concerned. Becoming familiar with the teacher means to digest sense, meaning and structure of the poem and, ultimately, the main aims intended to be conveyed.

In "The Little Boy Lost", a poem from the *Songs of Innocence and Experience,* William Blake depicts a little childwarns his father not to walk quickly; otherwise, he will be lost. Instead of the father's reply, the child goes alone in a deep mire and, as soon as he weeps, the fog scatters and something good is probably going to take place. The little child shouts:

"Father! Father! Where are you going?
O do not walk so fast.
Speak, father, speak to your little boy,
Or else I shall be lost."(qtd. in Zamani 36)

Although the meaning of the poem is far and deep, William Blake uses simple words and simple sentences as far as the age of the speaker is concerned. He gives precedence to innocence as it is the title of the collection. He uses different parts of speech in this stanza. He initiates the first part with a question in the present continuous followed by primitive expressions which aim to attract the father's attention. In addition, the lines are confined by two quotation marks for they are the speaker's exact words. Then the situation turns to include another speaker. He relates that:

   The night was dark, no father was there;
   The child was wet with dew;
   The mire was deep, & the child did weep,
   And away the vapour flew. (qtd. in Zamani 36)

The tense of the verb becomes the past and the speaker seems to be the reader. The only grammatical difference in the whole poem is given to "away" whose true place is after "flew". Such a peculiarity in structure should be explained and clarified by the teacher which gives aesthetic value to the line in which it occurs. Then students begin to repeat the lines after their teacher in an exact rhyme and rhythm. This repetition enables them to be familiar with the material of the poem and finally they use these information in their conversations with one another on the spur of the moment. It can be added that chanting is the best way to make students in contact with poetry and its data.

   After students memorize the poem which is only an eight lines one they begin to ask about the child's condition after he is left behind by the father. Someone would ask: Is this an innocence or an experience song? So students begin to realize the importance of poetry in their lives in general and their personalities in particular. This student- critic stage came as a result of looking deeply into the social structure of the characters of the poem with reference to the bigger one of society, evaluating the situation from a sociological and psychological vantage point, then identifying the personal feelings with the father's and the boy's.

   The above pages demonstrated that poetry pedagogy is vivid and vital in developing students' linguistic abilities and personal experiences. In addition it helps promote their own introspection in any environmental and societal incident and even when dealing with other fields of knowledge other than poetry. Poetry can play the role of a catalyst in accelerating reactions for the purpose that they give positive effects as far as the educational process is concerned. It is useful for all levels for it goes hammer and tongs to pick up students from extrinsic to intrinsic knowledge. At last, poetry has a magical power to strengthen familial and societal ties for it gives precedence to inner introspection as the main source of comprehension.

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Clinical Adjunct Nursing Faculty Virtual Mentoring Experience: A Qualitative Study

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ABSTRACT: Nursing and nursing education have been surrounded by discussions of shortages for many years. The United States lacks qualified nurses to care for its aging and increasing acutely ill population. The lack of qualified nurses stems back to several issues, at the forefront, a lack of qualified nurse educators. Due to the demand for skilled and competent nursing faculty, schools of nursing have been utilizing bedside nurses to teach in the clinical setting. While many are experienced bedside nurses, they may not be formally prepared to teach students. Clinical adjunct nursing faculty are also unique because they may never step foot on a college or school of nursing campus, teaching exclusively at the clinical site. This can lead to feelings of stress and lack of support from the other faculty members. It may also make it difficult to help prepare and guide clinical adjunct faculty as they teach and encounter educational issues without proper training. Mentoring is routinely cited as valuable to new faculty transitioning to the education role. The purpose of this study was to explore a new trend in mentoring, virtual mentoring, and determine if it is of value to clinical adjunct nursing faculty. Guided by a basic qualitative research design, eleven clinical adjunct faculty who have experienced virtual mentoring were interviewed in order to gather their perspective of the process and formulate interventions that may enhance the virtual mentoring process for this faculty population.

KEYWORDS: Nursing education, nursing, mentoring, clinical adjunct nursing, virtual mentoring, higher education.

I. INTRODUCTION

The United States (U.S.) is facing a nursing shortage while concurrently pushing to advance the education level of its nursing workforce. The profession has been facing such a shortage for decades. The American Association of Colleges of Nursing (AACN) and the Bureau of Labor Statistics recently suggested that a 15% increase in Registered Nurses (RN) is needed to care for the growing population[1].

As means to combat the nursing faculty shortage are discovered and discussed, institutions continue to hire expert clinicians to fill adjunct nursing positions[2]. Nursing faculty who hold bachelor's and master's degrees in nursing or advance practice nursing are being recruited from the clinical setting to teach students in the clinical setting due to their expertise. Often, clinical instructors in this position lack formal training in educational principles[3]. Due to the nature of the role, many clinical adjunct faculty members teach off-campus and find themselves lacking support from other instructors and seasoned faculty[4]. Additionally, many clinical adjuncts have not received formal education in teaching and learning strategies to support student needs[2].

A study by Roberts, Kasal-Chrisman, and Flowers[5] suggests that adjunct faculty who are immersed in a robust orientation and mentoring experience are more likely to feel supported and empowered to handle student issues. This, in turn, can lead to a greater increase in job satisfaction and job stability[5]. While a robust mentoring experience seems to be the answer to some faculty issues, challenges persist around what the framework and expectations of mentoring experiences should be. A study conducted by Swanson, Marson, and Malone[6] indicated that expectations must be similar among faculty mentors, mentees, and the institution itself; otherwise, differing expectations can eventually lead to faculty mentees seeking other means of employment.

In nursing education, especially when expert nurses transition to novice nurse educators, mentoring may ameliorate the nursing faculty shortage by increasing feelings of support and job satisfaction and decreasing turnover[7]. It is also believed that mentorship in nursing education can help build leadership skills and reduce the number of educators who eventually leave the profession[7]. As nurse educators enter the world of academia, it is believed that mentorships are valuable in helping them gain confidence and competence while also influencing their teaching styles[2].

One form of mentoring is known as "virtual mentoring," and refers to the teaming of a novice nurse educator with an experienced nursing educator via some type of virtual communication[8], i.e. email, Skype, or video phone call. Research related to both virtual mentoring and mentoring of adjunct faculty members in nursing education is limited[9]. Given the positive impact of mentoring,[7]

more mentoring experiences should exist for all nursing faculty. The use of virtual mentoring can allow for more specific mentoring for clinical adjunct faculty nurse educators, helping them develop teaching and learning strategies and navigate the education environment, and become stronger educators[8].

II. RESEARCH PROBLEM

The problem was clinical adjunct faculty perceptions of virtual mentoring. The use of virtual mentoring may be a solution to providing a mentoring experience for clinical adjunct faculty who would benefit from mentoring but do not hold a traditional academic role. However, the perceptions of virtual mentoring from those clinical adjunct faculty who have experienced it are unknown.

The purpose of this basic qualitative study was to explore clinical adjunct faculty's perceptions and views of virtual mentoring. Understanding these experiences, as described by the clinical adjunct faculty, may provide valuable insight to community colleges with nursing programs, as well as other colleges and universities, about virtual mentoring strategies that would enhance job satisfaction and possibly lead to longer tenures at one institution. By taking into account the experiences of adjunct clinical nursing faculty who have participated in a virtual mentoring program, colleges of nursing can develop a cost-effective method to educate and engage their clinical adjunct faculty while increasing faculty retention rates and job satisfaction, as well as promoting an engaging culture, and helping clinical adjunct faculty form a teaching identity.

III. LITERATURE REVIEW
Theoretical/Conceptual Framework

Schoening[10] developed the Nurse Educator Transition Theory (NET) Model to describe the transition from clinical practice nurse to a nursing educator. Schoening[10] classified the phases during the transition period and concluded negative effects that can occur but may also be reduced through mentoring during this timeframe. Schoening[10] described four phases that RNs experience when transitioning to nurse education. These four phases are: (1) anticipation/expectation, (2) disorientation, (3) information seeking, and (4) identity formation[6]. Each stage is considered an integral part of the nursing faculty's development.

According to Schoening[6], the NET model begins with the anticipation/expectation phase during which involves deciding to become a nurse educator and leave the current role at the bedside. During this phase, after the initial decision to transition to academia, research about nursing education leads to the discovery of other benefits, such as predictable scheduling, holidays and weekends off, etc., further fueling the desire to teach[6]. Research does not provide the RN with details about the teacher-student relationship or even expectations of their new role; therefore, during the second phase, when the RN begins working as a nurse educator, a period of disorientation occurs[6]. Schoening[6] stated that disorientation occurs due to a lack of structure, expectations, mentorship, and socialization. Schoening[11] characterized this feeling as a downward movement as the expert RN now becomes a novice nurse educator, further fueling the disorientation experienced.

Due to the disorientation experienced by the nurse educator, the third phase of Schoening's model is the most critical. During the information-seeking phase, the nurse educator will seek information, mentorship, and understanding of the new role[6]. The opportunity to introduce efficient and effective mentoring is presented in this phase and should be provided to the new nurse educator. A lack of structure, expectation, and socialization can deter the new nurse educator away from the role. While attempting to fact find during the information-seeking phase, Schoening[6] stated that novice nurse educators may "over prep," driven by a fear of failure. Structured orientations, faculty development opportunities, and mentoring should be incorporated into the nurse educator's transition to reduce the fear of failure and possibly the disorientation phase entirely[6].

Following the information-seeking phase, the information formation phase will occur. This phase builds off the information provided during the third phase and the new nurse educator will start to blend their nursing knowledge with their educator knowledge and experience to form a new identity[6]. The faculty member will establish boundaries, find their teaching style and philosophy, and may take on additional responsibilities or roles[6].

Schoening's model[10] serves as an excellent framework for the clinical adjunct faculty experience. When evaluating clinical adjunct faculty perceptions of virtual mentoring, it should be compared to the NET model to help determine if virtual mentoring is effective and allows for a reduction of the disorientation phase. A reduction or elimination of this phase, according to Schoening[6] can have a positive impact on socialization to the profession, experiences with and for students, and feelings of confidence.

The Role of the Adjunct Nursing Faculty

Adjunct faculty are not exclusive to nursing education. The role of the adjunct faculty member is to support institutional or full-time faculty member teaching needs as well as student support roles[11]. Adjunct faculty may work part-time or on an as-needed basis for the institution while their main job exists outside the institution[4]. These faculty positions are often viewed as cost-effective and flexible allowing administrators to meet the changing influx demands of students[12].

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The Role of the Clinical Adjunct Faculty

Clinical adjunct faculty may be specific to health science programs. These faculty members' primary responsibility is teaching and learning of clinical concepts to students and supervising their performance within the clinical setting[4]. Oftentimes in nursing education, adjunct faculty are utilized in the clinical setting to extend the knowledge gained in the classroom as well as meet accreditation standards for accompanying clinical requirements. There are benefits as well as disadvantages to utilizing adjunct faculty in this way. To use adjunct faculty in the clinical setting means that clinically experienced and competent practitioners must be hired[10,11]. Utilizing competent or expert clinicians aids in student's learning and understanding; however, many times these clinicians are not adequately trained in the principles of teaching and learning and do not possess the skill set required for academia[6].

The nature of the clinical adjunct faculty role leads to faculty members teaching off-campus and finding themselves lacking support and socialization from other instructors and seasoned faculty[4,6]. This can be a source of stress for clinical adjunct faculty while they are decreasing stress for the full-time faculty members they are supporting[12]. Many first-time clinical educators transitioning from the bedside cite lack of information related to how to teach and lack of communication from full-time faculty members as obstacles they face[13].

Transitioning Experience

The lived experiences of clinicians transitioning to teaching have been documented within nursing as well as other healthcare disciplines. Nurses who transition from the bedside to academia often find ambiguity surrounding their new role and expectations, however, faculty mentoring, and guidance is helpful to reduce ambiguity[12]. Locasto and Kochanek[14] utilized the theory of "reality shock" to describe how clinicians' transition to academia and evolve based on interactions and acceptance of the "challenges as part of the position" (p. 81). Upon entering the world of academia from clinical practice, novice nurse educators are met with the new workload and tenure-track demands in addition to a lack of support or guidance from senior faculty[15].

Job Dissatisfaction. Locatso and Kochane[14] reviewed several aspects of the nursing academia world that may shock, overwhelm, and dissatisfy the novice nurse educator. It is during the nurse educator's transition that the authors indicated they will progress through four stages referred to as moral outrage, rejection, fatigue, and perceptual distortion. During these stages, the new educator runs the risk of "becoming a doer rather than a teacher"[14] (p. 80). The authors stated that the new nurse educator, without the right training and guidance, may become overwhelmed, take too much work home, and eventually long to return to the bedside[14].

Compensation and Benefits. Barriers in nursing educator transition include perceptions of the educator role, the work environment, increased difficulty, increased job responsibility pressure, and compensation[16]. The National League for Nursing (NLN) also found that inadequate wages put a strain on faculty and influence them to stay in or return to clinical practice[17]. Nurses educators' salaries are remarkably less than faculty in other disciplines in higher education[17]. Additionally, in the same report by the NLN, nurse educators' salaries in the United States are similar to RNs working at the bedside and less than other advanced practice degree nurses (ARNPs, nurse midwives, CRNAs).

While compensation is not as easy to remedy as other barriers, it can influence clinical adjunct faculty to stay in the position. A majority of clinical adjunct faculty hold employment outside of their teaching job[11]. This is often due to the pay difference from working at the bedside. Clinical adjunct faculty holding additional employment outside of teaching, are more likely to experience work imbalance and stress over juggling multiple jobs and therefore have less job satisfaction[11]. Faculty retention could be increased through socialization and support[11].

Feeling Unprepared. As nurses seek to fulfill their desire to teach future nurses, research indicates that many felt unprepared to handle their new role as clinical adjunct faculty and that preparing for their role as a clinical instructor was an enormous undertaking[18]. Clinical adjunct faculty reported feeling unsure of the institution's expectations of them and experienced feelings of isolation[3,18]. These feelings are referred to in Schoening's disorientation phase of the Nurse Educator Transition Theory[10]. During this phase, Schoening[10] noted that this feeling occurs due to a lack of structure and mentorship. Additionally, other literature also supports the use of mentoring to reduce these feelings which, if unrecognize can increase job dissatisfaction and lead to turnover.

Mentoring

Formal Faculty Mentoring. The value of mentoring is well established throughout the literature related to nursing and nursing education as well as other healthcare disciplines[7,18]. Yet, many adjunct faculties in nursing education report that they were not properly mentored or did not receive any mentoring at all[19]. The literature review included an assessment of current mentoring practices used throughout nursing education as well as in nursing and education. Throughout the review, researchers found that mentoring has a positive impact on job satisfaction, recruitment, and retention of nursing faculty[20]. Despite the numerous benefits of mentoring discussed, there no consistent mentoring framework[7].

Barriers can also exist with mentoring and for many there can be disconnects between the mentor and mentee personalities, experience, and teaching style. The mentoring experience is only effective if the mentor is committed and passionate about mentoring. The mentor and mentee relationship must be a good fit for both parties. Characteristics of a good mentor should include confidence, possession of active listening, and communication skills. Additionally, good mentors should be motivating,

knowledgeable, and have a positive attitude[21]. There is also an investment of time, effort, and caring on both parties' part, to achieve a successful mentoring relationship/experience[21].

Virtual Mentoring. Virtual mentoring was defined as the use of technology to host professional connections[8]. Due to the nature of this definition, other names can include e-mentoring, telemonitoring, online mentoring. Virtual mentoring is beneficial for adjunct faculty[8]. There are many platforms and ways for a mentor and mentee to engage, allowing for flexible meeting times, individualized guidance, and emotional support[8]. Similar to themes identified when exploring faculty mentoring, there is a lack of structure for virtual mentoring in nursing education as it is a relatively new concept[8].

IV. METHODOLOGY

A qualitative methodology was used to explore the perceptions of clinical adjunct faculty's experience with virtual mentoring and its value. The use of this methodology best suited this study since perceptions were needed to determine the value of virtual mentoring. Additionally, virtual mentoring is a newer phenomenon in nursing education, therefore, a qualitative methodology was helpful to the researcher to gain an in-depth understanding of how clinical adjunct faculty perceived their experiences with virtual mentoring and the implication of it.

VI. DATA ANALYSIS

A. *Population and Sample*

This study relied on voluntary participants who meet the inclusion criteria. The college selected for this study was a large public college located in the state of Florida. Full-time and clinical adjunct faculty are responsible for the didactic and clinical education the students receive. The population of nursing faculty at the college includes 37 clinical adjunct faculty that support the full-time faculty and students. Clinical adjunct faculty are assigned to the clinical areas to fulfill expected student-to-instructor ratios during clinical experiences and ensure successful clinical experiences for students and patients while practicing in the institution.

The clinical adjunct faculty members employed by the college are required to work with students in a variety of healthcare settings. Clinical adjunct faculty members attend clinical with students throughout the metropolitan area within five different hospital systems with a combined total of 14 hospitals. Typically, clinical adjunct faculty work in this role 8-10 hours a week for the duration of the assignment. Many also lead clinical experiences in the same hospital where they concurrently practice as a Registered Nurse leading to differences in experiences for students.

The sample of this study included new clinical adjunct faculty hired within the 2019-2020 school year and who have experienced virtual mentoring efforts. These clinical adjunct faculty were exposed to new virtual mentoring efforts instituted by the nursing program that is a part of the community college. The sample was comprised of clinical adjunct faculty members with 3 years or less of nursing education experience and 10 or more years of nursing clinical practice experience.

B. *Instrumentation*

For this study, basic demographic information was gathered at the beginning of the interview, followed by open-ended questions related to the virtual mentoring experience in its entirety. Specific interview open-ended questions followed related to the required asynchronous course provided to the clinical adjunct faculty upon hire, the synchronous check-ins with a lead faculty member which was guided by a mentoring checklist, and the weekly topical emails known as Monday Morning Mentor. The participants then were asked to express any final thoughts that they wished to communicate.

C. *Data Collection*

Upon hire, new clinical adjunct faculty were asked to participate in a one-time asynchronous course offered by the institution. During the virtual mentoring process, a checklist was used to ensure specific topics related to institutional policies and procedures, academic standards, etc., were being met as well as ensure discussion of experiences the clinical adjunct faculty may have while in the hospital setting. Clinical adjunct faculty perceptions of this tool could indicate if it was useful in guiding the mentoring meetings or if it was a barrier. Clinical adjunct faculty and full-time faculty received weekly topical emails to provide knowledge and support while in the clinical setting. Clinical adjunct faculty perceptions of these emails could indicate if this was a useful way of guiding the semester.

Data Preparation

Eleven clinical adjunct faculty voluntarily participated to be interviewed. The participants' information was numerically labeled for data collection and analysis and to maintain privacy and confidentiality. Due to social distancing restrictions placed at the data collection site, participants were interviewed virtually. No audio or visual recording took place, and data was transcribed immediately verbatim as the participants provided their responses. Most interviews lasted between 45-55 minutes.

VI. ANALYSIS AND RESULTS

Descriptive Statistics

The demographic characteristics of the sample revealed that 10 participants were female and two participants were male, two participants were between the ages of 26-35, six participants between ages 36-46, and three participants between the ages of 47-57.

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Seven participants had a master's degree, four participants held bachelor's degrees, and two participants disclosed second master's degrees outside of nursing education. All participants maintained regular employment in addition to their clinical adjunct faculty role, with 10 working full time and one employed part-time. There was an average of 12 years of nursing experience and 3.5 years of nursing education experience among participants. Demographic data are listed in the table below (Table 1).

Table 1. Table of Demographic Data of Participants of the Study

Participant	1	2	3	4	5	6	7	8	9	10	11
Age	48	44	35	47	43	41	33	38	36	46	52
Gender	F	F	F	F	M	M	F	F	F	F	F
Race	C	C	C	C	C	H	C	C	C	H	C
Nursing experience (Yrs.)	25	11	14	9	7	6	5	10	14	15	30
Nursing education experience (Yrs.)	4.5	1	1	4	3	0.5	1	2	2	6	18
Highest degree level	MS N/ED	MS N/ED	BS N	MS N/ED	MS N/END	BS N	BS N/END	MS	BS N/ED	MS N/ED	MS N/ED
Works elsewhere	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

VII. RESULTS

The major themes identified were *Collaborate, Effective Communication, Meaningful Interactions, Socialization to the Role, Valuable, and Teach* (Table 2).

Table 2. Themes and Participants

Theme	Participant #
Collaborate	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Meaningful Interactions	1, 2, 5, 6, 7, 8, 9, 10, 11
Socialization to the Role	1, 2, 3, 4, 5, 6, 7, 8, 9, 11
Effective Communication	2, 3, 4, 5, 6, 8, 10, 11
Valuable	4, 5, 6, 7, 8, 9, 10, 11
Teach	1, 3, 4, 7, 9, 10, 11

Research Question 2: **What are mentees' experiences with virtual mentoring?**

The first research question was developed to explore with participants the virtual mentoring they received to prepare them and support them for teaching in the clinical area. The interview questions were designed to elicit participants' descriptions related to their experiences throughout the program. Responses were extracted related to how the participants were prepared for their new role at the data collection site as well as if particular aspects of the experience, such as synchronous meetings, an asynchronous course, a mentoring checklist, and weekly email tips, helped to promote a positive experience.

Participants were asked if the specific activities within the virtual mentoring program were valuable, what did not work, what they perceived as missing from the experience, and how effective they felt the virtual mentoring experience was at helping them transition to the clinical adjunct faculty role at the institution. All 11 participants addressed these questions and multiple themes emerged. Many participant responses centered around opportunities to collaborate with their mentor and prepare for their clinical experiences, discussing roles and expectations and teaching strategies with their mentor, and having multiple clinical teaching articles and ideas at their fingertips.

As the analysis of participants' responses took place, the theme of collaborate was established when participants spoke about working with their mentor on strategies, plans, or any part of their performance. The theme of meaningful interactions was established when participants spoke about how they felt when meeting or communicating throughout the virtual mentoring program.

Theme 1: Collaborate

The theme collaborate was first recognized in multiple interview responses related to research question one. Participants described how working with lead faculty members and within the other components of the virtual mentoring program helped to further define the role of the clinical adjunct faculty member and to provide insight and strategies when teaching in the clinical

setting. Several participants described how the virtual mentoring program afforded them the opportunities to collaborate with their mentor about specific elements of their job or expectations. The communication, if mentioned by participants, was described as "valuable" or "helpful". Some also mentioned developing strategies, during those meetings, to use while out in the clinical area thanks to the program. One participant stated, "I liked having my mentor and those online pieces that I could work at my own pace and go back and forth when I needed to prepare, plan, or needed an idea for clinical." Another participant stated, "I think it [virtual mentoring] was effective. I was mentored via zoom and able to meet with my mentor and discuss different components of what is expected of me, but she also talked to me about how to do it." The key from this participant's response was that the mentor helped her with how to do a component of her role. It is implied that the participant was not just given a folder full of instructions and a job description, but instead strategies and guidance for how to effectively perform in the role of clinical adjunct faculty. The participant later stated the mentor collaborated with her and "sent resources I could use in clinical" that she used to prepare alternative plans for clinical (a module within the asynchronous course) "I used the back-up plan discussion to start thinking about what I should do and I was able to keep some clinical questions with me and I started having students do some NCLEX style quizzes during post-conference."

Theme 2: Meaningful Interactions

The theme of meaningful interactions also emerged after analyzing the data. This theme was identified when participants described the types of communication and experiences they had with their mentor and the other components of the virtual mentoring program. The theme of meaningful interactions was established when participants spoke about how they felt when meeting or communicating throughout the virtual mentoring program. Typically, this theme emerged when codes such as "supported", "valued", "open communication", or "teamwork" were identified in the participant's responses.

Six participants described correspondence that occurred between themselves and the lead faculty that were valuable and meaningful to their role and how they felt towards the role. One participant commented, "When my mentor said 'It's ok to call me and text me' that provided reassurance that it was more than just one time. It was a follow-up and follow-through." The virtual mentoring program may have prompted specific interactions between mentor and mentee, but the specification of meaningful interactions comes from the idea that the clinical adjunct faculty member felt supported and valued in the role, despite not working in the same physical location as the full-time faculty members.

A second participant stated "it was nice that someone took the time to check-in with me and that the focus could be about anything, not just student issues/concerns. I felt supported and that someone was listening to me." Clinical adjunct faculty may sometimes feel that their only communication with lead faculty or classroom instructors is when there is a student or safety issue. Having scheduled virtual opportunities to check-in with the clinical adjunct faculty member may help improve overall satisfaction in their role.

Research Question 2: What do mentees perceive as the successful aspects of virtual mentoring?

The second research question was designed to dissect what participants found most successful during their virtual mentoring experience. The interview questions were designed to elicit participants' descriptions of those activities, strategies, and/or information that helped prepare them most while preparing for their clinical adjunct faculty role and assisted their teaching in the clinical setting. Responses were extracted related to what the participants liked about the synchronous meetings, the asynchronous course, the mentoring checklist, and the weekly mentoring email tips. Participants were also asked to describe why the things they liked were helpful to them.

Participants were asked what elements of each activity, synchronous meetings, mentoring checklist, asynchronous course, and weekly mentoring emails, in the virtual mentoring program were helpful, valuable, or pertinent to their role. The 11 participants addressed these questions for each activity and several positive themes emerged from the interview questions, however, the major theme identified was socialization to the role.

Theme 3: Socialization to the Role

Clinical adjunct nursing faculty participants reflected positively on the experiences in the virtual mentoring program and spoke highly of the various components within the virtual mentoring program. Socialization to the nurse educator role is very important because it helps that clinical adjunct faculty member develop an identity. The clinical adjunct faculty member, often employed in other areas of nursing as well, must learn, internalize, and align with new attitudes, values, behaviors, and skills to then help nursing students in clinical practice work towards their own identity as a nurse. Personal experiences will influence the clinical adjunct faculty member's values and believes, which can then impact their identity. Since many clinical adjunct faculty members in this role are also practicing in other areas of nursing, it can be difficult to separate experiences and feelings. Socialization to the role occurs when the clinical adjunct instructor feels synonymous with the clinical teaching role and can incorporate values, beliefs, and behaviors of both nursing and education.

Most participants in this study, all of which who were employed in other areas of nursing aside from education, described the value of knowing the role and expectations of the role. Even those who were considered experienced clinical adjunct faculty due to their teaching experience before coming to the data collection site talked about the value of knowing role expectations. When

discussing the asynchronous course, one participant stated "I think just outlining the general expectations and what the role of the clinical adjunct faculty member is, was helpful. Every institution is just a little different, so it is nice to know." Another similar response was, "I thought it was nice to have faculty discussing their expectations of us as well." An additional participant stated, "It was helpful knowing where I needed to go and what the expectations of me were in clinical."

Additional examples of responses which contributed to the development of the theme socialization to the role, included one response by a participant who stated, "I think all of the topics [on the mentoring checklist] were pertinent to my role and the why behind what I was doing, so I was not just doing it to do it."

Research Question 3: What do mentees perceive as the challenges with virtual mentoring?

The third research question was designed to examine what participants found most challenging during their virtual mentoring experience. The interview questions were designed to elicit participants' descriptions of those activities, strategies, and/or information that hindered them most while preparing for their clinical adjunct faculty role and did not enhance their teaching in the clinical setting. Responses were extracted related to what the participants did not like or did not find helpful about the synchronous meetings, asynchronous course, the mentoring checklist, and the weekly mentoring email tips. Participants were also asked to describe why they did not like those things or why they did not find the components helpful to them.

Participants were asked what elements of each activity, synchronous meetings, asynchronous course, and weekly mentoring emails, in the virtual mentoring program were not effective or they did not like. The eleven participants addressed these questions for each activity, and all did not acknowledge any part of the program that was challenging, hindering, or detracting. All of the participants described the activities within the virtual mentoring program as helpful or beneficial. Some participants did provide examples of challenges that are unique to the role of the clinical adjunct faculty member and that can sometimes be managed with proper socialization to the role and effective teaching strategies.

The theme of meaningful interactions, previously discussed, emerged in responses to the interview questions, in addition to, the major theme of effective communication.

Theme 4: Effective Communication

Effective and open communication is important to any relationship, not just a mentoring one. Many participants within this study indicated through their responses that effective communication was valued and helpful when navigating their roles and responsibilities in the clinical setting. One participant stated that effective communication is essential because "it's hard to get an idea of a tone and personality just through emails or written instructions. This [the virtual mentoring program] was a nice way to get to know your mentor and the other faculty members we interacted with in the asynchronous course and Monday Morning Mentors."

When describing their perceptions of the activities within the virtual mentoring program, many participants felt they were provided opportunities for effective communication. An additional participant stated the activities were "valuable because it provided more frequent communication opportunities and that made me feel supported and part of the team." Another participant summarized that effective communication is a need in order to make the program work. The participant stated, "I don't think that there were any [activities during the virtual mentoring experience that did not work], but I also think it can't just be all emails. There is still value to having an entire experience and not having to take a full day off from work." A third participant stated, "I prefer to meet face-to-face and not just send another email or text. Meeting virtually on the phone or zoom worked and allowed for a chance to build relationships."

Research Question 4: What do mentees recommend to improve virtual mentoring?

The fourth and final research question was designed to determine what participants would recommend that would improve the virtual mentoring experience. The interview questions were designed to elicit participants' descriptions of activities, strategies, and/or information that they would have liked included in the virtual mentoring program that would have helped them while preparing and planning for their clinical adjunct faculty role. Responses were extracted from questions that directly asked the participant what they would have liked to have seen or included in the synchronous meetings, asynchronous course, the mentoring checklist, and the weekly mentoring email tips.

Participants were asked what they perceived as missing from the virtual mentoring experience and how it can be enhanced for future use. The eleven participants addressed these questions for each activity and some added ideas they would like to add to the program. All of the participants described the activities within the virtual mentoring program as helpful or beneficial and the major themes identified were valuable and teach.

Theme 5: Valuable

Clinical adjunct nursing faculty reflected positively on the experience and spoke highly of the various elements housed within the virtual mentoring program. The theme of valuable emerged and was identified as many participants did not have ideas to enhance the virtual mentoring program or feel it was missing anything. Many addressed the idea that it was valuable as it was. One participant stated, "No, I think whatever they [the institution] is coming out with will be beneficial for future adjunct faculty because it will be made available to them. Just having all this information is great. I think this needs to be shared outside of here." This

participant found value in all the activities and experiences and was happy to have that opportunity and information to help while transitioning to the role of clinical adjunct faculty.

Another participant stated, "I think it [the virtual mentoring program] is invaluable. I personally hope the team that put it together received recognition. I felt empowered at the end of this process. I was glad to have that connection." This participant indicates that the experiences, knowledge, and connections gained during this program were so valuable, that there is no way to describe the program's actual worth.

Theme 6: Teach

Clinical adjunct faculty enjoyed the virtual mentoring program and felt that components that would enhance its value would be those that further taught the faculty. When asked, some participants of this study also provided suggestions to improve the virtual mentoring experience, which introduced the theme of teach. One participant said, "Monday morning mentors were so great, but also even like a workshop can be helpful. Maybe [the workshops could be] about evaluations." The second participant stated, "[The program should include] more topic-driven workshops or a survey to rate the course and provide additional ideas to include." One participant also suggested the idea, "have an open communication board that adjuncts can post and find a response to." Another participant said there should be, "more communication from all people involved in the role such as the dean and director or clinical support liaison to eliminate that passing the buck or telephone game feeling." When discussing Canvas, the data collection sites learning management system, a participant suggested, "maybe they [the data collection site] could give Canvas instructions to help with navigating the course." All of these suggestions indicate the adjunct clinical faculty's desire to be taught and learn while in the role.

The themes identified in this study align with the research questions of this study and the pathway Schoening identified a clinical practice nurse takes as he or she transitions to nursing education. Schoening[10] identified the process in which nurses' transition from clinical practice to nursing education takes place over four stages. The four stages are referred to as: (1) anticipation/expectation phase, (2) disorientation phase, (3) information seeking phase, and (4) information formation phase[10].

VIII. CONCLUSIONS

The major themes identified support that virtual mentoring is a valuable form of mentoring as it provided opportunities for collaboration and meaningful interactions between mentors and mentees.

Schoening's[10] (2009) NET model outlines the phases a novice nurse educator will move through when transitioning from an expert clinician. Many nurse educators will experience disorientation, making the third phase of Schoening's model[10] (2009) the most critical. During the information-seeking phase, the nurse educator will seek information, mentorship, and understanding of the new role[6]. Virtual mentoring provided the clinical adjunct faculty at the data collection site the opportunity to experience efficient and effective mentoring. Participants from the study echoed this by saying, "It [the virtual mentoring experience] was empowering and inspiring and made me feel prepared as a new adjunct. I felt like I knew what I needed to know."

Additionally, the virtual mentoring experience was vital to the clinical adjunct faculty members' success when teaching because it allowed for socialization to the nurse educator role. Socialization to the role is very important because it can help that clinical adjunct faculty member develop an identity, which is something the faculty member is looking for and developing during the third and fourth phases of the NET model[10]. Participants stated things such as "It was helpful knowing where I needed to go and what the expectations of me were in clinical" and "I think all of the topics [on the mentoring checklist] were pertinent to my role and the why behind what I was doing, so I was not just doing it to do it."

Further, current literature supports that the value of mentoring is well established throughout nursing and nursing education as well as other healthcare disciplines[6,7,9,13,15]. Yet, many adjunct faculties in nursing education report that they were not properly mentored or did not receive any mentoring at all[19]. Evidence also suggests that clinical adjunct faculty members want to be mentored and are seeking guidance and leadership[15,20]. Within this study, participants echoed those ideas just by indicating that it would have been a challenge if they had not participated in the virtual mentoring program versus identifying a component of the virtual mentoring program that was challenging.

Communication should be used throughout any mentoring experience in a variety of ways. The mentor should possess good communication skills such as active listening[21]. In addition to good communication skills, the mentor or mentoring program should also consider what is communicated. Many first-time clinical educators transitioning from the bedside cite lack of information related to how to teach and lack of communication from full-time faculty members as obstacles they face[13]. Purposeful communication can also influence success and was identified within the literature as a way to help provide purposeful reflection and raise self-awareness in new faculty members[22]. Effective communication was identified as a major theme because participants cited how it was helpful to have had the communication they did.

Current literature also suggests, that the lack of formal training in educational principles that clinical adjunct faculty face can influence the clinical adjunct faculty members' perception of their role as well as satisfaction with the job[3]. The desire for participants of this study to want more structure and more opportunities to learn and grow within their role is not surprising. Working as a clinical adjunct faculty member is not only an opportunity to experience and "see if I liked teaching" but also a chance for them

to grow and develop an identity as a nurse educator. Their desire to continue to learn or have more structured opportunities to ask questions and learn is likely fueled by this desire to advance as an educator.

Clinical adjunct faculty want to be mentored[9,11,13,22]. The findings of this study align with other studies that state this. Clinical adjunct faculty will seek information, guidance, and mentorship to prepare for their role and often will over-prepare[10]. Providing them with mentorship is beneficial for the faculty member who will feel supported and less stressed.

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Teacher's Expectations for the Era Pandemic Covid 19

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ABSTRACT: In this discussion, the focus is on a teacher. Why? Because most people learn from a teacher, so it is necessary to be an example and idol by everyone. The example intended a good example for every student, both from his actions or his words. Not only that, a teacher also deserves idolism because he is an example, not because he is an artist, or model, but because he is able to become a teacher who is expected and able to be a positive energy for students. However, what is often seen is that some teachers are completely indifferent to what is required and obliged, so it becomes a problem for the portrait of a teacher in the future. Students become successful, not only because of themselves, their parents, their environment, but also in a very supportive school environment, namely the teacher. Then it needs to be understood that a teacher is indeed very influential.

KEYWORDS: Teacher; Problem; Expectation

1. INTRODUCTION

The world of education is very much discussed by the wider community, from any perspective. This is related a student and an educator. Because in the learning process, it must be understood these educators and students their respective roles and tasks. A teacher who gives an explanation or lesson and students who receive an explanation or lesson, then the expected learning process is created. However, it should be understood that not everything is going well, both in terms of students or even from the teacher himself.

In this discussion, the focus is on a teacher. Why? Because most people learn from a teacher, so it is necessary to be an example and idol by everyone. The example intended a good example for every student, both from his actions or his words. Not only that, a teacher also deserves idolism because he is an example, not because he is an artist, or model, but because he is able to become a teacher who is expected and able to be a positive energy for students.

The educators who become the best future are able to understand the situation of students in many problem by providing solutions that can help, are able to manage classes properly, and have competencies and basic skills in teaching. However, what is often seen is that some teachers are completely indifferent to what is required and obliged, so it becomes a problem for the portrait of a teacher in the future. Students become successful, not only because of themselves, their parents, their environment, but also in a very supportive school environment, namely the teacher. Then it needs to be understood that a teacher is indeed very influential. So, it's necessary for the writer to explain about how the figure of teacher hopes for the future.

2. LITERATURE REVIEW
2.1 Overview of Education and Teacher
2.1.1. Definition of Education

Education is a human effort to "humanize humans". Humans are essentially God's creatures of the highest degree compared to other creatures. His creation is due to having the ability to speak and rasio, so that humans are able to develop themselves as civilized humans (Nana Sudjana, 2005). Education is one of the efforts in advancing the quality of the nation, including Indonesia. Until now, education has been embedded and still trusted as a medium for building intelligence (Syarifuddin Nurdin, 2005). Improvement of smart, skilled, independent, and noble human resources continues to be pursued through the education process.

Seeing the two meanings explained, it can be understood that how important education for everyone. Through education, someone will figure out a lot of things that may not previously been obtained, which is why one of the things that are important to education is educating the nation and improve the quality of people, especially Indonesia.

The learning process is an educator's activity as a subject matter, and students as recipients of the lesson. In the process, for both are actively causing interaction and communication that harmony for the achievement of learning objectives. (Syarifuddin

Nurdin, 2005). Thus, the learning is a process of mutual interaction or relationship between educator whose job to explain the subject matter and the students receive course materials or learning. Both become complete packages (Nuristiqamah Awaliyahputri, B, 2019).

It can be understood that education is very important for people. Discussing about education, it is one that needs to be discussed is relevance learning between those who educators and learners, better known as the process of learning. This is a reference for someone to be a reliable educator in providing new knowledge to students. For this reason, educators have a very important role and need to be explained.

2.1.2. The Meaning of Teacher

Teacher is the person who is given the responsibility of helping students learn and behavior in different ways (Leli Halimah, 2017). However, in a very simple sense, the writer understands that the teacher is a person who shares knowledge with students. Not only it, in the view of the public who taught not only at school but anyone who certain places, such as mosques or anywhere.

The teaching profession is still widely discussed and are still magnified ask a lot of people, both among education experts and outside specialists. Even during the last decade, almost every day, media, either daily or weekly news contains about teacher (Moh. Uzer Usman, 2017). Most of the people or parents were sometimes accused the teachers are incompetent, unqualified and if students can not solve the problems.

Educators are professional work. Someone really must be able to teach according to their duties as educators (Muhibbin Syah, 2010). This means that jobs by someone who is specially prepared to teach, not carelessly, because it is required to have special knowledge. Teaching in a general sense is the delivery of knowledge to students.

The concept of teaching is still considered the activities of delivery's knowledge. This view is still commonly used among teachers (J.J. Hasibuan dan Moedjiono, 2009). Some people's views related to teaching are still limited to the process of understanding or knowledge to people, not only the delivery of knowledge, but also the students being taught so that the process of delivering knowledge to applied.

In addition, a special description of knowledge can be seen in Hadis, narrated by Bukhari

ال ع لم ي ق بض لا الله إن 100 - ةثَدَح أَن ﴾إ يعأسْم ﴿ل نُمب ب﴾ة﴾أ ميو﴾أ سٍ ، ﴾أق ل ب ن الله ع بد عن ,أب يه عن ,عروة ب ن هشام عن ,مالك حدثَ ني علي الله صلى الله ر سول سُمعت :ق ال ال عاص ب ن عمرو :يـ قول و سـلم ه» يـ نَ تزعه انَ تزاعا :ق ال ,س, ع نـ م ٍ مِاشَ الـ عـ باد من الـ علم يـ ق بض ول كن , الـ علماء بـ ق بض ف أف توا ف سـ دُلوا ,جهالا رءو سا الـ ناس اتَ خذ عالما يـ بق لم إذا حـ تى , هوَنَمُ .) (ال بخارى رواه وأ ضلوا ف ضلوا ,علم بـ غ ير»ع با حدثَ نا :الـ فرب ري جريد رقَ ال حدثَ نا ,قَ تـ يـ بة حدثَ نا

Meaning:

> From Isma>il bin Abi> 'Uwais, from Ma>lik, from Hisya>m bin 'Urwah, from his father, from 'Abdullah bin 'Amr bin 'As} said, "I have heard the messenger of Allah said: Allah not stop that knowledge altogether from his servants, but Allah stop that knowledge with the death of 'ulama> until there is no longer left. Humans then appoint stupid leaders. If they asked, he was devoted without knowledge. So they are misguided and misleading." (HR. Bukhari)

From Hadis above, it is understood that the position of someone who has knowledge is highly. Islam has honoured knowledge, the learners are students and those who teach are teachers.

3. RESULT

Must be owned by a teacher to be future ideal teacher, especially in era pandemic Covid 19 who superior and foremost all the times and appears perfect in front of students. a) Teachers must have spiritual, emotional, and intellectual intelligence; b) The teacher must have the ability to speak in public; c) Teachers must have patience with students, and d) Teachers must have discipline (Leli Halimah, 2017).

The expectation that students expect for a teacher is ideal teacher. Because being one who important role for a student is a teacher. However, the intended expectations are sometimes not owned by a teacher, instead what happens is the problem that arise and make the expectations of students become inappropriate.

3.1. Taking Short-Ways in Learning

Taking a short-way as being a teacher who does"t have planning and preparation. Without the planning and preparation that should be there, it is sometimes found that a teacher takes a short-way in learning. In fact, student's understanding is different, there are easy to understand in the subject matter and difficult, so there is a need for more interaction. Therefore, the teacher must always make to the preparation of each want to do learning activities, as well as revise according to the needs of student interaction (E. Mulyasa, 2017).

3.2. Waiting for Be Negative Students

In this case, it is recommended that teachers always give proper attention and appreciation to students who behave well, by providing the same time as they spend for students who have problems (E. Mulyasa, 2017).

However, the mistake made by a teacher is that sometimes giving praise only to diligent student who are considered, will be different from not-active students. That is because the teacher seems to only give praise to those he likes and does not give praise to those who are considered negative.

3.3. Using "Destructive Discipline"

For this purpose, the teacher must direct what is good, and be an example, patient, and understanding (E. Mulyasa, 2017). Destructive discipline is something that teachers need to pay attention when giving assignments, for example. So, what must be understood is that whatever the teacher gives to the students, later they have to give feedback or give the punishment to accordance with what is their fault.

3.4. Ignoring Student Differences

The teacher should be able to identify the individual differences of students, and determine the general characteristics. In this case, the teacher must understand the characteristics of students that must be developed and which must be redirected (E. Mulyasa, 2017). Student differences are something that is perfectly natural, but that is not natural when a teacher never wants to understand about these differences, both differences in intelligence, biological, psychological, learning styles, and others.

3.5. Feel the Smartest

If this really happens, then the teacher must be democratic to be willing to learn again, the teacher must be a lifelong learner who always adjusts his knowledge to the developments. If not, it will miss the train and be an orthodox teacher (E. Mulyasa, 2017). Feeling your smartest is something you should avoid, let alone being a teacher. Sometimes something unexpected from students and can be used as a lesson for a teacher. So, of course that teachers should not feel the smartest of the students they teach.

3.6. Unfair (Discriminative)

Efforts that can be made to avoid this include by saving "feelings" until the loved students complete their education program, of course must be sincere and do not be afraid of people taking it (E. Mulyasa, 2017). In the world of education, a teacher not allowed to discriminate students in providing an assessment. If it is supposed to get less value, then give the appropriate value.

3.7. Forcing Students

Intend to become a teacher as worship. Wake up, "Oh my teacher, so that your name is always in my heart." (Muzakkir, 2012). Sometimes, the factor could make the low profession teacher recognition explained by Sudjana in Usman, because:

1. The view of anyone can be a teacher as long as knowledgeable, be a teacher is easy.
2. The force areas, provides opportunities for someone who does not have the expertise to become a teacher.
3. Many teachers do not appreciate their profession (Moh. Uzer Usman, 2017).

Some of the teacher portraits described earlier are things that sometimes become obstacles to seeing a portrait of a teacher in the future. Why? Because what is supposed to be owned and controlled by a teacher is not in accordance with what should be. However, not all teachers are like that, there are also teachers who do have competence who are the hope of the future.

3.8. Teacher's Expectations In the Future

In the process of achieving the goal of education, it is necessary for teachers who are creative and fun. This is important, especially in each lesson, teachers have a central role, both as planners, implementers, and evaluators of learning (Abd. Rahman Getteng, 2011).

A teacher is expected for the future, not a teacher who only carry out their duties free of charge or not with a sincere heart, not just sharing the subject material, but make happy learners during progress.

Teachers who can understand the difficulties of students in terms of learning and other difficulties outside the problem of learning, then a teacher will be liked by their students (Syaiful Bahri Djamarah, 2014). For that reason, one thing that must be understood by a teacher is be a person who always makes it easy for students on problems that might occur in a good way, not by making it easy. Because a teacher becomes an example for students and students are imitators.

As an example, a teacher must have a personality that can be used as a profile and an idol, his whole life is a perfect figure. That is the impression of the teacher as an ideal figure. Few teachers do that which are not good, will reduce their \ charisma gradually dissolves from identity. For this reason, personality is a very sensitive matter, like proverb is "blunt outside, pointed inside." (Syaiful Bahri Djamarah, 2014). Being a teacher must be really men guard the good name of the teacher as a whole, because sometimes we hear that only one teacher who behaves badly, but the blame or highlighted there was a teacher as a whole, although not behave badly.

Commenting on the poor quality of education is an indication of the need for a professional teacher. For this reason, a teacher is expected not only to run his profession, but a teacher must have a strong interest to carry out their duties in accordance with the rules of teacher professionalism required. Teachers in the era of information and communication technology are not just teaching, they must be learning managers. This implies that each teacher is expected to be able to create learning conditions that

challenge the creativity and activities of students, motivate students, use multimedia, multi-method, and multi-source in order to achieve the learning objectives as expected (Rusman, 2012). This is the portrait of the professional teacher you should be.

The quality personality of the teacher is very important because this is professional responsibility as well as being the core of professional strength and readiness to always develop them selves. (Syarifuddin Nurdin, 2005) The quality of a teacher can be viewed in two terms, in terms of the process and results. From the process, the teacher is said to be successful if he is able to involve most students actively, both are physically, mentally, and socially in learning. In addition, it can be seen in terms of the passion and enthusiasm of teaching, and the presence of self-confidence. Whereas in terms of results, the teacher is said to be successful if that the learning provided is able to change the behavior of most educators better mastery of basic competencies (Abd. Rahman Getteng, 2011).

In implementing the various policies above, teachers are required to become good disseminators of information. The teachers are also as a planner (designer), implementer, and evaluator of learning. If learning is directed to meet the personal needs of students by providing the knowledge and training the skills they need, there must be a dependence on effective and organized standard material. For this reason, new roles are needed from the teachers, they are required to have technical skills that make it possible to organize the material and manage it in the learning and formation of student competencies (Abd. Rahman Getteng, 2011).

The teacher becomes a good sample for all parents and the community in educating their children while in school, become a very instrumental in delivering the children at all levels of success, either to live in the local community and the global world.

The idolized teacher will only be born from a teacher who has the qualities that are implied by Allah. In his word, QS al-Muddassir74: 1-7.

$$\text{يَٰٓأَيُّهَا ٱلْمُدَّثِّرُ ۝ قُمْ فَأَنذِرْ ۝ وَرَبَّكَ فَكَبِّرْ ۝ وَثِيَابَكَ فَطَهِّرْ ۝ وَٱلرُّجْزَ}$$
$$\text{فَٱهْجُرْ ۝ وَلَا تَمْنُن تَسْتَكْثِرُ ۝ وَلِرَبِّكَ فَٱصْبِرْ ۝}$$

Translation:

1) O people who are cheering. 2) Get up and give a warning! 3) Your Lord exalts! 4) Clean your clothes, 5) and sin, leave! 6) Don't give (with the intention of) getting more (in return). 5) To fulfill the commandments of your Lord, be patient.

In addition, the teacher who takes the child who was illiterate became literate the person who was stupid became smart, the person who was originally in the dark, became bright and so on. A teacher will always be consistent in carrying out his mission and strive to put the teaching profession back to the respectable and dignified position, change the old paradigm and replace it with a new paradigm in viewing the teaching profession. This change in perspective must start with the teachers themselves, then sosial (Abd. Rahman Getteng, 2011).

A teacher's profession becomes very sensitive when discussed. Once doing worse, it will be in the spotlight. The portrait of future teachers will be a challenge for a teacher to always do something good and avoid things that can harm themselves, as well as harming the professional code of ethics that they carry. When you dare to make the decision to become a teacher that is expected in the future, then prepare a teacher to be responsible for the profession.

4. CONCLUTION AND IMPLICATION

Conclusion

From the discussion that has been many things are actually done by teachers to be able to educate people being or students he teaches in order to become successful and able to boast. The portrait of future teachers will be a challenge for a teacher always do something good and avoid things that can harm themselves, as well as harming the professional code of ethics that they carry. When you dare to make the decision become a teacher that is expected in the future, then prepare a teacher to be responsible for the profession.

Implication

The hope of future teachers should be a basic concept in the world of Islamic education, especially a reference for academics who want to become a teacher. In the atmosphere of modernization, ideal teachers are demanded to be able to give an active generations who are ready to used.

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Development of Reading Culture Among Youth - A Spiritual And Ideological Factor for the Implementation of the State Youth Policy in Uzbekistan

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ABSTRACT: The article examines the formation of a culture of reading among young people - as well as the spiritual and ideological factor in the implementation of state youth policy in Uzbekistan.In modern conditions of globalization, the relevance of fostering loyalty to the national idea, patriotism, high spiritual and moral views, the formation of ideological and spiritual immunity among the broad masses of the population, especially young people, is increasing. Because information attacks, ideological and spiritual threats are growing in the world under the guise of mass culture. Spirituality is a powerful force protecting our country and our youth from such ideological and spiritual attacks and evil forces.

KEYWORDS: globalization, cultivating loyalty, national idea, patriotism, ethical views, spiritual immunity, spiritual threat.

INTRODUCTION

The upbringing of our youth in a high spiritual and moral spirit, the formation of a sense of spiritual courage in them is an important factor in protection against various ideological and spiritual threats.

President of the Republic of Uzbekistan,as Sh.M. Mirziyoyev said: "If the body of a society is the economy, then its soul and spirit are spirituality. When deciding to build a new Uzbekistan, we will rely on two solid pillars. The first is a strong market economy. The second is the rich heritage of our ancestors and a strong spirituality based on national values.

Uzbekistan has entered a new stage of development based on the principle "From national revival to national progress." The intensity of the new era plays a special role in introducing noble values and traditions into society, in particular, in increasing the spiritual and intellectual potential, consciousness and worldview of our people, especially the younger generation.

When the ability to read a book is formed in young people, the book itself teaches all the actions that remain on the path to maturity. In order to strengthen the legal framework for the development and support of reading culture in the country, 5 resolutions of the President and the Government of the Republic of Uzbekistan in 2017-2020 were adopted, the development of reading culture was identified as a priority of state policy.

On March 19, 2019, the President of the Republic of Uzbekistan Sh.M.Mirziyoev launched five important initiatives aimed at attracting young people to culture, arts, physical culture and sports, the formation of skills in the use of information technology among young people, promoting reading among them, increasing women's employment. was pushed. The fourth of these five initiatives, namely the raising of the morale of the population, especially the youth, the widespread promotion of reading among them, serves to increase the intellectual potential of the younger generation.

There are 11,092 libraries and information resource centers in the country, of which 9,911 operate in secondary schools under the Ministry of Public Education, 981 in higher and secondary special education institutions, 14 in the regions, 186 in districts (cities)[3].

THE MAIN FINDINGS AND RESULTS

In 2018-2019, in addition to textbooks, publishing houses published more than 21,640,000 copies of books in 1,587 titles[4].

The total number of fiction books in the total number of schools in the country is 3 per student, and in schools with sister language of instruction - 1.7.The total literature fund of school libraries, where education is conducted in sister languages, is 1.6 million. The number of fiction books in sister languages is 320,000 (20% of the total literature fund) and corresponds to 0.4 books per student[5].

For the first time on October 2-4, 2019 in our country was organized the I International Book Fair "Tashkent book fest – 2019", which was attended by about 20 and 30 people from the United Kingdom, Germany, South Korea, Russia, Turkey,

Development of Reading Culture Among Youth - A Spiritual And Ideological Factor for the Implementation of the State Youth Policy in Uzbekistan

Kazakhstan and Kyrgyzstan. more than 15,000 local publishers, more than 15,000 industry professionals, members of the general public and young people[6].

As part of the "Caravan of Enlightenment" more than 3 million books were delivered to young people, 590,000 fiction books in 59 titles were published under the heading "Youth Library" and distributed to the libraries of all educational institutions in the country[7].

The traditional "Young Reader" contest covered more than 2 million 170 thousand young people in 2017-2019, and 9 winners of the contest were awarded the President's gift "Spark" car[8].

Today there are the following problems in the formation and development of reading culture:

there is no system for evaluating the effectiveness of measures taken to improve reading;

The publication of literary, educational, popular science, educational, literature aimed at increasing the intellectual potential of young people, providing them with educational institutions, the selection and translation of mature works of national and world literature is not organized on the basis of a well-thought-out system;

The system of low-cost delivery of printed books from publishers to the regions, online ordering and delivery to the regions is poorly developed, as well as the widespread use of e-book forms in public services is not well established;

Funds for the purchase of books for educational and cultural institutions are not attracted from sufficient sources, enterprises specializing in the sale of books to promote new books in educational institutions, libraries and neighborhoods, to promote a culture of reading, including through the media targeted measures are not enough;

The demand for books that serve to raise the intellectual level of the population, especially among the youth, has not been studied on the basis of in-depth analysis.;

The management system, which includes the publication and delivery of books to the population, as well as the translation of the best works of world literature into Uzbek and the best works of Uzbek literature into foreign languages are not systematically organized;

There are no clear mechanisms for further development of the book distribution system and coverage of the general population, pricing and sales of book products;

existing information and library facilities are not adequately equipped with modern information and communication technologies to serve a wide range of people;

Promotion of published books through the media, organization of creative meetings with book authors in educational institutions, libraries, neighborhoods, and the formation of a culture of reading and reading skills in educational institutions, especially in preschool and primary education, are not systematically established.;

to publish high-quality books that meet the spiritual, educational, artistic and aesthetic needs of young people, to deliver them to places, educational institutions in a timely manner and at reasonable prices, to translate the best national and world literature, to develop the ability to read books, including e-books , no comprehensive measures have been developed to promote a culture of reading in society.

National program for the development and support of reading culture in 2020-2025 to address the above problems[9] accepted.

The priorities for the implementation of the program are as follows:

Establishment of organizational measures for the publication of high quality books that meet the spiritual, educational, artistic and aesthetic needs of the population, especially young people;

support and further development of publishing activities, development of the print and e-book market based on healthy competition;

to take measures to radically improve the system of delivery of newly published books at reasonable prices to places and educational institutions;

creation of a legal basis for the organization of work related to the translation of the best examples of national and world literature, the promotion of reading culture;

creation of a database of normative and legal acts aimed at simplifying the criteria for organizing the sale of books;

Improving the distribution system of information sources (books, newspapers, magazines, paper and electronic media);

identification of targeted measures for the development of reading culture at an early age, the development of targeted programs for the development of reading in preschool, school, vocational education, higher education and enterprises, organizations, institutions;

Improving the material and technical base for the development of reading culture (condition of libraries, supply of books, reproduction of books by industry);

Establish a system of replenishment of the funds of regional, district (city) information and library centers with mandatory print and electronic copies of all printed publications (books, magazines, newspapers and other publications) published in the region;

to study the level of reading and interest of students in books through various sociological surveys, to support the work of creators and publishers by publishing the results;

capacity building of librarians;

development of book-producing infrastructure and ensuring their compliance with modern social needs;

Improving the system of creating e-books without infringing copyright in order to facilitate the needs of the population in book products;

creation and systematic updating of the electronic catalog of books available in the publishing houses of the country;

introduction of a system of online ordering of foreign works, their delivery and distribution in the territory of the republic;

government support for the publication of children's literature;

development of reading culture in remote areas of the republic and digitization of published books;

organization of projects and competitions aimed at developing the culture of reading;

establishing international cooperation for the development of reading culture.

CONCLUSION

As a result of the above-mentioned measures, the culture of reading, especially among young people, will be promoted, the culture of reading will be comparable to that of developed countries, and the quality of human capital will be improved through the rapid development of youth reading culture.

It will also expand the ranks of active readers, increase the intellectual potential of the population, especially the younger generation, through the development of a culture of reading, the consistent and effective organization of a system to support the activities of creators, publishers and book distributors[10].

In short, the development of a culture of reading among young people is a spiritual and ideological factor in the implementation of state youth policy in Uzbekistan.

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The Effect of Emotional Intelligence and Spiritual Intelligence on Learning Outcomes of Islamic Religion and Characteristics of Students at SMA Negeri 5 Makassar

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ABSTRACT: The objectives of this research were: 1) to describe the level of students' emotional intelligence and students' characters on the subject of Islamic Religious Education at SMAN 5 Makassar. 2) To describe the level of students' spiritual intelligence and students' characters on the subject of Islamic Religious Education at SMAN 5 Makassar. 3) To describe the students' learning achievements and students' characters on the subject of Islamic Religious Education at SMAN 5 Makassar. 4) To examine the influences of emotional intelligence on students' learning achievements on Islamic Religious Education and Students' Characters in SMAN 5 Makassar. 5) To examine the influences of spiritual intelligence on students' learning achievements on Islamic Religious Education and Students' Characters in SMAN 5 Makassar. 6) To examine the influences of both emotional and spiritual intelligences on students' learning achievements on Islamic Religious Education and Students' Characters in SMAN 5 Makassar.

The methodological approach taken in this research was quantitative research methodology in which the ex post facto research design was employed. The scientific approach used by the researcher was psychological approach. The number of respondents of this study were 135 respondents in which proportional cluster random sampling was used. The data of this research were gained through a questionnaire and documentation format. The data were further analyzed using descriptive statistics and inferential statistics through the F test.

The results of this research indicated that the students' emotional intelligence at SMAN 5 Makassar was 17% at the low category, 64% at the medium category, and 19% at the high category. The conclusion from this research was that the score of students' emotional intelligence at SMAN 5 Makassar was at the medium category. In terms of the spiritual intelligence, it was apparent that the students' spiritual intelligence at SMAN 5 Makassar was 26% at the low category, 52% at the medium category, and 22% at the high category. Therefore, the students' spiritual intelligence at SMAN 5 Makassar was concluded to be at the medium category. In addition, the students' learning achievements at SMAN 5 Makassar were 25% at the low category, 64% at the medium category, and 10% at the high category. Thus, the score of students' learning achievements of the Islamic Religious Education Subjects and students' characters were at the medium category. Firstly, based on the results of data analysis of SPSS 24 on the students' emotional intelligence variable, it was found that the $tcount$ was 12.474 and the $ttabel$ value was at the significance of 0.05/2 = 0.025. The results obtained for t (0.025; 133) = 1.66 because $tcount$ = 12.474> 1.66 with the significance value of 0.000. The significance value was <0.05 (0.000 <0.05). Therefore, $H0$ was rejected and $H1$ was accepted. It could be concluded that the students' emotional intelligence has significant influences on students' learning achievements at Islamic Religious Education and Character Education subject. Secondly, based on the results of data analysis of SPSS 24 on the students' emotional intelligence variable, it was found that the $tcount$ was 7,953 and the $ttabel$ value was at the significance of 0.05/2 = 0.025. The results obtained for t (0.025; 133) = 1.66 because $tcount$ = 8,711>1.66 with the significance value of 0.000. The significance value was <0.05 (0.000 <0.05). Therefore, $H0$ was rejected and $H1$ was accepted. It could be concluded that the students' spiritual intelligence has significant influences on students' learning achievements at Islamic Religious Education and Character Education subject. Thirdly, based on the results of data analysis of SPSS 24 on the students' emotional and spiritual intelligence variables, it was found that the $tcount$ was 37,883 and the $ttabel$ value could be seen on the statistic table with the significance of 0,05 with the formula of f (k ; n - k) = 2 ; 62 – 2 = 2 ' 60. The results of $ftabel$ obtained were 3,10. The results were $fcount > ftabel$ (37,883 > 3,10). Therefore, $H0$ was rejected and $H1$ was accepted. It could be concluded that the students' emotional and spiritual intelligences have significant influences on students' learning achievements at Islamic Religious

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Education and Character Education subject. As implications of this research, it is expected for students at SMAN 5 Makassar to improve the learning achievements by having good time management as well as setting priorities for all kinds of activities at the school. In addition, in terms of spiritual intelligence, the students are expected to do and finish all the tasks and duties responsibly. In this case, the students are expected to improve their learning achievements by managing both their emotional and spiritual intelligences. In addition, it is expected also for teachers to continue to emphasize the decent values that can stimulate an increase in emotional and spiritual intelligence which have significant influences on students' learning achievements. Finally, for further researchers, it is also expected for future researchers to conduct further research related to academic procrastination, spiritual intelligence, and learning achievement. Several issues are recommended to be further explored such as decisions making difficulties, students' self-confidence, students' physical condition, students' fear of failure, and other related issues. Besides, further research related to the issue of improving the emotional and spiritual intelligence of students was aso considered to be worth conducting.

KEYWORDS: Emotional Intelligence; Spiritual Intelligence; Students' Learning Achievements, Islamic Education Subject and Students' Character.

I. INTRODUCTION

Emotional intelligence which includes emotional management intelligence which includes self-awareness, self-control, self-motivation, empathy and social skills, has a big share in supporting the learning success of students. Every student will get maximum learning outcomes if they are able to realize these emotional management skills, as well as spiritual intelligence, is also a very important part because students who have high spiritual intelligence will have direction and principles in an effort to develop themselves, even so this has not received full attention, especially in educational institutions. Referring to the facts that have been described

Student learning outcomes are the results achieved or obtained by students in the form of knowledge, skills and attitudes thanks to the experience and training that the individual has gone through. Learning outcomes are very important because they are in the form of data and values that are used as material to measure whether a lesson has been running as it should or still needs improvement and evaluation of all processes that are far from expectations.

Learning outcomes are influenced by the previous variables, namely emotional and spiritual intelligence, from the results of observations by researchers in July 2019 SMA Negeri 5 Makassar illustrates the variety of attitudes and behaviors of students, when receiving learning or outside learning. This difference can be seen in the activities of students showing various conditions, ranging from students who are indifferent to lessons, do not carry the Koran during Islamic Education subjects, do not participate in reading the Koran during class time and do not even enter during Islamic Education subjects, however on the other hand there are also those who are very enthusiastic about accepting students and outside the lesson consciously fill the time by memorizing the empty time even without direction and supervision from the educator.

The results of interviews with several students when asked about what religious activities he did at school answered that one of the students answered "I usually participate in activities carried out by the Ramnut Board (Youth Masjid Nurul Tarbiyah SMA 5), the reason is because I think it is a useful activity such as study, read the Koran together, practice lectures and so on, I think it is very useful for my future, both in the world and the hereafter. However, there are also students who have not shown good emotional and spiritual attitudes, such as one of the students' answers in the interview which said, "I don't like the teacher's method when studying in groups, I prefer to be alone when studying that's why I haven't joined the extracurricular activities at school.

Facts about learning outcomes are also illustrated from interviews with Islamic Religious Education subject teachers and character Mr. Ahwaluddin who explained that the learning outcomes of students were diverse and not a few students scored below the KKM as conveyed in the interview "in the last daily test there were no. a few who get a score below 75, maybe in every class I teach, even though I have used various learning methods and lesson plans "this information shows that there are students who get a score below 75 (minimum completeness criteria) but there are also students who score scores far beyond the KKM.

Seeing the reality that happened in SMA Negeri 5 Makassar, the researcher tried to link the theory of emotional intelligence and spiritual intelligence that had been described previously in the hope that it could improve student learning outcomes. The theory that has been put forward about emotional intelligence and spiritual intelligence explains that the higher the emotional and spiritual intelligence, the higher the learning outcomes that students can achieve, so that researchers try to conduct research that explains the relationship between variables so that in the future developments can be carried out in order to improve results. learn through increasing the emotional and spiritual intelligence of students

Based on the background of this problem, the researcher wants to do research to find out the reality of students related to emotional intelligence and spiritual intelligence on learning outcomes of Islamic Religious Education and Character, so based on

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these arguments, make a study entitled The Effect of Emotional and Spiritual Intelligence on Learning Outcomes of Religious Education. Islam and Characteristics of Students at SMA Negeri 5 Makassar.Literatur Review

A. *Emotional Intelligence*

Emotional intelligence is the ability and skills related to the individual's ability to build relationships with the social environment, which describes the individual's sensitivity to social ethics, where a person can recognize his or her feelings and others, his ability to motivate himself, manage emotionally well and be able to build relationships with other people who shows someone has concern regarding ethics and morals, honesty, feelings, trustworthiness, politeness and tolerance

The five basic abilities in the theory of emotional intelligence in the theory of emotional intelligence according to Daniel Goleman, among them are:

1. Recognizing Your Emotional Self

Recognizing emotional self is an ability to recognize feelings as they occur. This ability is the basis of emotional intelligence, namely one's awareness of one's own emotions. Self-awareness makes us more aware of moods and thoughts about moods, if less alert, the individual becomes easily absorbed in the emotional flow and gets overpowered by emotion. Self-awareness does not guarantee emotional mastery, but it is one of the important prerequisites for emotional control so that individuals can easily control emotions (Daniel Goleman, 2003)

2. Managing Emotional

Managing emotional is a person's skill or skill in dealing with feelings so that they can be expressed appropriately, so that harmony is achieved within the individual. Keeping emotional concerns under control is the key to emotional maturity. Emotional excess that increases in a relatively long time will destabilize the individual. These abilities include the ability to calm yourself down, let go of anxiety, the anger of offense, and the ability to rise from adversity. (Daniel Goleman, 2003)

Suharsono quoted a hadith from the Prophet, narrated by Hakim and Ibn Hibban, which means "there are three things that if done will be protected by Allah in His care which is entered into His heaven, namely when given, he is grateful, if he is in power he is forgiving, and when he is angry he refrain (able to control himself) ". (Suharsono, 2009)

3. Motivate Yourself

Achieving achievements must be achieved by having motivation within the individual, which means having the persistence to refrain from despair and controlling impulses, as well as having positive feelings of self-motivation, namely enthusiasm, passion, optimism and self-confidence. (Daniel Goleman, 2003)

4. Recognizing Other People's Emotions

The ability to recognize other people's emotions is also called empathy. According to Goleman, a person's ability to recognize other people or care, shows a person's ability to empathize. Individuals who have the ability to empathize are better able to accept other people's points of view, are sensitive to other people's feelings and are more able to listen to others. (Suharsono, 2009)

5. Building Relationships

The ability to cultivate relationships is a skill that supports popularity, leadership and success among people. Communication skills are the basic skills for successful relationship building. Sometimes humans find it difficult to get what they want and it is difficult to understand the wants and desires of others. (Daniel Goleman, 2003) A person who has the ability to build good relationships will be better able to communicate what his goals are and more readily understand what people are aiming for. other. (Suharsono, 2009)

B. *Spiritual Intelligence*

Referring to the understanding put forward by experts, it is concluded that spiritual intelligence is an intelligence which is the basis for the growth of self-esteem and moral values and a sense of belonging, even a person's ability to be more humane, and the ability to give meaning to worship so that it can be implemented in everyday life. Spiritual intelligence is the ability to develop a rational thinking attitude. The ability that stands out and is most essential in human (self, heart, soul, spirit) that grows since in the realm of spirits (believers), its potential is able to raise awareness of the meaning of obedience to moral values, norms, and affection for God and fellow creatures of Allah.

The concept put forward by Ary Ginanjar Agustian is that the meaning of Spiritual Intelligence (SQ) is the ability to give meaning to worship for every behavior and activity, through steps and thoughts that are natural, towards a complete human (hanief), and have a tawhid mindset. (integralistic), and has a principle only because of Allah "(Ary Ginanjar, 2003), Spiritual intelligence is the intelligence to deal with our behavior or life in the context of a broader and richer meaning, intelligence to judge that someone's life is more meaningful when compared to others. (Danah Zohar, 2001)

Spiritual intelligence is the ability to develop a rational thinking attitude. The ability that stands out and is most essential in human (self, heart, soul, spirit) that grows since in the realm of spirits (believers), its potential is able to raise awareness of the meaning of obedience to moral values, norms, and affection for God and fellow creatures of Allah. Thus, they will have the willingness or feeling to increase worship to Allah Almighty.

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C. Learning outcomes

Agus Suprijono explained that learning outcomes are patterns of actions, values, understandings, attitudes, appreciation and skills. Furthermore, Agus explained the learning outcomes in the form of:

1. Verbal information, namely the ability to express knowledge in the form of language, both oral and written.
2. Intellectual skills, namely the ability to present concepts and symbols. Intellectual skills consist of the ability to categorize, the ability to analyze-synthesis of facts, concepts and develop scientific principles. Intellectual skills are the ability to perform specific cognitive activities
3. Cognitive strategy, namely the ability to channel and direct its own cognitive activities. This ability includes the use of concepts and rules in solving problems.
4. Motor skills, namely the ability to carry out a series of physical movements in matters of affairs and coordination, so that physical movements are manifested automatically.
5. Attitude is the ability to receive certain objects, objects based on an assessment of that object Attitudes in the form of the ability to internalize and externalize values. Attitude is the ability to make values as a standard of behavior. (Agus Suprono, 2009)

Dimyati and Mujiono explained that learning outcomes are "the effect of an interaction of learning actions and teaching actions. From the teacher's point of view, teaching actions end with a learning evaluation process. From the point of view of students, learning outcomes are the end of the cutting and the peak of the learning process. Learning outcomes are partly thanks to the actions of the teacher, an achievement of teaching goals. In another part, it is an increase in the mental abilities of students. The learning outcomes are divided into teaching impacts and accompaniment impacts. The impact of teaching is a measurable outcome, as stated in the report cards and the accompanying impact is the application of knowledge and abilities in other fields, a transfer of learning ". (Dimayanti & Mujiono, 2002)

Referring to the explanation that has been described, it can be concluded that basically learning outcomes are the results achieved by a student after taking lessons or tests carried out by the teacher in class. In connection with this research, the intended learning outcomes are the values obtained by students after implementing the learning strategies referred to in this study.

III. RESEARCH METHOD

The methodological approach taken in this research was quantitative research methodology in which the ex post facto research design was employed. The scientific approach used by the researcher was psychological approach. The number of respondents of this study were 135 respondents in which proportional cluster random sampling was used. The data of this research were gained through a questionnaire and documentation format. The data were further analyzed using descriptive statistics and inferential statistics through the F test.

IV. RESULTS AND DISCUSSION

This change is based on the results of data analysis obtained through descriptive and inferential data analysis, while the discussion will be described as follows;

1. Learners' Emotional Intelligence

Based on the data in the table, it was found that 17% of the emotional intelligence of students in SMA Negeri 5 Makassar were in the low category, 64% in the medium category, and 19% in the high category, so it was concluded that the emotional intelligence of students at SMA Negeri 5 Makassar was in the medium category. This is the same as the research conducted by Sri Sumyati Ahmadi Putri with the research title The Effect of Emotional Intelligence on Mathematics Learning Outcomes of Students at SD Inpres Bontomanai, Makassar City.

2. Students' Spiritual Intelligence

Based on the data in the table, it is found that 26% of the spiritual intelligence of students is in the low category, 52% is in the medium category, and 22% is in the high category. So it is concluded that the spiritual intelligence of students at SMA Negeri 5 Makassar is in the medium category. This is the same as the findings of the research conducted by Muh Zulkifli with the research title The Effect of Emotional and Spiritual Intelligence on Learning Outcomes of Akidah Akhlak Students in class XI Madrasah Aliyah, Suragala District, Lombo Timur Regency.

3. Student Learning Outcomes

Based on the table above, it was found that 25% of the learning outcomes of the Islamic Religious Education subjects and Characteristics of students were in the low category, 64% in the moderate category, and 10% in the high category so that it was concluded that the learning outcomes of the Islamic Religious Education Subjects and Characteristics of students were included. medium category.

4. The effect of emotional intelligence on student learning outcomes in Islamic Education lessons

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Based on the results of data analysis using the help of the SPSS 24 application, it is obtained that linearity shows the calculated f data of 1.555 <F table 3,910 so it can be concluded that emotional intelligence has a linaer relationship with learning outcomes.

The results of hypothesis testing (t test) for emotional intelligence variables obtained data if the independent variable emotional intelligence was able to predict the value of the dependent variable on student learning outcomes by 53.9%. The output above also explains that the number R = 0.734. So it can be concluded that there is a moderate relationship between emotional intelligence and student learning outcomes. In addition, based on the results of processing with SPSS 24 it was obtained -3.777 and the value can be seen in the statistical table for a significance of 0.05 / 2 = 0.025. The results obtained for t (0.025; 133) = 1.66 because = 1.66. <12,474 Significance value 0,000. Significance value <0.05 (0.000 <0.05), then it is rejected and accepted.

If it is related to the notion of emotional intelligence itself, theoretically it has been explained that the ability of students to control aspects of self-awareness, manage emotions, motivate themselves, empathy and build relationships is very supportive of student learning outcomes, especially Islamic Religious Education Subjects and Character. Students who are skilled in managing their emotions well will give students the ability to learn, including Islamic religious education material and character, those who are able to recognize emotions, manage emotions and have a relationship with their friends, really help them understand and solve problems in learning.

The results of this study reveal that students who have emotional intelligence where they are able to recognize their own emotions well, manage emotions, recognize other people's emotions, have empathy and the ability to build relationships is very beneficial for students in an effort to improve their learning outcomes.

5. The influence of spiritual intelligence on student learning outcomes in Islamic Religious Education and Character Education at SMA Negeri 5 Makassar.

Based on the results of data analysis using the SPSS 24 application, it was obtained data of 1,280 <of 3,910, it can be concluded that spiritual intelligence has a linear relationship with student learning outcomes data.

From the Model Summary table, the value = 0.692 means that the independent variable of spiritual intelligence is able to predict the value of the dependent variable on student learning outcomes by 69.2%, the remaining 30.8% is explained by other factors. The output above also explains that the R number is 0.793. So it can be concluded that there is a strong relationship between spiritual intelligence and student learning outcomes.

Based on the results of processing with SPSS 24, it was obtained 7,953 and the value can be seen in the statistical table for a significance of 0.05 / 2 = 0.025. The results obtained for t (0.025; 133) = 1.66. Because = 8,711> 1.66. The significance value is 0.000. Significance value <0.05 (0.000 <0.05), then it is rejected and accepted. So it can be concluded that spiritual intelligence has a significant effect on student learning outcomes in Islamic Religious Education and Character Education.

The results of this study reveal that students who have good spiritual intelligence, namely students who are able to be flexible, have a high level of awareness, the ability to deal with suffering, and the ability to understand life inspired by vision and values are very useful for students in an effort to improve. their learning outcomes.

Spiritual intelligence is the ability of students to find meaning and motivation or encouragement from within students should provide positive things for students themselves, such as motivation to provide great enthusiasm for students to get proud achievements.

6. The effect of emotional intelligence and spiritual intelligence together on the learning outcomes of students in Islamic Religious Education and Character Education at SMA Negeri 5 Makassar.

Based on the Model Summary table, the value = 0.562 means that the independent variables of emotional intelligence and spiritual intelligence are able to predict the value of the dependent variable on student learning outcomes of 56.2%, the remaining 43.8% is explained by other factors. The output above also explains that the R number is 0.750. So it can be concluded that there is a sufficient or moderate relationship between emotional intelligence and spiritual intelligence on student learning outcomes.

Based on the results of processing with SPSS 24, it was obtained 37.883, the value can be seen in the statistical table for a significance of 0.05 with the formula f (k; n - k) = 2; 62 - 2 = 2; 60, so that the amount is 3.10. Value> (37,883> 3,10) then rejected and accepted. So it can be concluded that emotional intelligence and spiritual intelligence affect student learning outcomes in Islamic Religious Education and Character Education lessons.

Based on the results of the discussion above, it can be concluded in this study that emotional intelligence and spiritual intelligence together have a significant influence on student learning outcomes, in this case emotional intelligence has a positive and significant effect on learning outcomes of Islamic Religious Education and Character. Likewise, spiritual intelligence has a positive and significant effect on learning outcomes of Islamic Religious Education and Character on students at SMA Negeri 5 Makassar.

Through the elaboration of the results of this study, it can be understood that both emotional and spiritual intelligence have a significant effect on student learning outcomes, this is in line with the theoretical studies described earlier in this study.

In the discussion section has been described by Sarlito W. Sarwono that emotional intelligence is the most important psychological factor in the learning process of students, because it determines the quality of student learning. The higher the

intelligence level of an individual, the greater the individual's success in learning. Conversely, the lower the individual intelligence level, the more difficult the individual is to achieve learning success.

In research conducted by researchers at SMAN 5 Makassar, it shows that students who have a good average value of emotional intelligence tend to have good learning outcomes as well, one of the most important things from the aspect of emotional intelligence that needs to be considered is looking at the dynamic context of students. at the high school level, especially at SMAN 5 Makassar, namely the self-motivating aspect, students who are able to recognize emotions, manage emotions, motivate themselves, recognize other people's emotions and foster relationships will feel more comfortable with the nuances of learning at school which tend to use a collaborative approach that orientates participants students to be able to learn together with their respective characteristics and personalities.

The dimension of emotional intelligence really supports students in learning, where to be able to work in groups collaboratively, students must at least have the aspects contained in emotional intelligence.

Spiritual intelligence also has a special portion in increasing student learning outcomes, where this spiritual intelligence is the ability to find meaning and see everything on the basis of worship to Allah Almighty. so that students who have a high average spiritual intelligence tend to have relatively better learning outcomes than low ones.

If someone has spiritual intelligence, it will lead to a deep understanding of the realities of life, so that it will be able to help someone communicate and adapt well to fellow humans. The level of a person's spiritual intelligence will affect the level of intellectual intelligence and emotional intelligence, because spiritual intelligence can synergize the two intelligences, namely intellectual and emotional. Spiritual intelligence is the intelligence to face and solve problems and place the value of human life behavior in the context of a broader and richer meaning. Therefore, people will try to make good use of everything and not harm others, so it can be judged that one's actions or way of life are more meaningful than others.

Spiritual can be interpreted as things that are uplifting or related to spirit, so that you have positive attitudes and behaviors towards others, from this understanding, spiritual can be interpreted as something related to human ability to arouse enthusiasm, while spirituality is the basis for the growth of self-esteem, values, morals, and a sense of belonging.

A person with high spiritual intelligence tends to be a dedicated leader, that is, someone who is responsible for bringing higher visions and values to others, and providing guidance on how to use them. (Danah Dohar, 2001)

Referring to the understanding put forward by experts, it is concluded that spiritual intelligence is the ability to develop a rational thinking attitude. The ability that stands out and is most essential in human (self, heart, soul, spirit) that grows since in the realm of spirits (believers), its potential is able to raise awareness of the meaning of obedience to moral values, norms, and affection for God and fellow creatures Allah swt. thus will have the willingness or taste to increase worship to Allah Almighty.

The theoretical description of spiritual intelligence clearly explains that students who have spiritual intelligence will think that the learning activities they carry out are not merely routine but also a way to increase worship to Allah SWT. considering that the dynamics of students from a spiritual side has become very crucial considering that during the transitional period from childhood to adulthood, various new problems are starting to appear, so that the initial foundation is related to life goals and interpreting what is done is very important for participants to understand students.

V. CONCLUSION

The conclusions in this study are:

1. The emotional intelligence of students in SMA 5 Negeri obtained 17% low category, 64% medium category, and 19% high category. The conclusion from the table above is that the emotional intelligence score of students in SMA Negeri 5 Makassar is in the moderate category

2. The emotional intelligence of students in SMA 5 Negeri Makassar is 26% in the low category, 52% in the medium category, and 22% in the high category. So that the spiritual intelligence of students at SMA Negeri 5 Makassar is included in the medium category.

3. The learning outcomes of students at SMA 5 Negeri Makassar are 25% in the low category, 64% in the medium category, and 10% in the high category. The learning outcomes scores of the Islamic Religious Education Subjects and the Characteristics of students were in the medium category.

4. Based on the results of processing the emotional intelligence variable with SPSS 24, it was obtained 12.474 and the value can be seen in the statistical table for a significance of 0.05 / 2 = 0.025. The results obtained for t (0.025; 133) = 1.66 because = 12.474> 1.66. The significance value is 0.000. Significance value <0.05 (0.000 <0.05), then it is rejected and accepted. So it can be concluded that emotional intelligence has a significant effect on student learning outcomes in Islamic Religious Education and Character Education lessons.

5. Based on the results of processing with SPSS 24, it was obtained 7.953 and the value can be seen in the statistical table for a significance of 0.05 / 2 = 0.025. The results obtained for t (0.025; 133) = 1.66. Because = 8,711> 1.66. The significance

value is 0.000. Significance value <0.05 (0.000 <0.05), then it is rejected and accepted. So it can be concluded that spiritual intelligence has a significant effect on student learning outcomes in Islamic Religious Education and Character Education.

6. Based on the results of processing with SPSS 24, the value is 37.883, the value can be seen in the statistical table for a significance of 0.05 with the formula f (k; n - k) = 2; 62 - 2 = 2; 60, so that the amount is 3.10. Value> (37,883> 3,10) then rejected and accepted. So it can be concluded that emotional intelligence and spiritual intelligence affect student learning outcomes in Islamic Religious Education and Character Education lessons.

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Antinomi Regulations on the Recognition and Enforcement of Ulayat Right from Indigenous Peoples

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ABSTRACT: Ulayat Right is a historical right owned by tribal groups scattered throughout Indonesia that contains the value of local wisdom in the arrangement of control, use, utilization, supply, and maintenance of agrarian resources. The substance of Ulayat Right and the organization of the power of indigenous peoples as the executor of the authority of Ulayat Right became a model in the development of agrarian law Nasional as stated in the Basic Agrarian Law (UUPA). The state has an obligation to recognize in the sense of respect while protecting and fulfilling what is the right of every citizen. One of them is the right of control and ownership of Ulayat Right that until now has not been implemented optimally, as if the mastery and ownership of Ulayat Right by indigenous peoples is not fully accessible from the LAW and other laws and regulations. Based on the background of the above problems, the purpose of this paper is to review the Antinomics of The Ulayat Right Regulation of Indigenous Peoples with public-private and private-dimensional ulayat land and explore and analyze the urgency of protection of Indigenous Peoples' Rights in Indonesia. This paper is normative research, the approach used is a statutory approach (*statute approach*), presented descriptively-perspective and analyzed qualitatively.   The conclusion in this paper Is the Authority of the Indigenous Law Community, while the private dimension appears in the manifestation of Ulayat Right as belonging together. So that the scope includes recognition and confirmation, granting of land rights on Ulayat Right, transfer and eradication of indemnity rights and the removal of private Ulayat Right. Therefore, it is necessary to establish a draft law governing the Rights of Indigenous Peoples.

KEYWORDS: Antinomi, Ulayat Right, Customary Law

I. INTRODUCTION

The birth of a nation was the result of the unification of different tribes either on the authoritative basis of certain powers or based on a common commitment, which organski called Primitive Reunification (Organski, 1969, The Stages of Political Development, Alfred A. Knopf, New York). Authoritative power is certain as the basis of the formation of the nation that the nation concerned formed because there is a political act of unification by the dominative power holder and encourage unification. The birth of a nation based on a shared commitment stems from the willingness of tribal groups to live in a national bond because of the similarity of interests, similarity of fate, similar socioeconomic conditions, and similar commitment to fight for fate.

Indonesia is a developing country where the community bersifat plural with various characteristics custom each that has grown long before the establishment of an unity indiversity. Therefore the choice of building model sistem land law andnational keagrariaan become very dynamic or according to Herman Soesangobeng requires retranslation or new interpretation of land law Adat contemporary. The way that must be done is not the substance or content of the formulation of Customary norms but the soul that becomes the philosophy and perspective of the Indonesian nation that has been translated into the principles and teachings of traditional Customary land law. The nature and nature of the relationship of Indonesian human relations born from their respective customs with land resources is fused without the distance of participatory thinking nature Herman Soesangobeng, Philosophy, Principles, Teachings, Theory of Land And Agrarian Law,Mould Pe (Yogyakarta: STPN Press, 2012). *(participeren denken)* where there is a dialogist interaction affects each other in a legal relationship (*rechtsbetrekkingen*) between legal subjects that must be seen as a legal action including legal consequences for humans and their communities in case of violation of the law. Soesangobeng, 205.

One of the customary rights in land law is The Ulayat Right. Ulayat Right is a historical right owned by tribal groups scattered in the territory of Indonesia that contains the value of wisdom in the arrangement of control, use, utilization, supply, and maintenance of agrarian resources including land. The substance of Ulayat Right and the organization of power of indigenous

peoples to be the executor of the authority of Ulayat Right as a model in its contribution to the sustainability of national agrarian law as stated. In the development of national and state life, the placement of Ulayat Right as a model in determining the common rights of the Indonesian nation and the relationship between the state and agrarian resources has been destroyed or forgotten by the modernization of agrarian law including national land law. The Constitution of the Republic of Indonesia of 1945 does not provide the definition of indigenous peoples directly. Nevertheless, there is an article that recognizes the existence of indigenous legal peoples. This has arisen since the second amendment of the Constitution of the Republic of Indonesia in 1945 in 2000, namely the addition of Article 18 and the emergence of a special chapter on Human Rights. Arrangements regarding the existence of indigenous peoples can be found in Article 18B paragraph (2) and Article 28I paragraph (3). Article 18B paragraph (2) is in the Chapter of Local Government, while Article 28I paragraph (3) is in the Chapter on Human Rights.

This relationship is different from the principle of negara law that is normalized in Article 1 Constitution of the Republic of Indonesia Year 1945 (NRI Constitution 1945) with the institution named Constitutional Court (MK). Article 1 of the 1945 NRI Constitution means that the constitution is a form of delegation of people's sovereignty *(the sovereignity of the people)* to thestate. And through the constitution, the people make a statement of volunteerism to give a handful of their rights to the state. Thus the constitution must be supervised and controlled from violations both committed by state organizers and power holders through a state institution named the Court of Konstitusi.

In Customary Law, the right to land is distinguished between the right of legal alliance (Ulayat Right) and the rights of individuals. The right of legal communion of land with individual rights to land has a very close relationship and influences each other. Ulayat Right is a term that has been agreed upon by legal experts and academics so that indigenous peoples understand the land within its territory, which is called ulayat land and is a *lebensraum* for its citizens all the time. Van Vollenhoven referred to the Ulayat Right as *beschikkingsrecht* or the right of *pertuanan.*Boedi Harsono, Indonesian Agrarian Law (Jakarta: Bridge, 2003), 283.

With this paper the author hopes that the authorities can pay more attention to the needs of the legal umbrella against protectionn rights of indigenous peoples, also stipulate through the Decree on the existence of the Rights of Indigenous Peoples Ulayat, so that later there will be coexistence and adaptation between state law and customary law in establishing the existence of the rights of Ulayat Indigenous Law Peoples or communal land of indigenous peoples as a result of the influence of village law since 1979. Currently, there is expected to be fundamental improvements and changes in the determination of Ulayat Right from Indigenous Legal Peoples or indigenous peoples, so that there is clarity on aspects of legal certainty and protection of indigenous peoples' rights and communal lands of Indigenous peoples throughout Indonesia with various variants.

II. PROBLEM FORMULATION
1. How antinomi regulation on the recognition and determination of the rights of indigenous peoples?
2. What is the concept of the regulation of protection of Ulayat Right Indigenous Peoples law in Indonesia?

III. PURPOSE OF WRITTING
1. Analyzing antinomi regulation on the recognition and determination of the rights of indigenous peoples.
2. Researching the concept of the regulation of protection of Ulayat Right Indigenous Peoples Law in Indonesia.

IV. METHODOLOGY
Research method is basically a series of stages or systematic procedures used to find the truth in a scientific work in this case is journal writing, so as to produce a quality journal that is a journal that meets the requirements of research. This type of research in this(Soemitro, 1990, p. 10) journal is literary or library *research,* meaning a study by studying books or books related to this journal derived from the library (library material). All sources are derived from written materials (printed) related to research problems and other literature (electronic).**Sutrisno Hadi, Methodology Research 1 (Yigtakarta: Gajah Mada, 1980), 3.**

The approaches in the research are divided into two, namely qualitative approach and quantitative approach. In writing this journal the approach used is qualitative approach, which is an approach that in the processing and analysis of data does not use mathematical numbers, symbols and or variables but rather with a deep understanding *(in depth analysis).* In the discussion, researchers used a juridical approach- normative, which is a type of approach using the provisions of legislation applicable to a State or method ofdoctrinal legal approach that is theories of law and opinions of legal scientists, especially related to the issues discussed. The **Ronny Hanitijo Soemitro, Legal Research Method (Jakarta: Ghalia Indonesia, 1985), 24.**juridical-normative approach used in this study is an approach through positive law, namely studying the rules of positive law to find the importance of the establishment of regulations on the Rights of Indigenous Peoples in Indonesia. This article uses secondary data, namely:**Suharsimi Arikunto, Introduction to Legal Research (Jakarta: Rineka Cipta, 2000), 5.**
1. Primary Legal Materials are binding legal materials such as the 1945 Constitution; **Soerjono Soekanto, Introduction to Legal Research (Jakarta: UI Press, 1995), 9.** Law No. 5 of 1960 on Agaria Principal andother legislation.

2. Secondary Hukum materials used in this paper are materials that can help develop primary legal materials that have been used, such as AcademicManuscripts. Draft law, research, or the doctrine of legal experts.

3. The Tersier Legal Materials used in this paper are materials that can help develop primary and secondary legal materials such as dictionaries and encyclopedias.**Zainal Ammiruddin and Asikin, Introduction to Legal Research Methods (Jakarta: Rajagrafindo Persada, 2006), 31–32.**

Other materials that become the object of research are Books and Legislation on Constitutional Law, Legal Politics, Local Government and Regional Autonomy. In addition, to complete the data and information, it is also necessary for the author to interview parties related to the theme of writing this journal.

V. THEORITICAL FRAMEWORK

The Pure Theory of Law is a positive legal theory that seeks to answer the question of what the law should be and how it was made. The Pure Theory of Law stated by Hans Kelsen has freed the science of law from all foreign elements. That theory has directed the understanding of the law only to the law itself and eliminated all that is not the object of that legal understanding. **Hans Kelsen, Introduction to Legal Theory,ed. Siwi Purwandi (Bandung: Nusa Media, 2012), 37.**

Bothlegal problems are faced and resolved as a system problem. Law as a system is a system of legal norms. A norm becomes valid if the substance can be referred to the highest norm as the basis. In discussing the urgency of protecting the rights of indigenous peoples in Indonesia, the author will use The Pure *Theory of Law* as a scalpel to determine factors and indicators of the urgency of protecting rights for all indigenous legal peoples in Indonesia.

VI. RESULT

1. Antinomic regulations on the recognition and determination of the rights of indigenous peoples

Thinking that develops from the reflection of various thoughts that are antinomic philosophical values that develop in the civilization of life on earth. **Jundiani Jundiani, "Actualization of Antinomic Philosophical Values Article 33 of the 1945 Constitution," Journal de Jure 7, no. 2 (2016): 160, https://doi.org/10.18860/j-fsh.v7i2.3522.**This is seen in historically juridical searches about the life of the Indonesian state has been known indigenous peoples in Indonesia often get legal problems. They often get discrimination resulting from unclear rule of law.

Recognition of the existence of Indigenous Peoples (Law) is regulated in accordance with the provisions of the laws and regulations. The area that can be confirmed as Ulayat Right is an area where the Indigenous People (law) and its place take the needs of his life in the form of land, water, and / or water along with natural resources that exist on it with certain boundaries for generations. In addition, there is a customary legal order concerning the control, regulation, management, utilization, and supervision of Ulayat Right, which applies and is adhered to by the citizens of the Adat Community (law). Thus there is a relationship, attachment and dependence concerning customary law with its territory.

The authority to utilize the Ulayat Right Law includes the regulation, management, management, and supervision of the *first* provision, use, supply, and maintenance of The Ulayat Right, the *second* legal relationship between the person and the Ulayat Right, and the *third* legal relationship between the person and the legal action concerning the Ulayat Right.

The legal relationship between indigenous peoples and their territories consists of:

a. Ulayat Right containing public and private elements; Dan

b. Ulayat Right that contain private elements.

Ulayat Right containing public and private elements are Ulayat Right in which there is the authority of the Indigenous Law Community to regulate, manage, manage, and supervise the rights of ulayat as a joint property concerning:

a. provision, use, supply, and maintenance of Ulayat Right;

b. the legal relationship between the person and the Ulayat Right; Dan

c. legal relationship between persons and legal acts concerning the Ulayat Right.

Ulayat Right containing public-private elements are Ulayat Right in which there is the authority of indigenous peoples to use and use ulayat land together. The Local Government strengthens the rights of indigenous peoples (law) that have a dimensional or opinionated or contain a public-private element with the determination in the form of local regulations or decisions of regional heads, depending on the situation of their respective local governments. The confirmation of the existence of Ulayat Right is stated in the basic map of land registration by affixing a cartographic mark describing its boundaries and listing them in the land list. The registration of public-private civil rights land does not need to be issued as a certificate. While the confirmation of the existence of civil rights with dimensional or mustered or containing private elements through land registration in accordance with the laws and regulations. Such land registrations are issued as land certificates.

This paper specifically discusses the protection of Ulayat Right that contain public-private elements *ansich,* and does not intend to enter into the rights of ulayat that are private. Because the arrangement of individual land ha katas (private) is already

regulated by the Law and many regulations. On the contrary, public-private Ulayat Right are still ambiguous and seem to be ignored. The problem of the existence of Ulayat Right is partly due to the absence of certainty of indigenous territories, in this case the absence of accurate indigenous boundary data that causes conflicts in indigenous boundaries. Especially Ulayat Right which directly borders the forest resources controlled by the State. Meanwhile, the indigenous legal community itself must first be confirmed its existence through local regulations. The confirmation can only be done if the indigenous legal community meets 5 conditions, namely: a) the community is still in the form of a community (rechtgemeenschap); b) there is an institutional in the form of a device of its customary rulers; c) there is a clear customary jurisdiction; d) there are legal institutions and devices, especially customary judiciary, that are still adhered to; and e) still conducting forest products collection in the surrounding forest area for the fulfillment of daily living needs.

2. Concept of protection of Indigenous People's Rights in Indonesia

The existence of indigenous peoples with Ulayatnya Rights will be recognized if thefour conditions mentioned above aremet. So in this context, an etymological approach is required, namely through the method of legislation approach (*statute approach*), caseapproach (case*approach*), customary legal approach.Soetandjo Wignjosoebroto, Points of Mind About The Four Conditions of Recognition of The Existence of Indigenous Peoples", In the Inventory and Protection of The Rights of Indigenous Peoples (Yogyakarta: Gajah Mada, 2005), 47.

Agrarian Basic Law (Here in after referred to as UUPA) does not explain rigidly about ulayatrights, but only mentions Ulayat Right are "*beschikkingsrecht*". Some literature describes that Ulayat Right as legal terms are inherent rights as a typical competency in indigenous legal communities, in the form of authority / power to manage and regulate the entire land with the power of practice inwards and outwards. The indigenous legal community as a unit with the land it occupies has a very close relationship. The relationship is based on a magical religious view. This magical religious relationship caused the legal community to gain the right to control the land, make use of the land, collect the proceeds from the vegetation that lived on the land, as well as hunt against the animals that lived there. The rights of indigenous peoples to the land are called civil rights or Ulayat Right, and in the literature this right by Van Vollenhoven is called *beschikkingsrecht.*Bushar Muhammad, Principles of Customary Law (Jakarta: Pradnya Paramita, 1981), 103.

Regulation of the Minister of Agrarian State / Head of the National Land Agency No. 5 of 1999 (Permenag 5/1999) on Guidelines for Solving the Issue of Indigenous Peoples' Rights dated June 24, 1999 in Article 2 states:**Maria S.W. Sumardjono, Spirit of Constitution and Fair Allocation of Natural Resources (Yogyakarta: Faculty of Law, Gadjah Mada University, 2014), 17–23.**

a. The implementation of Ulayat Right as long as in fact there is still done by the indigenous legal community concerned according to the provisions of local customary law;

b. The rights of indigenous peoples are considered to still exist if:
1) There is a group of people who are still bound by their customary legal order as citizens with a certain legal alliance, who recognize and apply the provisions of the alliance in their daily lives;
2) There is a certain ulayat land that becomes the living environment of the citizens of the legal alliance and where it takes its daily necessities; Dan
3) There is a customary legal order, concerning the management, control and use of ulayat land that occurs and is obeyed by the citizens of the legal alliance.

Article 5 Paragraph (1) states, that the determination and results of research there are still Ulayat Right as stated in Article 2 implemented by the Local Government with the participation of legal experts who focus on the science of customary law, indigenous legal communities located in the relevant areas, NGOs (Non-Governmental Organizations) and institutions / agencies that manage natural resources. The existence of NGOs and institutions / agencies is then poured into the basic map of land registration by adding a sign of cartography and if allowed, describing the limitations and registering in the land registration (Paragraph 2).

In Article 4 paragraph (1) states, that the possession of ulayat land can be done:

a. *"By the citizens of the indigenous legal community concerned with the right of control according to the provisions of the applicable customary law, which if desired by the rights holder can be registered as the right to land in accordance with the LAW;*
b. *By government agencies, legal entities or individuals are not citizens of the indigenous legal community concerned with the right to land according to the provisions of the Constitution based on the granting of the State after the land is released by the indigenous legal community or by its citizens in accordance with the provisions and procedures of applicable customary law."*

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The provisions that have been described above, can be interpreted that there is a possibility for "foreigners" with the understanding that people outside the indigenous legal community to have Ulayat Right, with the provision to relinquish the rights of the indigenous legal community first by the party concerned. So it seems to tarnish the nature of the right ulayat itself that has the power explicitly and implicitly. Supposedly, if desired, the land can be owned by "foreigners" should the indigenous legal community itself determine. It can be concluded, that this regulation is less reflective of protection and is a more subtle effort than previous efforts to emphasize the scope of the national interest and ignore the interests of indigenous peoples.

In addition, it is also mentioned, that the existence of Ulayat Right is recognized, provided that it is not contrary to the national interest, but in practice is often abused. Such as, in addition to the content of the national interest is filled with personal interests or groups also ignore the primary interests in the lives of indigenous peoples with national tertiary interests, so that there should be a provision of recognitie to the indigenous legal community peacefully for the replacement of the land ulayatnya, not the provision of compensation by force.

One of the conditions of recognition of Ulayat Right according to Permenag 5/1999 is that there must be an attachment of citizens to the customary legal order, on the other hand giving the possibility of "foreigners" owning parts of ulayat land even through release according to customary law.**Agung Basuki Prasetyo, "ULAYAT RIGHT AS CONSTITUTIONAL RIGHTS (An Empirical Juridical Study)," Legal Issues 39, no. 2 (2010): 141, https://doi.org/10.14710/mmh.39.2.2010.147-152.**

According to Van den Berg with the theory *receptio in complexu* states, that the customary law of a society follows the laws of religion that it adheres to. Consequently, the regulation of the right to control over ulayat land will also be regulated or at least have something to do with the religious law of the community concerned. Therefore "foreigners" who are allowed to own different parts of the land ulayat religion certainly can not implement the customary rules of the community in utilizing the land. As in the indigenous legal community in Bali, where religion and customs have been integrated in the daily life of the community in the container of The Village of Adat or Pakraman Village is even difficult to separate, can only be distinguished. For example, the attachment of "ayahan" to the land of Ulayat is communalistic religio.**Ter Haar, Principles And System of Adatrecht,ed. Subekti Poesnoto (Jakarta: Pradnya Paramita, 1974), 28.**

Permenag 5/1999 can be said plagiarization with Article 3 uupa which still recognizesthe rights of ulayat masyarakat customary law, because in Article 4 Permenag mentioned, that ulayat land can be registered, while in Article 3 Permenag 5/1999 this determines, that the field of ulayat land that has been listed can no longer be enforced Ulayat Right provisions. If true like this can occur the tug of law norms, in which to guarantee the value of legal certainty of land rights required registration, while the excesses of registration is not to re-enact the provisions of the right of ulayat. Finally, automatic Ulayat Right will not be recognized if it has been registered according to the UUPA. Thus the registration of Ulayat lands according to the UUPA will be able to result in the loss of ulayat land status, especially leading to individualization in the ownership system. Finally, these former Ulayat lands are no longer subject to customary law.

Another thought that can be conveyed, that not all "registration" of Ulayat Right has excesses, that Ulayat Right do notapply anymore the provisions of customary law, but the registration caused a change to the "status" of ulayat land that is communal in the bond of Ulayat Right into a full individual land. If the status of the Ulayat Right is released or revoked by the indigenous legal community itself and on the land thenburden the rights to the land according to the Basic Agrarian Law. Thus it can be concluded that not because of his registrant, but because of the act of exile to the status of his land.

This condition needs to be emphasized, to avoid the assumption that Ulayat Right in the form of Pura Profit such as in Pakraman Village in Bali that have been registered to obtain a certificate is no longer enforced Ulayat Right provisions that are ultimately not recognized by the state. Meanwhile, the vision of the Decree of the Minister of Home Affairs No. SK.556/DJA/1986 is toachieve legal certainty through the registration of Laba Pura as a Ulayat Right. In fact, there are now many lands of Laba Pura registered to obtain a certificate of property rights (on behalf of the Temple), so that the legal function as a means of social change (a tool of social engineering) in this case can be declared effective. It is different if the land of Laba Pura as part of Ulayat Right is registered in the name of a person to obtain SHM, so that after being asserted through a certificate, then the land can no longer be declared as Ulayat Right, but has been changed into a full individual right.

According to Article 3 Permenag 5/1999 on the other hand stated, that against ulayat lands that have been owned by individuals or legal entities with a right to land according to the LAW can no longer be enforced Ulayat Right of indigenous peoples. Therefore Permenag 5/1999 is not appropriate as a reference material, because it is not appropriate to translate Article 3 uupa that still recognizes the existence of the Ulayat Right, also does not respect the right of origin of the region as referred to in the explanation of Article 18 of the 1945 Constitution jo the intent of the provisions of Article 18 B (2) amendments (amendments) to the four NRI Constitutions of 1945.

Since Permenag 5/1999 was enacted until then revoked with Agrarian Candy and Spatial No. 5 Year 2015 that has been revoked again with Agrarian Candy and Spatial No. 6 Year 2016 (Permen ATR 10/2016) on the Determination of Communal Rights on The Land of Indigenous Peoples In Certain Areas, it can be observed that the existence of Ulayat Right of indigenous legal peoples has never been established in a Basic Map of Registration through the Decree of the Head of The Region both in the Province and in the District / City. Although for recognition and protection has been arranged registration model but there is no

real form, so the indigenous legal community fights itself when it wants to defend the Ulayatnya Rights when there are claims from other parties. Therefore, there is no denying that dispute of Ulayat Right indigenous law community with other parties both vertical and horizontal escalation is still high, as in the case of Masuji in Lampung, Salim Kancil in East Java, Lembeng Gianyar Bali, Amungme Tribe in Papua.

In the national dimension of recognition of the existence of Ulayat Right can also be found in several laws and regulations, such as:

a.   NRI Constitution 1945 4th Amendment

"Article18B Paragraph (2): The State recognizes and respects the unity of the indigenous legal community and its traditional rights as long as it is alive and in accordance with the development of society and the Principles of the Unitary State of the Republic of Indonesia stipulated in the law. **Republic of Indonesia, "Constitution of the Republic of Indonesia year 1945" (1945), sec. Article 18B Paragraph (2."**

"Article 28 I Paragraph (3): Cultural identity and the rights of traditional peoples are respected in line with the development of times and civilizations". Republic of Indonesia, sec. Article 28 I Paragraph (3).

"Article 33"(*Undang-Undang Dasar Negara Republik Indonesia Tahun 1945*, 1945, sec. Pasal 33)

3) *The earth, water and natural wealth contained therein are controlled by the state and used for the greatest prosperity of the people.*

5) *Further provisions regarding the implementation of this article are stipulated in the law".*

b.   MPR Decree No. IX/MPR/2001 dated November 9, 2001 concerning Agrarian Reform and Natural Resource Management

"Article 2: Agrarian reform includes an ongoing process with regard to reorganization of control, ownership, use and utilization of agrarian resources, implemented in order to achieve certainty and protection of law and justice and prosperity for all Indonesians.

Article 4: Agrarian reform and natural resource management must be implemented in accordance with the principles, among others:

letter j: Recognizing, respecting, and protecting the rights of indigenous peoples and the diversity of the nation's culture over agrarian resources/ natural resources;

Article 4 letter k: seeks to balance the rights and obligations of the state, government (central, provincial, district/ city, and village or equivalent), community, individual;

Article 4 letter j: Agrarian renewal and management of natural resources must be implemented in accordance with the principles: recognizing, respecting, and protecting the rights of indigenous peoples and the diversity of the nation's culture over agrarian resources / natural resources.

Article 5 (1) letter b: The direction of agrarian renewal policy is: Implementing the reorganization of land tenure, ownership, use, and utilization of land (land reform) that is fair by paying attention to land ownership for the people. "

c.   Decision of the Constitutional Court of the Republic of Indonesia Number 3/PUU-VIII/2010

*"Declaring Article 1 number 18, Article 16, Article 17, Article 18, Article 19, Article 20, Article 21, Article 22, Article 23 paragraph (4) and paragraph (5), Article 50, Article 51, Article 60 paragraph (1), Article 71 and Article 75 of Law No. 27 of 2007 concerning the Management of Coastal Areas and Small Islands (Statute Book of the Republic of Indonesia of 2007 Number 84, Supplement to Statute Book no. 4739) has no binding*power. "

From the various laws and regulations that have been published, it appears that the new statement on the recognition, respect, and protection of the existence of Ulayat Right indigenous peoples. Similarly, the enactment of the Regulation of the Minister of Agrarian and Spatial Affairs / Head of BPN RI No. 10 of 2016 on The Procedure of Determining Communal Rights to Land of Indigenous Peoples and Peoples Located in Certain Areas seems to bring new hope because it is normatively intended to provide a model of registration of communal Rights as a development that was once controlled according to Ulayat Right in certain areas. This provision has not provided legal compliance according to state law against the Ulayat Right of indigenous peoples, especially dealing with outsiders such as investors or other parties who want to take advantage of the Ulayat Right of indigenous peoples.

The enactment of the Decree of the Minister of Agrarian and Spatial Affairs /Head of BPN RI No. 276/KEP-19.2/X/2017 concerning the Appointment of Pakraman Village in Bali Province as the Subject of Joint Ownership (Communal) on Land indicates that Tanah Ulayat Right Desa Pakraman as a Customary Legal Community in Bali is given another opportunity by state law to be registered according to the UuPA which is then referred to or given the Title of Common Right (Communal). The implication is that there is a change to the Ulayat Right to a Communal Right to land.

In connection with the PTSL program oriented to the target "number of certificate" in each District / City, the Head of Office with the existing legal structures work with the target, not work properly and correctly in an effort to provide protection, recognition and respect for the Rights of Indigenous Peoples. Even Tanah Ulayat Right also becomes the object of "target registration" so that the lands of Ulayat Right Adat Law People are registered as Land with Common Rights (Communal), not maintained as Ulayat Right Land that is confirmed or stipulated in the Basic Map of Land Registration.

Antinomi Regulations on the Recognition and Enforcement of Ulayat Right from Indigenous Peoples

The presence of the Draft Law on the Rights of Indigenous Peoples is expected to provide recognition, respect, protection and at the same time a form of recognition according to state law through the affirmation of rights through the Basic Map of Registration of Rights to the Territory of Ulayat Right of each indigenous legal community by the Local Government.

To avoid the existence of a registration model that equalizes between the Right to Land Ulayat with the Right to Communal Land (Joint) either controlled by indigenous peoples or people in the area, it is necessary a Draft Law - Law on the Rights of Indigenous Peoples ulayat to provide certainty and protection of its control according to state law so that in registration or affirmation of its rights are adjusted to the type or model of Land Rights and subjects who control.

The model of assertion of rights or registration is not only intended to guarantee the existence of legal certainty, but also to provide protection against the status of land rights that are not weakened or even lost afterbeing registered under the laws of theState, but on the contrary can strengthen its existence in the framework of adaptation or coexistence between state law and Customary law.

VII. CLOSING

1. Conclusion
a. Antinomy regarding the rights of indigenous peoples arises as a result of sectorization of agrarian arrangements and the absence of comprehensive arrangements in one Law that can be a legal basis that provides legal certainty in the implementation of indigenous people's rights. The current legislation still only regulates partial and has not described specifically   the comprehensive arrangements related to the rights of indigenous peoples.
b. The arrangement of the rights of indigenous peoples in some technical regulations does not see elements of complex Ulayat Right so that in the end gives rise to a misconception in the arrangement of the rights of indigenous peoples. This misconception ultimately gave rise to the wrong settings as well so it had to be corrected.

2. Advice
a. By piling up and spreading the existing laws and regulations in Indonesia and the Plurality of Indigenous Legal Peoples in Indonesia, it raises antinomy among academics and the public who get a direct impact from the regulation. it is necessary to uniformity of regulations at the level of the Law to be able to guarantee the recognition and confirmation, control of land rights of the Indigenous Legal Community.
b. To obtain a more actual source of data on the Rights of Indigenous Peoples, discussion on the Urgency of the Establishment of a Draft Law on the Rights of Indigenous Peoples should involve the wider community, especially experts and community leaders and indigenous legal communities themselves.

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Bangladesh - China Bilateral Relations: *Current Trend Analysis*

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ABSTRACT: Bangladesh – China relationship has been fantastic by the political, monetary and military ties throughout the most recent few decades. Key relations among Bangladesh and China were set up in 1976, and to be straightforward, various specialists on worldwide relations dissected the method of two-sided relations since the establishment of placating relations 45 years back, and applauded dynamic joint effort and affiliation that have been preceding between the two countries various regions of common interest. They reviewed that the relations between the people of these two nations go back to hundreds of years. However, it is emphasized that the progressive heads of these two nations made significant commitments to the advancement of China-Bangladesh relations. Moreover, it can be mentioned that the solidification and upgradation of China-Bangladesh relation and participation serve the major interests of these two nations, meet the regular goals of the people and help towards building harmony and improvement in the areas of development. Thus it is suggested that a "Closer Complete Organization of Participation" between China and Bangladesh is set up based on the standards of longstanding kinship, uniformity, and shared advantage. With the unique initiative of Prime Minister Sheikh Hasina, the two nations have assented to keep on state visits and contacts between government associations, parliaments, philosophical gatherings, military, and non-authoritative social occasions of the two countries; advance correspondence and coordinated effort at the public authority level. Her administration empowers to redesign the investment instruments, including key gatherings, the Joint Monetary and Exchange Board of trustees and Joint Horticulture Council. Various gatherings have been attempting to heighten support in return, hypothesis, cultivation, transportation and structure improvement dependent on value and basic benefit between the two countries. "Belt and Road Initiative" has been contributory to develop the shared interest of the two nations. "Sister Cities" alliance   is the last addition to deepen the mutual interest of both countries. This paper is aimed to investigate current trade, agreements, investment, agriculture, transportation and infrastructural development in the pursuit of bilateral relations between Bangladesh and China. This article has tremendously attempted to disclose the present pattern of two-sided relations between Bangladesh and China under the leadership of Sheikh Hasina in the office of Prime Minister in Bangladesh. Article has been worked out based on literature review and analysis has been made consulting the recent scholarships.

KEYWORDS: Bangladesh, China, Bilateral Relations, Geo-political Interests, Economic Diplomacy, Trade Relations, Citizen Diplomacy, Cultural Exchange

INTRODUCTION

Leadership in international arena means a lot to determine the possible best strategy for maximizing the national interest by the way of rebuilding and deepening bilateral and multilateral relations. Prime Minister Sheikh Hasina has shown excellent leadership and the ability to move the country forward in terms of maintaining Bangladesh's international reputation. Her dynamic leadership has truly influenced the bilateral relations between China and Bangladesh based on mutual trust and mutual interest. The diplomatic relations between Bangladesh and China was established in 1976 with a great commitment in mind to leverage collective efforts of mutual cooperation. Clearly, progressive heads of the two nations made significant commitments to the improvement of China-Bangladesh relations. Union and improvement of China-Bangladesh fellowship and collaboration serve the central interests of both the nations, meet the normal goals of individuals and are helpful for harmony and advancement in the district and the world on the loose. For this reason, why the two sides chose to set up a "Closer Comprehensive Partnership of Cooperation" from the essential viewpoint and based on the standards of longstanding fellowship, equity, and shared advantage. Sharply, the two countries have consented to keep trading undeniable level visits and contacts between the two nations heighten cordial trades between government offices, parliaments, ideological groups, military, and non-legislative gatherings of the two nations. On the other hand, arrangements are made to advance correspondence and collaboration at the neighborhood government level, and upgrade the participation instruments, including conciliatory conferences, the Joint Economic and Trade Committee and Joint Agriculture Committee. They are seriously working from hand to hand in a reacted to comprehension to heighten collaboration in exchange, speculation,

agribusiness, transportation and framework advancement based on equity and shared advantage (Chowdhury, 2010)& (Islam, 2019). The methodology of the paper is analytical and descriptive in nature. The study has followed qualitative approaches. Secondary data has been collected from different books, journal articles, newspapers, periodicals, research monographs, press release, and electronic sources. The study has also used diplomatic documents made between Bangladesh and China.

BILATERAL RELATIONS: CONCEPTUAL CLARITY

This undertaking takes into account the bilateral relations between two independent countries in the area of trade. For understanding the elements of the exchange relations, recorded relations between two gatherings are likewise singled out for specific thought. Essentially, it is an issue which shows itself in different structures on public, local and global level. It is clear that, realism surfaced as a more grounded, legitimate and intelligent hypothesis in clarifying the world governmental issues just as homegrown legislative issues during fifteenth and sixteenth century. This hypothesis of global governmental issues stayed fruitful in fulfilling the responses to address about circumstances and end results of war. Realism is at times depicted as predominant hypothesis in the field of International Relations. Realism has been implicated in almost every major debate over the last half century. The roots realism can be traced back to antiquity in the famous works from Greece, Rome, India and China. Realist's arguments can be found in Kautiliya's Arthshastra who literally tried to clarify the position of potential conquer who always tries to maximize his power (Grieco, 1988). Political authenticity in the twenty century can be dated from 1939 when Edwar Hellet Carr's book Twenty Years Crisis overwhelmed different ways of thinking in the field of global relations. They clarified the bizarre idea of world legislative issues and set forward the possibility that there is no amicability of interest among states, each state has diverse public targets and embraces heterogeneous strategies for the achievement of their public objectives. For them it is a senseless desire to accept that the battle for force can be overwhelmed by worldwide ethical quality, global organizations and democratization.

They know about the truth that public interest can't be undermined at any expense. The researchers excused the dreamer approach as a sufficient one to bring harmony and request. These pragmatists legitimize their contention by pointing at the disappointment of League of Nations in neglecting to stop the flare-up of World War - 2 (Weber, 2005). This brought about the breaking of expectations for the individuals who were imagining that optimism can win to reduce war or the conditions that lead to war. The current investigation been planned in the light of authenticity model in order to examine the predominant respective relations among Bangladesh and China to support their public premium.

CHINA-BANGLADESH RELATIONS: HISTORICAL BACKGROUND

The official diplomatic relationship between Bangladesh and China has been developing, with mutual cooperation and friendship five year after the independence of Bangladesh. The Father of the Nation Bangabandhu Sheikh Mujibur Rahman was associated with China during his political life and his state philosophy was influenced by the socialism to so extent. In 1952 Bangabandhu travelled to China for attending an international conference. During, the visit, he met Mao Zedong and Zhou Enlai, the legends of the Chinese Revolution (Mujibur Rahman, Sheikh, 2020). During the War of Liberation of Bangladesh in 1971 with Pakistan, Socialist China solidly negated Bangladesh's parcel from Pakistan, in the light of its binds with Pakistan and optional rapprochement with the USA. Beforehand, during and after the clash of opportunity, Bangladesh was viewed as extra space lines up with India and the Soviet Association/USSR by China. At that stage China was affected by two variables, Indo-Soviet Treaty of Peace Friendship and Cooperation and competition among India and China. In 1972, China rehearsed its denial control in the UNO's Security Council to confine Bangladesh's passage into the UNO as a part state. At the post-freedom stage Bangabandhu Sheikh Mujibur Rahman was worried that Bangladesh required China's help to turn into an individual from the UNO. There were likewise financial components which affected him to fabricate cheerful relations with China. Bangladesh Government communicated its eagerness to have great neighborly relations with China. The uplifting disposition with respect to China was obvious in 1974 when there was a deplorable flood in Bangladesh. China transmitted food, covers, and comfortable garments to help the flood casualties. This casual monetary guide and China's green sign to Bangladesh's participation of the UNO show agreeable perspectives towards China-Bangladesh relations (GlobalSecurity.org, Datta, 2008).

In the mid-1970's China and Bangladesh both began participating in respective ties because of a move in the arrangement of the-then Bangladeshi President Ziaur Rahman. Starting now and into the foreseeable future both the countries have been proceeding with dynamic cooperation in grouped fields. China followed the strategy of help tact to fortify relations with adjoining nations in South Asia. Particularly Chinese guide contributed towards the creating economy of Bangladesh. During the 1970's China and Bangladesh got occupied with reciprocal ties because of a move in the arrangement of the Bangladeshi President Ziaur Rahman. From that point forward both the nations have occupied with dynamic collaboration in assorted fields, the establishment of which was laid with the consenting to of a two-sided arrangement in 1976. High – level authority trades have empowered the countries to fabricate shared political trust. Deliberately, Bangladesh and China have commonly profited by reciprocal relations.

In the 1980's China followed an international strategy other than help tact. China set up business relations with Bangladesh through exchange participation the regions of safeguard and culture. China made close business, military and social connections with

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Bangladesh and the-then head of Bangladesh Hussain Muhammad Ershad was gotten with much grandeur and warmth following his visit to Beijing in July 1987.In the mid 1980's, both the countries delayed collaboration to the area of instruction, trade and culture. China provided arms to Bangladesh and aided in building arms and ammo plant in Bangladesh. Social participation included zones of writing, training, research, science, innovation, media, the travel industry, sports and so on

In the 1990's Bangladesh got enormous military guide, military preparing, innovation and gear from China. The two nations endorsed from the essential connections to fortify the safeguard collaboration arrangement in 2002 and 2004 individually. 'Bangladesh- China Friendship Year' has proclaimed and celebrated in 2005.However China being the largest trade partner of Bangladesh, an imbalance in the bilateral trade relations in favor of China exists. In 2006-2007, while Bangladesh's imports from China were as high as US $ 3 billion, its exports to China amounted to just US $ 200 million. In order to bridge this huge trade gap China has given financial guide to Bangladesh as well as marked the Asia – Pacific Free Trade Agreement (AFTA) to eliminate levy obstructions from wares imported from Bangladesh. Respective exchange added up to US $ 7 billion of every 2010. Under the Asia – Pacific Trade Agreement (APTA), presently 3095 Bangladeshi items appreciate obligation free admittance to Chinese market which is found incredible. With the new announcement, 97% of Bangladeshi products will join this zero-tariff club from July 1 that raised the numbers of Bangladeshi products with zero duty access to Chinese market to 8256 (The Dhaka Tribune, June 19, 2020) &(The Hindu, June 19,2020).

MAJOR EVIDENCES OF BANGLADESH - CHINA FRIENDSHIP

Bangladesh-China Friendship Bridge was developed and initiated over stream Buriganga interfacing Dhaka-Bikrampur Munshigonj by the Chinese as a badge of this recently progressing political and military relationship. On 4 October 2000, The Ministry of Telecommunication of Bangladesh gave a postal stamp denoting the 25th commemoration of the foundation of Bangladesh-China discretionary relations. At this point, China had given monetary help adding up to US$300 million to Bangladesh and the respective exchange had arrived at a worth mounting to a billion dollars. In 2002, the Chinese Premier Wen Jiabao made an authority visit to Bangladesh and the two nations pronounced 2005 as the "Bangladesh-China Friendship Year". Based on trust commendable kinship and shared relationship the two nations has marked nine distinctive bi-sidelong arrangements. Indeed, even with the greeting of Bangladesh, China was added as a spectator in the South Asian Association for Regional Cooperation (SAARC). Such energy empowered the two nations to extend bi-horizontal relations to the date.

Without denying the fact, connectivity is crucial for upgrade common regard and shared collaboration between the two nations. In such manner, Bangladesh and China have been arranging a roadway task to interface Chittagong and Kunming through Myanmar. This roadway would give Bangladesh a section into the Mekong sub-district. Chiefly this is a chance to speed up exchange and encourage individuals to-individuals contact inside two countries. Bangladesh's "Look East" approach is basically intended to lessen its reliance on India and open up new ways of collaboration with China and South-East Asia. Notwithstanding, during the time spent guaranteeing this current, Bangladesh's reliance on China has expanded throughout the long term side by side these lines giving China more prominent influence in their two-sided impasses (Uddin and Bhuyian, 2011).

To connect the gigantic exchange hole China has given financial guide to Bangladesh as well as marked the Asia Pacific Free Trade Agreement (AFTA) for eliminating duty boundaries from products imported from Bangladesh. In 2010, two-sided exchange between Bangladesh and China added up to US $ 7 billion. Remarkably, China has additionally stepped up to the plate and create flammable gas assets and thermal energy stations in Bangladesh. Yunan area of China has looked to take part in financial participation with Bangladesh to amend its own territorial imbalances and access the Bay of Bengal which is landlocked. Bangladesh as well, has offered to set up a Special Economic Zone for China. The 'Concurrence on Economic and Technical Cooperation' and the 'System Agreement' on a concessional credit given by China to Bangladesh are two other critical arrangements endorsed by the two countries. The Chinese People's Association for Friendship with Foreign Countries and the Bangladesh – China People's Friendship Association of Bangladesh coordinated the China-Bangladesh Friendship and Brightness (Ophthalmic) Trip in 2010 to extend their ties (Kabir, 2017).

China made evacuation of levy obstructions to 84 kinds of items imported from Bangladesh under the system of the Asia-Pacific Free Trade Agreement (AFTA). China apparently is warm in decreasing taxes over the exchange of jute and materials (boss homegrown results of Bangladesh). China has additionally offered Bangladesh to build thermal energy stations in Bangladesh to help meet the nation's developing energy needs. Other than this, China made a few recommendations to help the advancement of Bangladesh's petroleum gas assets.

China and Bangladesh, alongside Myanmar, have chosen to construct the 900 km Kunming Highway connecting Chittagong with Kunming through Myanmar to encourage more noteworthy exchange. This would not just conquer the long ocean entry from the east shore of China through Singapore (for trans-shipment) to Bangladesh, however would likewise bring down transport expenses and add to the economy of Yunnan region. This additionally fits well in their joint activity of improving Chittagong port framework that would now be able to be put to double use for trader vessels and furthermore for individuals of the two nations.

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Bangladesh–China–India–Myanmar Forum for Regional Cooperation (BCIM) is a sub-local element of Asian countries focusing on more prominent incorporation of exchange and speculation between the four nations. From the mid1980s, the Bangladesh Army has been outfitted with Chinese tanks, its naval force has Chinese frigates and rocket boats and the Bangladesh Air Force flies Chinese contender jets. China and Bangladesh marked a "Guard Cooperation Agreement" in 2002 (Keystone Quarterly Review, 2015) and (Haroon, 2005).

China has moreover ventured up and made petrol gas resources and nuclear force plants in Bangladesh. The landlocked Yunan area of China has attempted to partake in monetary cooperation with Bangladesh to address its own common incongruities. Bangladesh also, has offered to set up an Uncommon Monetary Zone for China. The 'Simultaneousness on Financial and Specialized Participation' and the 'Design Understanding' on a concessional advance given by China to Bangladesh are two other tremendous deals set apart by the two nations. The Chinese Individuals' Relationship for Kinship with Outside Nations and the Bangladesh – China Individuals' Kinship Relationship of Bangladesh figured out the China-Bangladesh Fellowship and Splendor (Ophthalmic) Excursion in 2010 to build up their ties. Some place in the scope of 2010 and 2011, 70 awards were given by China to Bangladesh.

CHINA- BANGLADESH RELATIONS UNDER THE LEADERSHIP OF SHEIKH HASINA AS PRIME MINISTER

At the point when Sheikh Hasina turned into the Prime Minister of Bangladesh in 1996, the Government under her initiative followed the strategy of Bangabandhu Sheikh Mujibur Rahman in regards to unfamiliar relations. It was "fellowship with all and noxiousness towards none". From the earliest starting point Bangladesh presented its international strategy that was "fellowship to all and noxiousness towards none". 'As needs be the destinations of Bangladesh international strategy were protecting of public sway including regional honesty, the advancement of public financial targets and partnership of public uniqueness. Bangladesh – China strategy was additionally set by these standards (Chakma, 1996). Sheik Hasina was worried about the move in Chinese approach. It is significant that during the virus war period Chinese arrangement was for the most part India-driven on account of India's relations with Soviet Union. After the finish of cold conflict China zeroed in on economy as head denominator. In this specific circumstance while relations with the developing politically influential nation like China were concerned Sheik Hasina chose to make the personality of Bangladesh as organization developer not as a recipient of help. She underlined reciprocal visits for trade of perspectives. In 1996 Agreements were endorsed between these two nations for Inspiring and Protecting Investment, Prevention of Tax Evasion and Avoidance of Double Taxation. Slowly relations between the two nations depended on shared collaboration, trust and kinship. In 1998 China conceded to offer $24 million interest free credit for the development of Convention Center to hold the NAM Summit Conference in Dhaka in 2001. China likewise offered help for Installation of Digital Telephone Exchange, participation in the water area for flood control and development of the Ganges Barrage (Bhattacharjee, 2019 and The Daily Star, July 8, 2019).

Sheikh Hasina was chosen as Prime Minister of Bangladesh Government in 2008, 2014 and 2019 sequentially for three systems. In 2008 when she came to control for the second time the gathering statement was 'Contract for Change Vision 2021'. 'As to strategy Sheikh Hasina zeroed in addition on financial issues other than political discretion with the goal that the continuous improvement in Bangladesh precedes. China's strategy was to fortify the relations of companionship and collaboration with Bangladesh. Then again Bangladesh considered China as its dear companion and participation accomplice (Kibria, 2011). With Prime Minister (PM) Sheikh Hasina's visit to China from 1 to 5 of July 2019, the relations among China and Bangladesh got an important lift. This was Prime Minister Sheikh Hasina's first visit to China after she framed the public authority for the third back to back term in January2019. Bangladesh being an essential accomplice of China, PM Hasina's visit pulled in worldwide consideration. China and Bangladesh manufactured an essential organization in 2016. During the visit, PM Sheikh Hasina was energetically gotten by the Chinese initiative as honorary pathway was moved to invite her. Chinese Premier Li Keqiang facilitated a unique supper gathering to pay tribute to PM Hasina. Gatherings were held with President Xi Jinping and the two chiefs examined issues of two-sided significance. The visit was the reassurance of the bonhomie the two nations share. The quick result of the visit was the consenting to of nine two-sided arrangements in the territories including help for the Rohingyas, financial and venture, force, culture, and the travel industry and specialized participation and so on.

The arrangements endorsed between them are: Framework Agreement of Concessional Loan understanding of Expansion of Strengthening Power System Network Under DPDC Area project; Expansion and Strengthening of Power System under Dhaka Power Distribution Company (DPDC) Area project; Framework Agreement of Power Grid Network Strengthening Project; Agreement on Technical and Economic Cooperation; MOU and its execution plan on hydrological data sharing of Yalu Zhangbo/Brahmaputra River; MOU on foundation of venture participation working gathering; MOU on Cultural Exchange and Tourism Program. Plus, the two nations conceded to China giving 2500 tons of rice to the Rohingya exiles in Bangladesh.

A joint statement was issued during the visit that outlined details of the discussion held between the two countries. The areas that gained priority in the discussion were- trade and investment, maritime, defense and security, people-to-people connectivity, climate change, maritime cooperation, climate change, science etc. Significant highlights of the discussion that merits notice are:

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Bangladesh and China consented to hold a discourse on sea undertakings and further investigate available resources to coordinate on Blue Economy, sea the board, marine spatial arranging and joint sea perception among other. Also, the two nations communicated obligation to develop collaboration added to Repertoire Road Initiative (BRI) and work carrying out the Bangladesh, China, India Myanmar (BCIM) Economic hall. BCIM is a quadrilateral activity that interfaces China's Kunming with Kolkata in India by means of Bangladesh and Myanmar. China later announced the activity to be under BRI. In this manner during the second residency Sheik Hasina stressed participation in the regions of political, monetary and military security. China's inclusion was found in the establishment of force age, improvement of infra construction and extensions in Bangladesh. International alliance (FTA) focused on movement of Chinese little and medium undertakings in Bangladesh. Another activity was multilateral commitment among China, India, Myanmar and Bangladesh for cross line infrastructural advancement and improved availability through rail, air, stream and connection streets (UNB, February, 26, 2020, Kabir, 2017).

In the era of globalization and application of neo-liberal economic policies Sheikh Hasina aimed at attracting more investment and boost trade and commercial relations. It is observed that Foreign Direct Investment (FDI) in Bangladesh has tripled since 2008.It is also observed that both China and Bangladesh enjoy special relationship and reinforce ties bilaterally (Hong, 2009). The nations promised to set up nearer extensive organization of participation from the essential viewpoint and based on the standards of longstanding fellowship, uniformity and common advantage. China has given financial help on simple conditions in building framework like six China-Bangladesh Friendship spans, Barapukuria Plant, one of the four Economic Zones in Bangladesh. Other than in 2010 Sheik Hasina consented to an arrangement with China for foundation of a compost plant, telecom network framework, building Chittagong-Kunming railroad, street correspondence through Myanmar, Bangladesh-China Friendship connect, help with rural area, advancement of sun powered energy. The two nations likewise consented to fabricate participation with Chinese National Hybrid Rice Research Center to create farming in Bangladesh. China consented to give help to water decontamination project, modernizing flood determining and cautioning focus, waterway digging project, satellite dispatching, far off detecting satellite and for expanding grants for Bangladeshi understudies and specialists. (Kabir, 2017)

Bangladesh is the third biggest exchange accomplice of China South Asia. It merits referencing that under the authority of Sheik Hasina Bangladesh has accomplished phenomenal monetary development. A consistent development pace of 7% has driven Bangladesh nearer to the situation with center pay country. China has given enormous exchange support by reporting that 97% of Bangladeshi items will be absolved from tax. At present 3095 Bangladeshi items appreciate obligation free admittance to Chinese market under Asia Pacific Trade Agreement (APTA). Because of the declaration altogether 8256 Bangladeshi items will go under duty exclusion. (Bhattacharjee, 2019)

DIFFERENT DIMENSIONS OF CHINA- BANGLADESH RELATIONS
a) Expansion of Economic Diplomacy (trade and investment)

The Government of Bangladesh drove by Prime Minister Sheik Hasina is attempting to accomplish its higher center pay objective by 2021 and worldwide objectives of Sustainable Development Goals (SDG) by 2030. 'Financial Diplomacy' is focused on by Sheik Hasina. China-Bangladesh relations fall under this strategy system of financial tact. Under the system of the Asia-Pacific Free Trade Agreement (AFTA), China made expulsion of duty boundaries to 84 kinds of items imported from Bangladesh. China is cheerful in lessening taxes over the exchange of jute and materials (boss homegrown results of Bangladesh). China has additionally offered Bangladesh to develop thermal energy stations in Bangladesh to help meet the nation's developing energy needs. Other than this, China made a few proposition to help the advancement of Bangladesh's gaseous petrol assets. China principally imports crude materials from Bangladesh like calfskin, cotton materials, fish, and so on China's significant fares to Bangladesh incorporate materials, hardware and electronic items (Mobile is the main electronic item), concrete, manure, tire, crude silk, maize, and so forth (The Daily Star, 2016).

China has stepped up to the plate and create flammable gas assets and thermal energy stations in Bangladesh. The landlocked Yunan region of China has tried to participate in financial collaboration with Bangladesh to amend its own local imbalances and access the Bay of Bengal. Bangladesh as well, has offered to set up a Special Economic Zone for China. The 'Concurrence on Economic and Technical Cooperation' and the 'System Agreement' on a concessional advance given by China to Bangladesh are two other huge arrangements endorsed by the two countries. (Quy-Toam, 2016)

Other than the oil and gas pipelines, China and Bangladesh, alongside Myanmar, have chosen to construct the 900 km Kunming Highway connecting Chittagong with Kunming through Myanmar to encourage more prominent exchange. This would not just defeat the long ocean section from the east shoreline of China through Singapore (for trans-shipment) to Bangladesh, yet would likewise bring down transport expenses and add to the economy of Yunnan region. This likewise fits well in their joint activity of improving Chittagong port foundation that would now be able to be put to double use for dealer vessels and furthermore for individuals of the two nations (Keystone Quarterly Review, 2015) & (Islam, 2012).

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Moreover, the Bangladesh–China–India–Myanmar Forum for Regional Cooperation (BCIM) is a sub-territorial element of Asian countries focusing on more noteworthy joining of exchange and venture between the four nations. The idea of monetary participation inside the BCIM area was first evolved by Professor Rehman Sobhan who upheld that multi-modular vehicle network, upheld by different activities and framework improvement could altogether lessen exchange costs, animate exchange and venture and therefore speed up development and destitution lightening in this locale. The multi-modular hallway will be the main interstate among India and China and will go through Myanmar and Bangladesh (Keystone Quarterly Review, 2015).

b)   Strategic Relations (Defense Cooperation)
From the mid-1980s, the Bangladesh Army has been furnished with Chinese tanks, its naval force has Chinese frigates and rocket boats and the Bangladesh Air Force flies Chinese warrior jets. In 2002, China and Bangladesh marked a "Guard Cooperation Agreement". Under the domain of this agreement, military preparing and guard creation will be covered. As per the report submitted to the United Nations by China in 2006, Dhaka has been significant purchaser of weapons made in China. China sold 65 huge type cannons frameworks, 16 battle airplane and 114 rocket and related hardware to Bangladesh in 2005. Other than this, exactly 200 little arms like guns and sub-automatic weapons have additionally been imported alongside customary 82-mm mortars. In 2008, Bangladesh set up an enemy of boat rocket platform close to the Chittagong Port with help from China (Vijay, 2009, bdnews24.com, 31 Jul 2017).

C)   Geo-Political Interest Nexus (Consolidation of Economic Interest)
In the consequence of twentieth century, network has been unique to upgrade shared participation. China and Bangladesh have been arranging a roadway task to interface Chittagong and Kunming through Myanmar. This interstate would give Bangladesh a passage into the Mekong sub-area, which as of now incorporates China, speed up exchange and encourage individuals to-individuals contact. Numerous international strategy specialists of Bangladesh have noticed the degree of discretionary development the Ministry of Foreign Affairs showed with the appropriation of 'Look East Policy' (Kibria, 2006).

Bangladesh's 'Look East' approach is basically intended to bring down its reliance on India and open up new roads of collaboration with China and South-East Asia (Garver, 2010). Executive of Bangladesh received such discretionary viewpoint in accordance with the core value of the constitution of Bangladesh "Kinship towards all, noxiousness toward none" However, during the time spent guaranteeing this current; Bangladesh's reliance on China has expanded throughout the long term, consequently giving China more prominent influence in their two-sided ties. Both the countries have vowed to participate in nearer collaboration, guaranteeing long haul fellowship, uniformity and shared advantage to support their "tried and true all climate kinship" (Mannan, 2018) &(The Daily Star, February 19, 2006).

The geographic territory incorporating South Asia and its touching sea spaces are of developing vital significance to China, as reflected in China's snare of associations and alliances with states in the area (Garver, 2013). The elements of these connections show up on a superficial level to be founded on reliance, yet are really determined by long haul political, financial and key interests. Bangladesh is a significant player out of South Asian states for Beijing's political-military authenticity. Such essential association with Dhaka furnishes China with added influence to check Indian powers. This is apparent from the standard political trades and upgraded military collaboration between the two nations. We can allude to the remarks of Munshi Faiz Ahmad, Bangladesh's representative to China who intentionally said "Bangladesh and China have delighted in a "reliable, all-climate kinship" (The Hindu, 2009).

d)   Indian Dilemma on Relationship between Bangladesh and China (Pursuing Balanced Policy)
Bangladesh's relationship with China has tremendously influenced India (Bhaskar, 2019). In 2007, news reports asserted that China was wanting to redirect the water of Brahmaputra waterway to its north-west locales. The Prime Minister of India Manmohan Singh met Chinese president Hu Jintao to plan the principal meeting on this matter. Adding to India's voice was Bangladesh, which would be profoundly influenced if China were to really proceed with its arrangements. It has showed up from various sources that, New Delhi is restless about Bangladesh's developing military contacts on a few fronts (Datta, 2008) & (The Indian Express, October 9, 2019).

India's weakness in the Siliguri passage is the primary concern which frequently alluded to as the 'chicken neck'. This 200 kilometers (km) long and 40 km wide passageway joins territory India by rail, street and air with its Northeast district, a piece of which (90,000 sq. km in Arunachal Pradesh) is guaranteed by China (Sahoo, 2013). Bhutan is its north, and Bangladesh in the south. The Siliguri hall figures unmistakably in the Sino-Bangladesh kinship and the different sides. From the perspective on Indian military specialists, India has nervousness with a conviction that such fellowship triggers a complex system to isolate India from the Northeast area. There are fears that Bangladesh may offer Chittagong port for improvement to China, clearly for business purposes, however which could likewise be utilized for organizing Chinese maritime resources. India additionally has worry on this issue with a confidence that, China will actually want to screen Indian rocket testing directed at Chandipur adrift close, Orissa, Balasore, and furthermore maritime movement in the Andaman and Nicobar Islands in the Bay of Bengal (Kumar, 2010, and Vijay, 2009).

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e) Geo- Economic Policy of "One Belt One Road" (Challenges and Opportunities)

The "One Belt One Road" (OBOR), the brainchild of Chinese President Xi Jinping, is a yearning financial turn of events and business project that centers around improving availability and collaboration among various nations spread across the mainland's of Asia, Africa, and Europe. Named as the "Undertaking of the Century" by the Chinese specialists, OBOR ranges around 78 nations. At first reported in the year 2013 with a reason for reestablishing the antiquated Silk Route that associated Asia and Europe, the task's extension has been extended throughout the years to incorporate new regions and improvement activities. Additionally called the Belt and Road Initiative (BRI), the task includes building a major organization of streets, railroads, sea ports, power networks, oil and gas pipelines, and related framework projects. The task is covered by different sides. The first is known as the "Silk Road Economic Belt," which is principally land-based and is required to interface China with Central Asia, Eastern Europe, and Western Europe. The second is known as the "21st Century Maritime Silk Road," which is ocean based and is relied upon to interface China's southern coast to the Mediterranean, Africa, South-East Asia, and Central Asia. The names are befuddling as the 'Belt' is really an organization of streets, and the 'Street' is an ocean course (Benli, 2019).

f) 'Sister urban areas'- Alliance Proposed by The China Communist Party (Citizen Diplomacy)

'The Communist Party of China' (CPC) has offered that China can help Bangladesh in handling the Covid-19 pandemic if the nation consents to frame sister-city partnerships with chose Chinese urban areas. The gathering, which has administered China since 1949, additionally communicated its inclination to make the 'Dhaka North City Corporation' (DNCC), just as some other significant city organizations, "sister urban areas" to handle the current Covid-19 pandemic and its difficulties. The CPC proposed to frame sister-city unions with six Bangladeshi urban communities including Dhaka North, one of the two city companies of the capital. The Chinese proposition, considered as an agreeable motion, is generally valued in Bangladesh. All things considered, the Chinese proposal of sister-city coalitions at the hour of Covid-19 pulled in worldwide consideration prompting worries about China's expectation behind the proposition. Authorities of the International Liaison Department of the CPC conferred this data, making the proposition at an online course on countering Covid-19 (ORF, June 12, 2020) & (The Dhaka Tribune May 19, 2020).

Sister urban areas are long haul, expansive based organization between two networks in two nations. After the most noteworthy chosen or named authorities from both the networks consent to an arrangement then the relationship is formally perceived. Sister-urban communities are shaped based on shared arrangements between two urban communities of the two nations to advance and improve the social and business connections. The idea of sister city right off the bat presented by the former US President Dwight D. Eisenhower. The principle driving force behind the sister-city is to elevate individuals to individuals contact or 'resident tact' between the two countries. Customarily, sister-urban areas are considered to have been useful in creating understanding and a feeling of holding among individuals of the two urban communities who confederate. Bangladesh – China kinship turned out to be nearer when the current Government of Bangladesh has shaped since 2008 to work now. The relations between these two nations have made another skyline in the South-East Asian legislative issues as well. The idea of 'sister urban areas' partnership is another element of the political field with regards to South Asia just as South - East Asia (The Dhaka Tribune, May 19, 2020).

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The two nations have kept their relationship "implied, adaptable and dubious". Such nature of relationship is permitting Dhaka to receive the rewards of an essential organization with an atomic force without including itself in any proper safeguard course of action. Sino-Bangladesh relations are not just a matter of a nearer complete relationship of participation, however a unique cycle which has transformed from the phase of financial organization. Obviously Prime Minister Sheikh Hasina is presently attempting to profit by the international benefit that Bangladesh appreciates as a country which ignores the deliberately significant ocean paths of the Indian Ocean connecting China with the Persian Gulf having a job in getting energy supplies for Beijing. Upon get back from China PM Sheikh Hasina articulated saying that she failed to remember the past in light of a legitimate concern for monetary advantages for her country. Such strategy talks about her vision to pushing forward with the substance of Win-Win circumstance by leaving antagonistic mentality China made during freedom battle in 1971. It is gotten that, Beijing has its own hypothesis of 'pearl necklace', which means bases by which China can enclose India in South Asian legislative issues (Muni, 1991). It has effectively focused on Sri Lanka, Nepal and Bhutan. On the off chance that Prime Minister Sheikh Hasina is presently set up to fail to remember everything before, at that point China would have another vital expansion to its stake. Like other amazing nations in world legislative issues, China has stretched out its vital help to the new government drove by Sheikh Hasina in the repercussions of 5 January political decision in 2014. Chinese Prime Minister Li Keqiang said Beijing might want to hold hands with the Sheikh Hasina-drove government to take "exhaustive and helpful association to another stature" which talks about the developing relations between two countries (Chowdhury, 2016).

The developing reciprocal connections among China and Bangladesh in the previous forty years have to a great extent profited the two countries. Nonetheless, Dhaka-Beijing relations face huge difficulties, especially from a security point of view. China additionally faces rivalry in the Bay of Bengal from certain local and worldwide forces while making key ventures. Geo-political

factors likewise keep Bangladesh from getting some essential military equipment, including submarines from China. Dhaka's political mechanical assembly has been not exactly effective in managing these issues, ultimately forfeiting public interests.

It is clear that, in light of shared advantage and with common regard, Bangladesh and India are bending over backward towards pushing ahead. The topographical nearness, social partiality and shared history of India and Bangladesh stay as solid base for smoothing out the relationship. Additionally India was the principal nation to perceive Bangladesh as a different and free state and set up discretionary relations with the country following its autonomy in December 1971. India's connections with Bangladesh are civilizational, social, social and financial. There is a lot of that joins the two nations – a common history and basic legacy, etymological and social ties, energy for music, writing and expressions of the human experience. This shared trait is reflected in the multi-dimensional and growing relations. India and Bangladesh's topographical areas supplement one another and present a chance for both to additionally build up their network connections and economies (Rashid, 2010).

In the last over forty years, both the countries have kept on merging their exchange, business, financial, political and social relations and have constructed a thorough institutional system to advance respective participation, what is noticed? Both the nations saw 45 years of respective relations and solid promise from the two sides. Especially Narendra Modi and Sheikh Hasina Government have surrendered further force to the nearby and amicable connection among India and Bangladesh and visit of the Prime Minister of India from 6-7 June 2015 in Dhaka supported speeding up the reciprocal ties between the two nations. Executive Sheikh Hasina and the Government of Bangladesh are saving this energy to proceed for Win-Win factor (Rashid, 2006).

CONCLUSION AND FUTURE AREAS OF COOPERATION

Definitely, China-Bangladesh relations have multi-dimensional underpinnings and importance for Bangladesh's job as a fruitful organization manufacturer. The geographic territory including South Asia and its touching sea spaces are of developing key significance to China, as reflected in China's snare of organizations and alliances with states in the district. The Prime Minister of Bangladesh embraced such discretionary standpoint in accordance with the core value of the constitution of Bangladesh "Companionship towards all, malignance toward none" However, during the time spent guaranteeing this current; Bangladesh's reliance on China has expanded throughout the long term consequently giving China more prominent influence in their reciprocal ties. Both the countries have vowed to take part in nearer collaboration, guaranteeing long haul fellowship, correspondence and shared advantage to support their "reliable all climate kinship". Basically Prime Minister Sheikh Hasina is currently attempting to benefit from the international benefit that Bangladesh appreciates as a country which ignores the deliberately significant ocean paths of the Indian Ocean connecting China with the Persian Gulf having a job in getting energy supplies for Beijing. Such methodology talks about her vision to pushing forward with the embodiment of Win-Win circumstance by leaving threatening demeanor China had during Bangladesh's freedom battle in 1971.

Dhaka has been determined on the alternate path round to build up a sea economy on the planet's biggest cove. To assist the projected endeavor, Dhaka should go on exchange for drawing in with in fact and monetarily widely inclusive accomplices like South Korea, Japan, United States of America and China among others. China in the meantime put $40 billion in building the "Silk Road" foundation. Provincially, Dhaka needs to have a reasonable connection, especially with New Delhi and Beijing and it is normal that such undertaking will push well forward under the initiative of Prime Minister Sheikh Hasina. All around the world, Bangladesh is additionally bending over backward with the goal that it doesn't confront a circumstance where Dhaka needs to agree with a particular position among Beijing and Washington. China and Bangladesh have same key and business interests on development of a profound water port in Chattagram area. (Bhattacharjee, 2018)

A gathering of investigators accepts that, Bangladesh ought to gain from China for boosting up economy as there are goliath chances for Bangladesh to create and spread with the immediate help of China. Bangladesh can gain from China on how China encourages order, solidarity and ability of improvement. As of late, China reported in the event that they can find antibody on current pandemic which is epidemically bankrupt out everywhere on the globe Covid-19 they will give right off the bat to Bangladesh. Without a doubt this is incredible information for Bangladesh. In current pandemic circumstance the China Communist Party (CPC) proposed Bangladesh to help in handling the Covid-19 pandemic if the nation consents to frame sister-city partnerships with select Chinese urban areas. The Chinese proposition, thought about an amicable motion, is generally valued in Bangladesh. With various political models and training frameworks, Bangladesh won't order comparable approaches of improvement, yet the nation can continue stage by stage as indicated by what turns out best for its economy and society. Bangladesh looks for well-disposed participation to China for a neighborly arrangement of current Rohingya Refugee emergencies. The public authority of Bangladesh needs a significant Rohingya Refugee arrangement under the former Secretary General of UN Kofi Anans ideas which is overall acknowledged equation of repayment of Rohingya Refugee emergencies. Bangladesh accepted that, individuals of Arakan territory of Myanmar are their own status as a person. That is the reason, Bangladesh attempting to bargain this issue with a common regard and participation as well. Bangladesh consistently accept that, in the changing scene you can't do single second without assistance of other country. That is the reason, Bangladesh think about its relations with South Asian and South – East Asian Nations with shared collaboration and trust commendable fellowship with all. Since we follow 'kinship to all and malevolence towards none' this is our

international strategies primary guideline. Past confirmations show that China – Bangladesh reciprocal relations will spread; the "Thorough Partnership of Cooperation" will incorporate and be extended over the long haul. (Jenkins, 2018)

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Learning Strategies in Early Childhood Language Development during the Covid-19 Pandemic

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ABSTRACT: This study aims to determine learning strategies in early childhood language development during the Covid-19 pandemic. The focus of the research is the learning strategies applied by teachers in developing the language of children aged 5-6 years during the Covid-19 pandemic. This research was conducted in Al-Muthamainnah Islamic Integrated Kindergarten, Jambi City. This study uses a descriptive qualitative approach using data collection methods of observation, interviews, and documentation. Data analysis techniques include data reduction, data presentation, and concluding. The data reliability test was carried out by extending the participation of researchers in the field, accuracy of observations, triangulation of data, availability of references, and advisory consultations. The results showed that the learning strategy during the Covid-19 pandemic could be implemented well even though there were still some obstacles. The online learning strategy that is implemented in the Al-Muthmainnah Islamic Kindergarten in Jambi City shows a positive influence on the language development of early childhood. It can be concluded that the learning strategies implemented in Al-Muthmainnah Islamic Kindergarten in Jambi City can develop children's language skills. Theoretically, this research has implications for choosing the right learning strategy to be applied during the Covid-19 pandemic.

KEYWORDS: learning strategies, language development, early childhood

1. INTRODUCTION

Currently, the world is being hit by an epidemic of infectious diseases, hereinafter known as the coronavirus disease that was discovered this 2019 or COVID-19 (Gondouin, 2020), (Duchmann, 2020). The COVID-19 disease is very dangerous and very deadly (Ilpaj & Nurwati, 2020) and (Baloch, Baloch, Zheng, & Pei, 2020). Also, this disease has spread rapidly and has almost reached all countries in the world (Yunus & Rezki, 2020) so that the World Health Organization, the World Health Organization, has designated this disease as a pandemic (Cucinotta & Vanelli, 2020), (World Health Organization, 2020)). Therefore, every country and even individuals must actively take precautions to avoid this disease through handwashing, always wearing masks, avoiding crowds, and staying at home (Ministry of Health RI, 2020) and (Kiswantoro, Rohman, & Susanto, 2020). This Covid-19 disease has a major influence on various fields of life, for example, the economic sector (Rahmadia & Febriyani, 2020) and (Rosita, 2020), the health sector (mental) (Setyaningrum & Yanuarita, 2020), the field of sports (Setyaningrum & Yanuarita, 2020) and up to the education sector (Mastura & Santaria, 2020) (Martoredjo, 2020).

In Indonesia, one of the efforts to prevent COVID-19 is through the Large-Scale Social Restrictions (PSBB) policy (Putsanra, 2020), (Thorik, 2020), and (Nasruddin & Haq, 2020). The implementation of this policy has an impact on the people, especially in the fields of economy and education (Wiranti, et al. 2020), (Sri Sulasih, 2020). In the field of education, the Indonesian education minister has issued a circular regarding the policy of changing student learning at home, through the distance / online learning method (Dewi, 2020), (Sadikin & Hamidah, 2020). Thus, all educational process activities from kindergarten to tertiary level are carried out online. Of course, this apart from being an opportunity is also a challenge in itself, both for teachers and students.

In the situation, described above, teachers and students are required to have the ability to use technology to support learning activities. This is because online learning must involve the internet network and all its devices and software (Zhafira, et al., 2020). For this reason, teachers and students must have good digital literacy skills (Nurohmah, et al. 2020) to ensure that online learning can run optimally (Hikmat, et al. 2020). Learning strategies are the most highlighted part of dealing with education problems during the Covid-19 pandemic. The right learning strategy will certainly make it easier for teachers to deliver material and make it easier for students to master this material.

One of the materials of learning in early childhood that is considered very important and fundamental is language learning. A language is a communication tool that can be used to convey one's ideas, thoughts, and feelings to others (Wiratno & Santosa,

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2014). Language is the most important aspect that must be mastered in learning (Wicaksono, 2016). Good understanding and mastery of language will help a person understand whatever other people say (Lanani, 2013).

Early childhood language development is a crucial thing that must be considered (Suardi, Ramadhan, & Asri, 2019). Early childhood is considered the initial stage and the main foundation in the process of introducing and applying knowledge (Isna, 2019). Therefore, a good understanding of language is also very necessary to impart knowledge and increase children's potential. The application of appropriate learning strategies in developing children's language at this age has a positive correlation (Khotijah, 2016). The Covid-19 pandemic period succeeded in causing limitations in the implementation of learning activities. This condition requires educators to be more creative in innovating and finding appropriate and applicable learning strategies to develop early childhood language during the Covid-19 pandemic.

According to Narsa (2014), a strategy is a tool, arrangement of plans, and methods used to complete a job. Meanwhile, according to Prasetya & Ahmadi, (2005), strategies in terms of learning can be interpreted as an approach in delivering material from a teacher to students in a learning environment. Learning strategies can be selected and used contextually according to the characteristics of students, school conditions and the surrounding environment, and the learning objectives to be achieved. Suhana (2014), also adds that the function of using strategy is part of the process to achieve certain goals.

Philosophically, the learning process that occurs throughout human life shows that learning activities are carried out by learners of various ages with very different learning methods and characteristics. Therefore it is necessary to review the understanding of learning from various points of view, namely learning in general and understanding in the context of early childhood. Hernawan (2018) explains that learning is a change in behavior that is formed from the experiences that have been made. Zaini (2016) identifies that the meaning of learning is divided into two, namely: learning that is carried out with a certain path so that it can develop all the potential possessed by students to become human beings who have noble character and good personality. While learning is not carried out with a certain path, the learning is only an adjustment to recognize the environment.

Strategies in terms of learning can be interpreted as an approach in delivering material from a teacher to students in a learning environment. According to Supentanginingrum (2013), learning strategies can be selected and used contextually according to the characteristics of students, school conditions, and the surrounding environment, as well as the learning objectives to be achieved. According to Fatimah & Kartikasari (2018), the learning strategy has four main components, namely:

1. The arrangement of learning activities, which is in the form of an arrangement of activities to deliver the content of the lesson to be carried out by educators (teachers) and students (students).
2. Learning methods, namely methods or ways of educators in organizing subject matter with students to achieve an effective learning atmosphere.
3. Instructional media, namely in the form of instructional tools and materials that can be used to assist and facilitate learning activities.
4. Time used in completing step by step in learning activities.

According to experts, there are several learning strategies commonly applied to early childhood. The first learning strategy is learning through play. This is as stated by Hewi & Asnawati (2020), that playing is the main activity of children to learn and explore their experiences so that children have new knowledge. Games in early childhood learning can be in the form of games that are fun and appropriate for their age (Vitianingsih, 2016). In addition to games, it can also be in the form of role-playing to foster social sensitivity in early childhood (Siska, 2011). In his research, Nurdiani (2013) said that the playing method can increase the multiple intelligence of early childhood.

The next learning strategy in early childhood is learning through storytelling. This method has been done by Yulianingsih, et al. (2020) to educate early childhood about the COVID-19 disease, with good results. Likewise, Ningsih (2013), in her research, also stated that the method of loyalty can be used to improve speaking skills in early childhood. The story learning method can also increase the sense of empathy for early childhood. This is in line with Setiantono's research (2012) that learning through stories can increase students' sense of empathy and foster mutual respect for fellow students and students and teachers.

The next learning strategy in early childhood is through singing. This is as explained by Susilawati (2014), that singing is an alternative method in early childhood learning to improve language skills. By singing, children's abilities develop relatively faster because they are supported by the physical environment. According to Suryaningsih (2016), the singing method in early childhood learning is also able to stimulate children's language development. This is also by Tiurma's (2012) suggestion that in early childhood education, singing is an effective method. In addition to increasing children's motivation to learn, it can also improve learning outcomes to be achieved.

The next learning method or strategy that is considered suitable for early childhood learning is integrated learning. This is as stated by Trianto (2013) that thematic (integrated) learning is one of the learning methods that can be used in early childhood education. Suryana (2017), at the end of his research, also suggests that it is necessary to develop integrated thematic teaching materials to develop the abilities of early childhood students from the start. Thus, it is clear that integrated learning can be applied

to early childhood learning and has a positive impact on their development. For this reason, it is necessary to develop integrated learning methods or strategies that are adapted to the situation and conditions of the school/learning environment.

According to the Permendiknas, the scope of early childhood language development, the age range of five to six years, includes first accepting language, secondly expressing language, and thirdly literacy. Khaironi (2018), said that early childhood experiences a development process in several aspects. One of the most important aspects that must be developed in early childhood is language (Khotijah, 2016). The desire of children to express, hear and understand something that children need can be categorized as language activities in children (Khotijah, 2016), (Rosalina, 2014) and (Delfita, 2009). Drawing activities and reading exercises are processes to hone language skills so that they are better (Ariyati, 2014).

Language skills possessed by children, their development can be measured and observed. The Minister of Education has issued policy number 137 of 2014 to measure the development of language skills in children, especially children aged 5-6 years. Indicators to measure the development of children's language skills are called the Child Development Achievement Level Standards (STPPA). For this reason, language development in early childhood needs to be developed in a planned and measured manner, through the use of appropriate strategies. In this COVID-19 pandemic situation, of course, teachers have different learning strategies compared to normal situations.

According to the description above, the focus of this research is to answer the following questions: 1) what are the learning strategies in early childhood language development ?, 2) what are the obstacles to implementing learning strategies in early childhood language development ?, and 3) how effective group B early childhood language development strategy during the Covid-19 pandemic?

2. METHOD

This research was conducted with a qualitative descriptive approach. Data collection was carried out in natural settings (natural conditions), primary data sources and data collection techniques were mainly participant observation, in-depth interview, and documentation. This research was conducted in class B or class Al-Haliim TK Islam Terpadu Al-Muthmainnah. The time needed to carry out this research is about 4 months, starting from September 2020 to completion. This is in line with the opinion of Sugiyono (2016), which states that qualitative data analysis is carried out continuously since the first data is obtained at the beginning of the research data is analyzed to formulate problems and research focus. When the research was taking place, data analysis was carried out to sharpen the focus and check the validity of the data. Furthermore, in the final phase of the research, data analysis was carried out to make conclusions. In this study, the process of collecting and analyzing data was carried out in the steps of qualitative data analysis proposed by Miles and Huberman, namely (1). data reduction, (2). data presentation (data display), and (3). Conclusion withdrawal (verification).

3. RESULTS AND DISCUSSION

Before the Covid-19 pandemic hit the world, the teaching and learning process at TKIT Al-Muthmainnah was running like a school in general. The school implements a face-to-face learning system with a frequency of meeting 5 times a week, from Monday to Friday. Learning activities start from 07.30 - 11.45 WIB in the TKIT Al-Muthmainnah building. Class B or so-called Al-haliim class consists of 21 students, with 8 and 13 boys, respectively. Based on the results of an interview with a teacher who acted as a homeroom teacher, he explained that teaching and learning activities before the pandemic were carried out regularly in class. Students can interact directly with their friends and teachers.

1. TKIT Al-Muthmainnah's Class B Learning Strategy during the Covid-19 Pandemic

TKIT Al-Muthmainnah also implements an online learning system as a solution to government policies regarding distance learning. Based on the results of the interview with Ms. Siti Halimah as the homeroom teacher of class B or Al-Haliim, online learning is carried out using several applications, such as zoom meetings, sending learning videos to class groups on the WhatsApp application, and others. The material for online learning (online) remains the same as face-to-face learning, only fewer activities. The means used by teachers and guardians to support online learning are cellphones.

Online learning schedules at TKIT Al-Muthmainnah are different from face-to-face learning. According to the teacher, learning changes every week according to the needs and time of parents. This effort is also made so that students do not get bored easily, so learning is arranged in a variety of ways. An outline of the application of the online learning strategy is as follows:

a. The use of internet-based learning media.

During the pandemic, one of the learning strategies implemented by teachers to develop students' language skills was to use online-based learning media, in this case, zoom meetings. The use of zoom meetings will change once a week, in the following order: (1) the first week through zoom meetings, (2) the second week through sending videos of learning materials that are presented directly by the teacher to parents in the class WhatsApp group, (3) weeks the third by sending worksheets, (4) the fourth week by sending animated videos. Learning that is done through zoom meetings is usually done 2 times a day with an intensity of 3 times a week.

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The time set for the first session is 08.00 to 09.00 WIB, while the second session is 10.00 to 11.00 WIB. These two sessions make it easier for parents to choose the right time to accompany students to study, given that many parents work.

b. Guided assignment.

Students are still given the task of making their work at home according to the learning theme and presenting it in a simple short video sent by parents through the class WhatsApp group. The giving of guided assignments as has been done by the teacher, according to some research is very good for increasing the independence of students in learning. This is as stated by Santoso (2014), that giving guided independent assignments is one of the teachers' efforts in teaching students and as a means of assessing student abilities.

2. Obstacles in the Implementation of Online Learning at TKIT Al-Muthmainnah.

Based on the interviews conducted with the teacher, it was found that the language development of students in class B was quite good before the Covid-19 pandemic. It's just that several things become obstacles for teachers when teaching in class. The obstacles faced by implementing online learning include:

a. Collaboration between study schedules and parents' jobs

As it is known, early childhood learning always requires adult assistance. During the COVID-19 pandemic period with learning carried out online, the main companion for students to learn is parents. However, it turns out that almost as a whole, parents of students have work to do during the Covid-19 pandemic. Thus, working time and student learning time occur simultaneously so that parents cannot accompany their children to study optimally. With this situation, parents provide learning assistance in the afternoon or evening. As it was known at that time, both parents and students were exhausted, so learning was less than optimal. This is in line with the results of research by Citrawathi (2020) that fatigue harms student learning expectations. Thus, the research results (Apritanti, 2014) show that fatigue affects student learning outcomes.

b. The Limited number of online learning tools.

The next obstacle faced by teachers is the limited number of online learning tools. It is known that not all parents of students have adequate facilities to support the implementation of online learning. The means referred to in this study are smartphones, androids, laptops, and the internet network. Therefore, there are still some students who cannot participate in online learning well. This is in line with the results of Miski's (2015) research, that facilities and infrastructure affect student learning outcomes. This is also reinforced by the results of Puspitasari's research (2016) that facilities and infrastructure greatly affect student learning achievement. It is thus clear, that the limited means of supporting online learning is a major obstacle for teachers.

c. Parents' knowledge of online learning

Online learning or learning from home means that it requires relatively more complex parental knowledge. In addition to knowledge of the learning process, it is also knowledge of the use of online learning tools. Lack of knowledge of these two things can affect student learning outcomes. In general, the knowledge of the parents of TKIT Al-Muthmainnah students is relatively good. However, due to the lack of tools needed in online learning, this is still an obstacle in itself.

d. Unstable internet network

One of the main supporting infrastructures in online learning is the internet network. In general, in Jambi city, sometimes the internet network provided by internet service providers is not stable. This has an impact on the slow flow of learning information traffic. So, it is still found that new students can fill the evidence of learning outcomes at home at night. This situation becomes an obstacle during the implementation of online learning. To see and assess students' language development by paying attention to the learning process during class and outside of class (at home). This assessment system refers to the 2013 PAUD curriculum, where teachers or educators assess an authentic approach to students (Authentic Assessment). The teacher in the classroom takes three notes at once, including (1) daily notes, which is a checklist assessment that is carried out from the start of the learning process to completion (home from school), (2) notes on student work, namely assessments that are carried out from the beginning of the process to the end of the process. The student's work is complete), (3) anecdote notes that are done every day.

3. The Effectiveness of Online Learning at TKIT Al-Muthmainnah

To determine the effectiveness of online learning to develop students' language skills, measurements were taken using an assessment instrument. Assessment of student language development is carried out from only one type of note-taking, namely a daily note (checklist) of student photo and video submissions or deposits. Based on observations and interviews with homeroom teachers of class B or Al-Haliim, the development of students' language during the Covid-19 pandemic showed good progress overall. This can be seen from the achievement indicator table below:

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Table 1.Achievement Indicators for Children's Language Development during the Covid-19 Pandemic

No.	Indicators	BB	MB	BSH	BSB
1.	Children can listen to other people's words			14	7
2.	The child can understand two commands given to him simultaneously		3	15	3
3.	Children can understand the stories that are read		1	19	1
4.	Children can know various kinds of adjectives		5	14	2
5.	Children can repeat simple sentences			19	2
6.	Children can answer simple questions			18	3
7.	Children can express feelings and express opinions		2	18	1
8.	Children can express approval and disagreement and their reasons		1	17	3
9.	Children can retell stories that have been heard or read		3	17	1
10.	Children can recognize written symbols		7	13	1
11.	Children can recognize animal sounds and objects around them			19	2
12.	Children can imitate letters and numbers being exemplified			16	5

Information:

BB = Not Yet Developed

MB = Start Developing

BSH = Developing according to expectations

BSB = Developed Very Well

Table 2 shows the indicators of achievement of overall student development. The figure in the table shows the number of children with each of the achievement variables.
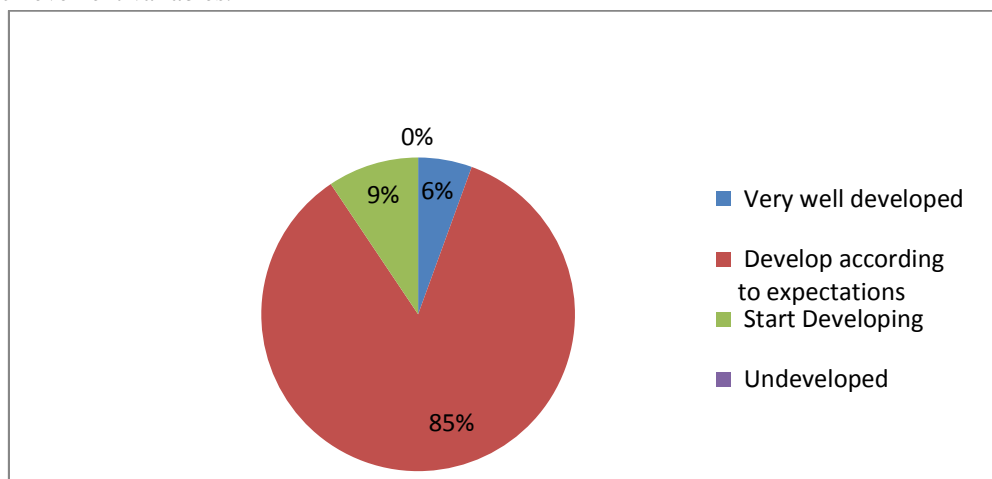
Figure 1.Percentage diagram of the assessment of student language development during the Covid-19 pandemic

Figure 1 shows the percentage assessment of students' language development during the Covid-19 pandemic. Based on the diagram above, it can be seen that 6% of students develop very well and 85% of students develop according to expectations and meet the indicators of achieving language development. Meanwhile, the other 9% of students are still at the stage of starting to develop. The data was obtained from the results of observations and interviews with class B or Al-Haliim TKIT Al-Muthmainnah teachers in Jambi City.

Based on observations and interviews with teachers, it is known that students' language development using online learning methods can make good progress than face-to-face learning because students are not shackled by fear when speaking in front of the camera. The absence of audiences causes students to speak more courageously. Students become accustomed to speaking regularly because they are also used to being in front of the camera. Students are considered to be more confident in uttering sentences.

As is well known, online learning at TKIT Al-Muthmainnah uses a zoom application, learning videos containing teacher exposures, animated videos, and communication through class WhatsApp groups. The use of various variations of learning media as mentioned above shows that the digital literacy skills of teachers are relatively good. The digital literacy skills of teachers have a positive impact on the abilities of students. Mardina (2017) states that digital literacy includes: digital technology, information, multimedia, visuals (images), audio. The learning media certainly leads to audio-visual learning media. The use of audio-visual learning media carried out by the teacher has a positive impact on student learning outcomes, in this case, the student's language skills. This is in line with Wijoyo's research (2018) that the use of audio-visual media can improve student learning achievement.

Thus it can be understood that online learning at TKIT Al-Muthmainnah has been relatively effective in terms of improving the language skills of students.

4. CONCLUSION

Based on the data and discussion as described above, at the end of this study the following conclusions can be made:

1) The learning strategy in early childhood language development at TKIT Al-Muthmainnah uses a zoom application, instructional videos containing teacher exposures, animated videos, and communication through class WhatsApp groups.

2) Some of the obstacles faced by teachers during the implementation of online learning include: 1) collision with the learning schedule with parents 'work, 2) limited number of online learning facilities, 3) parents' knowledge of online learning, 4) unstable internet network

3) The effectiveness of online learning at TKIT Al-Muthmainnah Jambi City, measured by the development of students' language skills. Based on the data that has been obtained, it can be seen that 6% of students develop very well and 85% of students develop according to expectations and meet the indicators of achievement of language development. Meanwhile, the other 9% of students are still at the stage of starting to develop.

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Building and Developing Ethnic Relations in Lam Dong Province in the Central Highlands of Vietnam Today

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ABSTRACT: The paper briefly presents the concept of ethnicity and nationality. Based on the definition and scope of the concept, the paper presents the characteristics of ethnic groups and analyzes the history of ethnic relations in Lam Dong. From these analyzes, the paper focuses on interpreting the importance of building ethnic relations in the process of industrialization and modernization in Lam Dong province: i) To create opportunities and conditions for ethnic groups in the province to cooperate and develop in all aspects, together successfully realize the cause of industrialization and modernization. ii) To build up ethnic relations so that the ethnic groups in the province can consolidate their mutual understanding and trust, thus avoiding conflict and tension leading to the danger of ethnic separateness, obstructing the process of industrialization and modernization.

KEYWORDS: Ethnicity, importance, building ethnic relations, industrialization and modernization, Lam Dong Province, Vietnam.

INTRODUCTION

In the view of Marxism-Leninism on the issue of national relations and the practice of building and defending the Vietnamese fatherland as well as experience in handling issues of national relations in the world, the Party and State of Vietnam always deeply grasping the issue of ethnic relations is one of the issues of strategic importance of the Vietnamese revolution. Document of the XII National Congress of the Communist Party of Vietnam affirms: "National solidarity has a strategic position in our revolutionary cause. Continue to perfect mechanisms and policies to ensure equality, respect, solidarity, and harmonious settlement of relations between ethnic groups, helping each other develop the region's economy, culture and society. There are many ethnic minorities, especially in the Northwest, Central Highlands, South West, Central Coast" (Communist Party of Vietnam: 164)

In a multi-ethnic country, ethnic relations play an important role along with other relationships affecting the history of birth, existence and development of each nation. Historical fact has proven that the role of national relations and the impact of ethnic relations in a country is very large and comprehensive. In the process of building the country in the direction of industrialization and modernization, the relationship between ethnic groups plays a great role and has a great impact on the implementation and implementation of economic development goals. national society and society. Therefore, it is urgent to pay attention to, research, and properly realize the role of ethnic relations building in Lam Dong province, Central Highlands of Vietnam.

The research questions in this study will be:

Question 1: What is the current view of ethnicity and ethnic relations?

Question 2: What is the importance of building and developing the relationship between ethnic groups in Lam Dong province and the Central Highlands of Vietnam today?

LITERATURE SURVEY

The studies on ethnic issues and the relationship between ethnic groups in Vietnam in general and Lam Dong province in particular can be summarized as follows:

Some ethnic issues and national policy views of the Party and State of the Political General Department, Department of Thought - Culture, Publisher. People's Army, 1998, the book's content mentions the issue of ethnicity and ethnic relations in a nation (pre-capitalist period, capitalist period up to now); Ethnic Vietnam; the national policy of our Party and State in the Doi moi period. Marxism-Leninism and Ho Chi Minh's thought *o*n the national issue of Nguyen The Thang, Publishing House. Labor, 1999, the

author focuses on researching the issues of Marxism-Leninism's views, Ho Chi Minh's thought on ethnic issues and the lines and policies of the Party and State of Vietnam on the issue of people clan.

Studying the general theory of ethnic groups, the relationship between ethnic groups for socio-economic development, there is also the work National relations and national policy in socialism (through Soviet documents. of the Vietnam Academy of Social Sciences, Institute of Social Science Information, 1990, the author has analyzed urgent theoretical issues about ethnic relations, such as: relations between ethnic groups, ideological issues in the development of ethnic groups, the Party's national policy in current conditions, ethnic groups and the state, ethnic issues in the reform condition, discussing new political thinking in national issues, philosophical questions of theory and practice of national relations in socialism; Relations between ethnic groups in an ethnic country of Dang Nghiem Van, Publishing House. National Politics, Hanoi, 1993, the author explains the different views around ethnic issues and ethnic relations, the relationship between the ethnic community and the socio-political community in history. From there, analyze the process of formation and characteristics of the Vietnamese people and propose some basic contents and solutions to promote the development of ethnic minorities and mountainous people. in the renovation and general development of the Vietnamese nation.

Concerning this research direction, there is the work Ethnic issues and ethnic policy development orientation in the period of industrialization and modernization of the Institute for Ethnic and Mountainous Policy Research, Publishing House. National Politics, 2002. Content presents theoretical issues about national awareness, national policies of the Party and State. The basic orientations in population planning, speeding up the pace of economic development of goods in accordance with the characteristics of each region in order to promote industrialization and modernization. At the same time, to propose basic issues such as hunger eradication, poverty reduction, illiteracy eradication, improving people's knowledge, health care, consolidating the system of ethnic agencies, respecting and promoting the village. good cultural identity of the ethnic groups, soon stabilizing and improving the lives of ethnic minorities.

Next is the *Construction and consolidation of the great national unity bloc in the Central Highlands*, Publishing House. National Politics, Hanoi, 2008. The work has analyzed and clarified the solidarity tradition of ethnic groups in the Central Highlands through historical periods, the process of building and consolidating the great solidarity bloc of ethnic groups in Central Highlands in the democratic national revolution and socialism building, especially the doi moi period. At the same time, the author analyzes trends that appear in ethnic relations, from which proposing a number of solutions to contribute to completing guidelines, supplementing policies for ethnic minorities, building and strengthening the national unity bloc in the Central Highlands.

In addition, there are a number of research works of a number of authors published in the magazine such as: Bui Chi Kien, "The process of innovation and development in Lam Dong", The Communist Review, No. 6, 1995, p. .23-25; Bui Chi Kien with "Continuing to advocate for sedentarization and sedentarization in ethnic minority areas in Lam Dong province", Journal of Theoretical Research, No. 1/1995, pp.4-7; "Lam Dong invests in socio-economic development in ethnic minority areas" by Nguyen Hoai Bao, Communist Review, 2002, No. 21, 2002, p.43-46;...

RESEARCH METHODS

To do the research, the author uses qualitative research methods and explanatory methods. Qualitative research method: Based on the theory and model from previous studies to collect information, then analyze the importance of building and developing relationships between ethnic groups in Lam Dong province. Synthetic, historical and dialectical methods are also used.

RESEARCH RUSULTS AND DISCUSSION
Views on ethnicity and ethnic relations

Ethnicity is a scientific concept that is still debated and has many ways to define and understand this concept. From the socio-political perspective, the concept of ethnicity can be understood in two meanings: First, in the sense of ethnic, ethnic is an ethnic community with the same language, history - origin, cultural life and ethnic self-awareness. In this sense, we have the ethnic Han, the Jewish people, the Kinh people... In the world today there are more than 3,000 ethnic groups, of which Vietnam has 54 ethnic groups; Second, in the sense of a nation, a nation is a stable community of people forming a nation, with a national territory, a unified economy, a common national language and intentions knowledge of our national unity, intertwined by our political, economic interests, cultural traditions and traditions of common struggle throughout the long history of building and defending the country. In this sense we have the Vietnamese people, the Chinese people, the French people... In the world today, there are more than 200 ethnic countries. Most countries in the world today are multi-ethnic. In this article, the author refers to ethnicity in the sense of ethnic people, used to refer to 54 ethnic groups of the nation of Vietnam.

According to Marxist philosophy, human society is not a sum of individual individuals but a community of people linked together by relationships in all areas of social life. In the process of producing material wealth, humans have established relationships with the natural world, human society and human thinking. Social relations are formed from the interaction and interaction of the subjects in the relationship and change according to historical circumstances. Therefore, human social relations are multifaceted, rich and complex such as class relations, ethnic relations, religious relations... In the work of Essay on Ludwig Andreas

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Feuerbach, Marx has asserts: "Human nature is not an inherent abstraction of a particular individual. In its realism, human nature is the sum of social relations" (Karl & Friedrich, 1995: 11). On the basis of the ethnic concepts mentioned in the articles, understood in the ethnic sense; Derived from the standpoint of dialectical materialism and historical materialism when studying the problem, national relations are understood according to two levels as follows: In a narrow sense, ethnic relations are the interaction, mutual influence, bond, contribute to the regulation of the existence and development of each other within an internal ethnic group considered above all aspects of life: economic modes, language, customs, cultural traditions…; In a broad sense, national relations are the interaction between each other, influence each other, bind each other, contribute to the regulation of the existence and development of each other in a nation, this relationship is shown, dominated and bound by economic, political, cultural and social interests united within the social life of a country.

Human society exists and develops according to objective laws and those laws are expressed through conscious human activity. In which, human activities and relationships have a huge decisive role in the development of social history. In a country with many ethnic groups, the national relationship is one of the basic social relations, having a decisive role in the existence and development of the country. Therefore, building relationships between ethnic groups is an objective indispensable thing. Stemming from the Marxist-Leninist point of view on national issues and the practice of building and defending the Vietnamese Fatherland, as well as experience in handling ethnic issues and national relations in the world, the Party and The State of Vietnam always considers the national issue and national relations building one of the issues of strategic importance of the Vietnamese revolution. Document of the XII National Congress of the Communist Party of Vietnam affirms "National solidarity has a strategic position in our revolutionary cause. Continue to perfect mechanisms and policies to ensure equality, respect, solidarity, and harmonious settlement of relations between ethnic groups, helping each other develop the region's economy, culture and society. there are many ethnic minorities, especially in the Northwest, Central Highlands, Southwestern and Central coastal regions "(Communist Party of Vietnam: 164). Currently, Vietnam is conducting the renovation, implementing the stage of accelerating the process of industrialization and modernization of the country to create a comprehensive and profound qualitative change in all areas of life. to bring the country to steady development to socialism. This is a great revolution in which the role of national relations is very important to the success of the renovation cause in Vietnam.

Lam Dong is one of the five provinces that make up the Central Highlands region, home to and living for more than 40 ethnic groups. Ethnic groups in Lam Dong have a tradition of solidarity and strong struggle in the history of building and defending the Central Highlands. Today, in the construction and defense of the Socialist Fatherland, all ethnic groups in Lam Dong need to consolidate, strengthen and further promote the strength of national solidarity, in order to successfully carry out the task. socio-economic development and political stability, national defense and security in Lam Dong province; contribute to the Central Highlands region and the whole country to successfully realize the common strategic goal of the great family of ethnic groups: industrialization and modernization of the country in the direction of socialist - rich people, country strong, democratic, fair, civilized.

Meanwhile, the Central Highlands region in general and Lam Dong province in particular has been and is a key area against hostile forces at home and abroad. In recent years, we have tried to take advantage of the ethnic diversity, the differences in economic, cultural and social life among ethnic groups, urgently propagating and provoking to divide and destroy the bloc. national solidarity - Lam Dong's core strength in the process of local industrialization and modernization.

Therefore, the research and deep awareness of the importance of building ethnic relations in Lam Dong in order to consolidate, strengthen and further promote the strength of ethnic solidarity, maintain the main security social order and safety, promoting socio-economic development, completing the industrialization and modernization in the province is an important and very urgent and meaningful task. both basic and urgent both in theory and practice.

Importance of Building And Developing Relationships Between Ethnic Groups in Lam Dong Province in the Central Highlands of Vietnam Today

Lam Dong is a mountainous province in the South of the Central Highlands, with an average altitude of 800 - 1,000 m above sea level with a natural area of 9,772.19 km^2. The East borders on Khanh Hoa and Ninh Thuan provinces. The Southwest borders on Dong Nai province. The South and Southeast are bordered by Binh Thuan province. The North borders Dak Lak province. Lam Dong currently has 12 administrative units, including: Da Lat city, Bao Loc city and 10 districts The population of Lam Dong in 2015 was 1,273,088 people, population density was 130 people / km2, urban population. accounting for 38.97% and the rural area 61.03% (website of General Statistics Office, 1979). Lam Dong is a land with many advantages in terms of natural resources, climate, soil... Therefore, from the past until now, apart from the indigenous people, it has attracted a large number of people from many ethnic groups. another place to settle down. Before the nineteenth century, ethnic minorities such as the Ma, K'ho, Churu… were indigenous people who had lived in this South Central Highlands for a long time. According to history, the population and composition of ethnic groups in Lam Dong have many changes.

The population is not only homogeneous ethnic minorities, but also many other ethnic minorities come to live. Through the fluctuations of historical circumstances, currently, Lam Dong has over 40 ethnic groups. The ethnic groups have unequal numbers

of people, do not have separate territories but alternate with each other. In which, the Kinh accounts for the largest proportion of 77%, the K'ho ethnic group 12%, the Ma ethnic group 2.5%, the Tay 2%, the Nung 2%, the Hoa 1.5% , the Chu ru people 1.5%... the rest are other ethnic groups with the rate of less than 1% (website of General Statistics Office, 1979). Due to the natural geographic conditions and the domination and exploitation of imperialist colonialism in history, the level of development in many aspects among ethnic groups in Lam Dong has a big difference, especially between Kinh people with other ethnic minorities. Like other ethnic groups in the Central Highlands and all over the country, ethnic groups in Lam Dong also have their own diverse and rich cultural identities. Ethnic minorities in Lam Dong, whether the majority or a minority, residents of indigenous ethnic groups or people who have migrated from other places are an unified and inseparable part of Lam Dong, of the region. The Central Highlands and the whole nation of Vietnam. The Kinh ethnic group is the majority group, plays a role as the nucleus of solidarity, mutual assistance and assistance to different ethnic groups to strive together for the common development of Lam Dong - industrialization and modernization.

The history of building and defending Lam Dong has boldly emphasized the solid solidarity relationship between the ethnic groups here. During the long resistance war of the Vietnamese people against the French colonialists, the Japanese fascists and the American imperialists invaded, the peoples of Lam Dong have also merged into the vibrant atmosphere of the whole country, promoting solidarity relations, fighting vigorously from the very first days. In the 20-30s of the twentieth century, the struggle movement in Lam Dong against the French colonialism developed widely. Ethnic minorities united together to stand up to fight against arrest, arrest of soldiers, against the policy of land robbery of the French bourgeois... Typically the Mu Co movement at that time had gathered 10,000 people ethnic groups in the province joined against the French. In April 1930, the first Communist Party cell in Da Lat was established, the activities of ethnic minorities developed to a new step from spontaneity to self-consciousness. The movement of workers of ethnic groups in the plantations has developed deeply. Workers of the Kinh ethnic group act as the focal point, enlightenment and influence, attracting the ethnic minority workers to unanimously fight the oppression and exploitation of the French colonialists and the Japanese fascists. Strikes of ethnic workers in Cau Dat tea plantations (1936, 1937, 1938), Xidec firm (1938), ... demanding a raise, paying debts for months of missing wages, improving working conditions. be fired without cause... mobilized thousands of people to participate. The French colonialists were terrified of the protests, had to compromise, and meet the legitimate demands of the workforce. The success and spread of strike activities in the province is a strong testament to the solidarity, mutual assistance and mutual help relationship between workers in particular and ethnic minorities in general against oppression, exploitation of the enemy.

Next was the Japanese coup d'etat to France, the struggle of ethnic minorities in the province was even more developed. The ethnic minorities mobilized each other not to pay taxes, do not work for Japan, and responded to all policies of the Viet Minh. The ethnic groups volunteered to join self-defense teams, participated in armed demonstrations against Japan, dug trenches, supplies for self-defense units to fight,... Especially, during this period, the peak of the wind The anti-Japanese movement was from August 22, 1945 to August 28, 1945, under the leadership of the Viet Minh Front, ethnic minorities in the whole province took to the streets to protest to take part in the insurrection to regain the government. the establishment of a new government. From 1954 onwards, after ousting France from Indochina, the American imperialists blatantly undermined the Geneva Agreement and jumped into South Vietnam to establish the government of Ngo Dinh Diem's henchmen. They devastated villages, looted food, ... and gathered people into concentration camps, "strategic hamlets" along the edges of their military subdivisions. Ethnic minorities in Lam Dong joined forces and joined forces in the resistance war against the US invasion. In 1960 onwards, the struggle movement entered a new period with the direct and unified leadership of the Party and the support of the ethnic groups throughout the country. The army and people of all ethnic groups in the province united with one heart against the raid, cornered the people, established the "strategic hamlet" of the enemy, built and protected the revolutionary government right in the heart of the enemy. The first victories such as: La Oang, Bac Ruong, Da Xang, Di Linh, Bo Sar, Tan Rai,... motivated and enthusiastic to revolutionize the army and people of ethnic groups in the province. The pro-American government Ngo Dinh Diem increasingly saw the danger and growth of the revolutionary movement of the ethnic groups in the province. They strengthened their forces, equipped with many modern weapons and actively enforced the 10-59 law, implemented the policy of "prosecuting plus", "destroying plus" with the slogan rather "killing mistakes than omitting" for herds. oppressive movements, but all met with a fierce counterattack by the army and people of all ethnic groups. The people of all ethnic groups united, together they covered and nurtured the soldiers and built revolutionary bases throughout the area. In 1975, the army and people of ethnic groups in Lam Dong tightened their solidarity in turn to encircle, attack and destroy the enemy, liberating Bao Loc (March 28, 1975), Di Linh (March 29, 1975), Da Lat (April 3 - 1975) and the entire province contributed to the liberation of the South and the reunification of the country.

It should also be emphasized that, right from the time of the French colonization, the American imperialism invaded our country. They always identify the Central Highlands as a place that has a particularly important position in terms of economy, security and national defense that must be held. Therefore, on the one hand, they try to destroy and create friction in order to divide the solidarity and peaceful relationship of the peoples here. On the one hand, the French colonialists migrated the northern ethnic groups to Lam Dong and other Central Highlands provinces to have human resources for resource exploitation, economic

production to serve the French bourgeoisie; on the other hand, they carry out Christian evangelization, confuse bourgeois people, provoke narrow nationalist thought of local ethnic minorities under the guise of "Upper Land of Montagnards", "Autonomous regions" to occupy Acquire resources and train minions. However, the enemy never reached his goal. National relations of solidarity, attachment and mutual assistance in production and fighting are still key. Later, the US imperialism, through the administration of Ngo Dinh Diem's henchmen, intentionally caused conflicts and conflicts between nations by implementing the large national policy "Trong Kinh contemptuous", cornering people to establish "hamlets. strategy ", propagating Protestantism to easily rule and disrupt the revolutionary movement. The plot and actions of reactionary forces are to enslave, oppress and exploit the nations, and monopolize the Central Highlands into their colony. In the following years, the reactionary forces of Fulrism, which the US - Wei set up to carry out the anti-riots, demanded the establishment of "Degar Protestant State" in the Central Highlands provinces in the 2000s reactionaries could not carry out this plan in Lam Dong. They are defeated by the close solidarity of people of all ethnic groups in the province who believe in the leadership of the Party.

Considering the history of ethnic relations in Lam Dong from the past to the present, it is generally necessary to confirm that ethnic relations are stable. From an objective basis, ethnic relations in Lam Dong still have conflicts and friction arising in the development process. In addition, in the past as well as nowadays, the Central Highlands region in general and Lam Dong province in particular has been and is a key area against hostile forces at home and abroad. But ethnic relations still take place on the main feature of equality, solidarity, respect, mutual assistance and mutual assistance for mutual progress and development. This is an outstanding advantage and great achievement in ethnic relations in Lam Dong during the process of local protection, construction and development. Therefore, today Lam Dong continues to carry out industrialization and modernization, building and promoting ethnic relations in the province is of top importance.

Firstly, building ethnic relations to create opportunities and conditions for all ethnic groups in the province to cooperate and develop in all aspects, together successfully implement industrialization and modernization. Currently, the lives of ethnic groups in Lam Dong are still different in many aspects. This is a fact that greatly affects ethnic relations. Over the years, the Party and State and Lam Dong province have had a lot of attention and support policies and policies to gradually overcome the disparities in many aspects between ethnic groups. However, this is a long and enduring striving process. Ethnic groups in Lam Dong are governed by different geographical conditions and historical circumstances, so the level of development in all aspects is also different. Given that a province has more than 40 ethnic groups living in which more than 20% are ethnic minorities, the development of each ethnic group affects, impacts and contributes to the overall development of ethnic groups in Lam Dong, of the entire community of ethnic groups in Vietnam. In the new context of the country, the process of industrialization and modernization is being accelerated, building ethnic relations so that the ethnic groups in the province have the opportunity to cooperate and develop in all aspects weak. Ethnic relations are built and strengthened on the basis of equality, solidarity, respect and mutual assistance in the development process, so that all ethnic groups, especially ethnic minorities can advance. with the majority of ethnic groups, with other ethnic minorities.

Secondly, building ethnic relations so that ethnic groups in the province strengthen mutual understanding and trust, avoid causing conflicts and tension leading to the risk of conflict, ethnic separatism, obstructing the process. industrialization and modernization. Ethnic issues and ethnic relations always contain sensitivity and complexity. In the world, since the second world war up to now, there have been many conflicts, most of which are related to ethnic issues and ethnic relations, linking ethnic issues with religious issue. Over the years, national and religious conflicts have continued to be tense in many regions: Southeast Asia (Philippines, Indonesia, Thailand, Myanmar- ma), South Asia (India, Pakistan, Pakistan), Middle East (Syria, Egypt), North Africa (Tunisia, Lebanon),... Ethnic conflicts are often very complicated, prolonged and difficult to resolve, leaving very heavy consequences, even turning into prolonged civil wars. The danger of national conflicts reaching their peak is the danger of national disintegration and secession. This is a major concern of every ethnic nation in today's world. The cause of these conflicts and contradictions is often derived from disagreements, tensions, friction, conflicts in national relations with economic, cultural, religious beliefs,...

Lam Dong is a province located in the Central Highlands, where many ethnic groups live. The ethnic situation in the world today is a profound lesson for Vietnam as well as Lam Dong to harmoniously handle ethnic relations in the development process. Historically, ethnic groups in Lam Dong have united with other ethnic groups in the country to expel foreign invaders, preserve national independence, protect the peace of the Central Highlands, contribute to victory. common country. Ethnic relations between ethnic groups are built, strengthened and increasingly stable throughout the process of building and developing Lam Dong. Today, in the new stage of socialism construction, along with the change of practical circumstances, the relations between ethnic groups must be more concerned and handled with comedy. The process of industrialization and modernization has given rise to new conditions that affect and affect ethnic relations in many directions and in many different directions. When the trend of national independence and autonomy is increasingly asserted, all ethnic groups have risen to assert themselves, and integrate and unify with the community of ethnic groups. This also makes the ethnic consciousness of each ethnic group strengthened. Therefore, policies related to ethnic issues and ethnic relations, if not implemented skillfully and satisfactorily, are likely to cause conflicts and conflicts. Along with the development process, the investment strategy in all aspects may still be irrational between

regions, between ethnic groups, causing people to have insecurity, fear of assimilation and coercion.

CONCLUSION

In recent years, the ethnic situation in the Central Highlands in general and Lam Dong province in particular has been quite complicated; sometimes there has been a "hot spot". This is a sign that if you do not pay attention to build well and handle the ethnic relationship harmoniously, there will be many unpredictable dangers. It is also important to recognize that the Vietnamese Party and House in the process of implementing and resolving ethnic issues and ethnic relations have repelled and prevented "hot spots". However, the road ahead is still difficult and arduous, with stable and healthy ethnic relations to have favorable conditions for socio-economic development. Therefore, building ethnic relations to consolidate mutual understanding and trust, avoid causing conflicts and tension leading to the risk of conflict and national secession is indispensable. Increasing conflicts and conflicts between ethnic groups will become a destabilizing factor and affect the industrialization and modernization process of each locality as well as the whole country. Building ethnic relations for ethnic groups to increase mutual understanding, learn from each other and help each other in the development process. Building ethnic relations so that national conflicts and conflicts will be replaced by solidarity, respect, love and mutual trust, working together towards the common development goals of the province and the country family. If the national relations are stable and healthy on the basis of solidarity, love, respect and mutual support, the conflicts between nations will be resolved, and will not lead to tensions and conflicts. sudden. On the basis of mutual understanding, trust and respect, ethnic groups will have the faith to bring into play the internal strength of each nation, and to work in harmony with the different ethnic groups going forward together. And it is the mutual understanding and trust between the ethnic groups that will eliminate and eliminate the risk of ethnic division and separation.

The mutual understanding and trust between ethnic groups is one of the prerequisites for promoting the strength of each ethnic group as well as all ethnic groups in the province, is a great motivation for Lam Dong overcoming difficulties and challenges in the process of local socio-economic development, contributing to the country's construction in the direction of industrialization and modernization today.

Therefore, in the process of industrialization and modernization in Lam Dong province, the Central Highlands region and the whole country, building relationships between ethnic groups to be sustainable and develop to serve a common cause. Meaning is more important than ever.

ACKNOWLEDGEMENTS

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Ho Chi Minh's Thought on Democracy and Promoting Democratic Right Today in Vietnam

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ABSTRACT: Democracy plays an especially important role in the history of thought, because it is not only the primary mode for establishing a good, humane society for human happiness; but also the driving force to promote the socio-economic development of each country and nation. Therefore, most countries in the world, including Vietnam, consider democracy as the goal of their development strategy. Ho Chi Minh left our Party and our people an invaluable legacy of theoretical arguments on particularly important issues of the Vietnamese revolution, including philosophical profound thoughts on democracy, which until now, it still has theoretical and practical value.

KEYWORDS: Democracy, Communist Party of Vietnam, Ho Chi Minh

INTRODUCTION

One of the issues of great significance in Ho Chi Minh's ideological heritage is democracy. Ho Chi Minh's thought on democracy is expressed with rich, vivid and profound content. It is both the crystallization of the national culture, the quintessence of human culture, and the vivid realization of the Vietnamese revolution as well as the features of the era. Ho Chi Minh's thought on democracy was not only the theoretical basis and guideline but also the methodological basis for the cause of the Vietnamese revolution under the leadership of the Party in the struggle for national liberation. as in the current country building and renovation career. The article contributes to clarify Ho Chi Minh's thoughts on democracy and the current application of the Communist Party of Vietnam.

RESEARCH RUSULTS AND DISCUSSION

Ho Chi Minh's thoughts on democracy and promoting the people's ownership

Ho Chi Minh's thought on democracy is the result of the deep understanding of the role of the people in history: "People are the most precious, the most important, the ultimate", "There are no What is as precious as the people. There is nothing as strong in the world as the united force of the people" (Ho, 2000e: 276); "People are the roots of the country, of the revolution", "Revolution is the cause of the masses", "People are unanimous, anything can be done. The people do not support, they should not do anything" (Ho, 2000e: 293); "The country is based on the people. Stump has a new sustainable tree. Build a successful building based on the people" (Ho, 2000e: 409-410). He mobilized the strength of the entire people in the struggle for self-liberation, greatly contributed to bringing the Vietnamese people to independence and freedom, bringing our people from slavery to the status of national mastery, control of society. Therefore, "I do not do anything against the people with regard to the people". President Ho Chi Minh is well aware of the role of democracy, considering democracy as the driving force for development; practicing democracy is the universal key to solving all difficulties.

President Ho Chi Minh affirmed that democracy means democracy is democracy and democracy is ownership. The person who pointed out, the people's status is the owner towards society, the country and the people are the subjects of power. This is the core content of Ho Chi Minh's democratic ideology, reflecting the highest and most common value of democracy is the power belonging to the people: "Our country is a democratic country, the highest status is the people, because democracy is democracy" (Ho, 2000c: 515), "our regime is a democracy, that is, the people are the masters" (Ho, 2000f: 572). This affirms the real social value of democracy in that it is to give the majority of the working people their own powers through the struggle to reform the old society and build a new society of their own the masses of the people. President Ho Chi Minh had only one "ultimate desire and desire to make the country independent, the people free, everyone had meals, clothes, and education". He has strived tirelessly, doing everything to realize Independence - Freedom - Happiness for the Fatherland, the people and the people. He has drawn a truth not only for the nation but also for humanity "nothing is more precious than independence and freedom".

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Infused with Marxist-Leninist views, President Ho Chi Minh especially emphasized the need to build a democratic regime, a political institution and a democratic state institution, a state of the people, a state of the people and for the people. "How many benefits are for the people, "he affirmed. How many powers are of the people. Renovation work, construction is the responsibility of the people. The cause of the resistance war and national construction is the work of the people. The government from the commune to the central government is elected by the people. The mass organizations from the central to the commune are organized by the people. In short, power and power are in the people "(Ho, 2000d: 515). Our state is a state of the people; consider the people as powerful subjects; The state is a tool of the people, a form to gather and gather the strength of the entire nation into a common cause, but the state is not a place for "promotion, prosperity", sharing power and benefits.

After the home country won its independence, in the first session of the revolutionary Government of the Democratic Republic of Vietnam, he requested to hold the General Election as soon as possible with universal suffrage. A state is run by the people, ie the people must participate in the affairs of the state. Although the National Assembly of our country is in the highest position, it is not a centralized agency with all power. When there appear to be jobs related to the country's destiny, it will be given to the entire people. The State is by the people in Ho Chi Minh's thought that the people do themselves, take care of their jobs by themselves, through relationships in society, through mass organizations, not the state subsidizing, replacing the people, making people enjoy moving, relying on, waiting. The state for the people, that is, our state has no other interests besides serving the people, that is the working class nature of our State. The person who requests all the works of the State must clearly show that nature: "Whatever works for the people, we must do our best. Whatever harm is done to the people, we must do our best to avoid" (Ho, 2000c: 698-700). He reminded the authorities at all levels to avoid mistakes, shortcomings, bad habits, diseases that easily infect state power agencies such as: trust, corruption, self-indulgence, divided, arrogant...

President Ho Chi Minh requested that all undertakings, policies and regulations of the State from the central to local levels come from the interests of the people. All State officials are for the people, wholeheartedly serving the people, performing industriously, with integrity, righteousness, and impartiality. A state for the people must ensure that the people have a prosperous and happy life. He clearly pointed out the responsibilities and obligations of the Party and State to the people. "If the people are hungry, the Party and Government are at fault; if the people are cold, the Party and the Government are at fault; if the ignorant people are the Party and the Government is at fault". The State not only knows how to benefit the people, but also respects the people. He reminded us that we must love the people, and respect the people, the people will love me and me; At the same time, it is necessary to make people understand clearly: "If the people have an interest in ownership, they have the obligation to fulfill their citizenship and keep the civic morality" (Ho, 2000c: 409-410).

In Ho Chi Minh's thought, the state of the people, by the people, for the people must be a powerful rule-of-law state, governed by law and must make the law into effect in practice. In a democratic state, democracy and the law must always go hand in hand and have a close relationship to ensure a strong government. There can be no democracy outside of the law, the law is the midwife of democracy. All democratic rights of the people must be institutionalized by the constitution and law, on the contrary, the legal system must ensure that the people's freedom and democracy are respected in practice. Building a socialist legal system to ensure the exercise of the people's power is the lifelong concern of President Ho Chi Minh. Besides, he also pointed out the relationship between dictatorship and democracy: "Every regime has a dictatorship, the question of who is authoritarian to whom?... Like a treasure box, there must be a lock. The house must have a door... Democracy is the most precious treasure of the people, the main is the key, the door to guard against spoilers... Then democracy also needs to have a dictatorship to preserve democracy" (Ho, 2000f: 279)

Ho Chi Minh always determined that democracy is the driving force of social progress and development. The democracy that we are trying to build is the democracy of the vast majority of the people, associated with social justice and progress in every step of development and each development policy. Uncle Ho once said: to lead a country that allows our people to be backward and to be disadvantaged in enjoying human happiness is also a loss of democracy. Ownership is the people's divine right that no one can invade. President Ho Chi Minh emphasized that the responsibility of the Party and State in promoting the people's mastery is to make them capable of mastering, enjoying, using democratic rights, dare to say and dare to do. To promote democracy is to promote the talents of the people. If we want to do so, we must "respect the people, be close to the people, understand the people, learn the people and be responsible to the people". According to Uncle: "Without studying the people, we cannot lead the people. Only know how to be a local student, and can be a teacher of a local student".

Respect for the people, trust the people, learn the people, organize and educate to bring into full play the power of the people is consistent throughout the entire career of President Ho Chi Minh's revolutionary activities. He affirmed: believe in the people, bring all problems to the people to discuss and find solutions. We have defects, then honestly admit it in front of the people. Any resolution that people think is not appropriate, then let them propose repairing. According to President Ho Chi Minh, before doing anything, the Party and government also have to discuss with the people, ask for their opinions and experiences, together with them to make plans to suit the local circumstances and then motivate and organize them to act. During the implementation, it is necessary to monitor, help urge and encourage the people; After completing the implementation, we must accompany them to review the work, learn from experience, criticize, and reward. In the process of building socialism, our Party, State and people

have step by step created the economic, political and social basis of the socialist democracy; people's social power is defined in the Constitution and law; the people's need for democracy is increasingly developing; The people's awareness and capacity to practice democracy are increasingly enhanced ...

Applying Ho Chi Minh's ideology on democracy, promoting the people's mastery of Communist Party of Vietnam
In the process of leading the revolution, the throughout viewpoint of our Party is: "Socialist democracy is the essence of our regime, which is both the goal and the driving force for the development of the country" (Communist Party of Vietnam, 2011: 84-85). To meet the requirement of democratic expansion, our Party and State have issued many undertakings and policies to promote people's mastery.
The 6th Congress of the Party started the renovation work outlined the motto "People know, people discuss, people do, people check "and summarized lessons learned: "In all its activities, the Party must contemplate thoroughly the thought of "taking the people as the root", building and promoting the right to mastery of the people working".
The Party's Congress VII required to organize and mobilize all classes of people to actively participate in building laws and policies, and contribute opinions to state agencies at all levels to build regulations and regulations. The convention is in accordance with the laws and undertakings and policies of the State, participates in the popularization of laws among the people and organizes mass movements to implement the laws and policies of the State.
The 8th Congress of the Party defines the task of building a mechanism to implement the motto "People know, people discuss, people do, people check" for the undertakings and policies of the Party and State; well implement the people's mastery mechanism through elected bodies, direct ownership in the form of self-governance, ensure democracy in decision-making and decision-making.
The Ninth Party Congress stated: "Well implement the democratic regulations, expand direct democracy at the grassroots level, create conditions for people to participate in social management, discuss and decide on important issues. important. Overcoming all manifestation of formal democracy. Building the Law on Referendum".
The 10th Party Congress has determined: "All the Party's lines and policies and the laws of the State are for the benefit of the people, with the participation of the people".
The country building platform in the period of transition to socialism (addition and development in 2011), our Party once again affirmed: "The cause of the revolution is for the people, by the people, for the people. It is the people who make the historic victories. All activities of the Party must come from the legitimate interests and aspirations of the people. The Party's strength is its close attachment to the people. Bureaucracy, orders, and distance from the people will lead to immeasurable losses to the destiny of the country, of the socialist regime and of the Party", "Our State is a social rule-of-law State the meaning of the people, by the people, for the people", "The State serves the people, closely attaches to the people, fully realizes the people's democratic rights, respects and listens to the opinions of the people. the people and subject to the people's supervision; adopt mechanisms and measures to control, prevent and punish bureaucracy, corruption, waste, irresponsibility, abuse of power, and violation of citizens' democratic rights; keep strictly disciplined.
Resolution of the XII Congress of the Party continued to state: "Continuing to promote socialist democracy, ensuring all state power belongs to the people. All lines and undertakings of the Party, policies and laws of the State must derive from the aspirations, legitimate rights and interests of the people, and be consulted by the people. Democracy must be implemented fully and seriously in all areas of social life. Ensure people are involved in all stages of decision-making processes regarding benefits, from initiating initiatives, participating in discussions and debating to monitoring implementation. Focus on building legal documents directly related to the people's ownership" (Communist Party of Vietnam, 2016: 169), "Institutionalize and well implement the motto "People know, people discuss, people" (Communist Party of Vietnam, 2016: 170).
The socialist democracy and the guarantee of promoting socialist democracy in our country today are not only confirmed in the Party's policies and lines, but also institutionalized and guaranteed through The Constitution and legal system of the State. In terms of building and perfecting institutions, policies and laws on the implementation of democracy, the XII Congress assessed: "The Party and State continue to issue many guidelines, policies and laws to promote democracy socialist, ensuring the exercise of the people's mastery. Human rights, basic rights and obligations of citizens are more fully defined in the 2013 Constitution and in the newly enacted and revised legal system. Clearly affirming human rights, political, civil, economic, cultural and social rights that are recognized, respected, protected and guaranteed under the Constitution and law; Communist Party of Vietnam, 2016: 167) associated civil rights with obligations and responsibilities to the society.
A living proof for the above assessment of the Party is the constitutional principle of practice and promotion of democracy recognized in the 2013 Constitution, such as: "1. The State of the Socialist Republic of Vietnam is a socialist rule-of-law state of the People, by the People, for the People; 2. The Socialist Republic of Vietnam is owned by the People; all state power belongs to the People whose foundation is the alliance between the working class with the peasant class and the intellectual contingent" (Article 2); "The State guarantees and promotes the mastery of the people. people; recognizing, respecting, protecting and ensuring human rights and citizen's rights; realizing the goal of a rich people, a strong country, a democracy, equality and

civilization, everyone has a prosperous, free, happy life, with comprehensive development conditions" (Article 3); "The people exercise state power through direct democracy, by democracy representing through the National Assembly, the People's Council and through other State organs" (Article 6) ... Democratic rights People's rights are also recorded in Chapter II of the 2013 Constitution (provisions on human rights, basic rights and obligations of citizens) as well as in many other legal documents, such as the Law on promulgation of documents legal normative documents, Law on referendum, Land Law, Criminal Procedure Code, Civil Procedure Code, Law on Organization of the National Assembly, Law on Government Organization, Law on Organization of Local Government, Law on Access to Information, Law on Press, Law on Dissemination, Law Education, Labor Code, Law on Health Insurance...

Practice of direct democracy through the Democracy Regulation at grassroots recently

While we attach great importance to promoting democracy at the central level, where the macro-policies and policies are formulated, we must strive to embrace democracy at the grassroots level, because the grassroots are on duty. continue to implement all undertakings and policies of the Party and State, where exercising the people's rights in the most direct and widespread way. Over the past time, stemming from the requirements and demands of reality after the events that happened in Thai Binh and some localities due to the shortcomings in the practice and promotion of democracy at grassroots since the late 1990s. Last century, the Politburo issued Directive No. 30-CT / TW, dated 18/02/1998, on the establishment and implementation of the democratic regulations at grassroots level. This is a major policy of the Party, extremely important in building and promoting the people's mastery, creating a strong driving force to promote the construction and defense of the Fatherland, and this is also This is the first time our Party has issued a separate document to lead and direct the concretization of the guideline "People know, people discuss, people do, people check", marked a change in awareness of democracy and socialist practice, expressing 5 basic points of view on the construction and implementation of regulations. Democracy at the grassroots level, up to now, still has its value: The promotion of the people's mastery must be placed in the overall mechanism of the political system "The Party leads, the State manages, the people take ownership. "To bring into play well the representative democracy, improve the quality and effectiveness of activities of the National Assembly, the Government, People's Councils and People's Committees at all levels, and well implement the direct democracy regime continue at the grassroots level so that people can discuss and decide directly on important and practical jobs associated with their interests knowledge, creating conditions for the expansion of democracy with quality and efficiency Democracy must go hand in hand with discipline and order; powers associated with responsibilities and interests go hand in hand with obligations.

Institutionalizing the undertakings and views of Directive No. 30-CT / TW, State agencies have issued many legal documents to promote the implementation of democracy at grassroots: Standing Committee of the National Assembly. The Association issued many resolutions, conclusions and in 2007 issued Ordinance No. 34/2007 / PL-UBTVQH11 on the implementation of democracy in communes, wards and towns; The Government has issued, supplemented, amended, and replaced many decrees on the regulations on the implementation of democracy in various grassroots, and is currently implementing Decree No. 149 (2018) on the grassroots democracy at workplaces (enterprises) and Decree No. 04 (2015) on implementing democracy in the operation of state administrative agencies and public non-business units. These are important legal documents that are in effect, contributing to the content and views of our Party on the practice and promotion of democracy, building and implementing the democratic regulations at the grassroots level come to life.

Implementing the Party's directives and conclusions and the State's legal documents, in recent years, especially in recent years, the implementation of the Grassroots Democracy Regulation has seen many positive changes. Increasingly awareness of democracy and the practice of democracy by the Party committees, authorities, the Fatherland Front, socio-political organizations, officials, party members, civil servants, public employees and all walks of life raised. Administrative reform, especially administrative procedure reform, has undergone many changes. Dialogue, citizen reception, complaint handling, denunciation and legitimate and legitimate proposals and aspirations of people and businesses are more concerned than before. The spirit and attitude of serving the people and ethics of public service of the contingent of cadres, civil servants and public employees have made many progress. People's inspection boards, investment supervision boards of communities, conciliation teams at grassroots levels have operated quite effectively, promoting people's direct democracy in residential areas. Social supervision and criticism activities, suggestions for Party building, administration of the Fatherland Front and socio-political organizations have achieved many results, some places have organized social criticism activities. associations at district and grassroots levels. The people participated more actively in the work of building and regulating the Party and building the government. Ownership of the people, forms of representative democracy were promoted, direct democracy expanded; The motto "People know, people discuss, people do, people check" are concretized in many fields of social life.

The implementation of the Regulation on democracy at the grassroots level has contributed to promoting the role, potential and creativity of the people in discussing the affairs of the locality and the country; to give opinions on building policies, laws, regulations, conventions, to build the Party and the administration, to participate in monitoring the activities of cadres, civil servants and party members in residential areas. The democratic atmosphere in the Party and in society is more open. Many

difficulties in the development process have been discussed, removed and solved effectively, such as: Compensation, support and resettlement when land acquisition is implemented to implement works and projects; land donation for construction works, land consolidation, land exchange, environmental sanitation, new rural construction, civilized urban areas; building solidarity collectives, successfully completing political and professional tasks in administrative agencies and non-business units; improving techniques, increasing labor productivity in enterprises... creating an excited atmosphere, encouraging all classes of people to step up emulation movements, contributing to helping our country overcome difficulties, gaining great achievements in socio-economic development and improvement. and improve people's lives; ensuring national defense and security; building a clean and strong Party, government and political system; creating consensus in society, strengthening the block of great solidarity for the entire people, strengthening the close relationship between the Party, the State and the people; improve the position of our country in the international arena.

The above results are attributed to the leadership, direction and implementation of the Party Committees, authorities, the Fatherland Front and socio-political organizations; promote propaganda, grasp thoroughly and organize the implementation of the Party's guidelines, the State's laws on the building and implementation of the democratic regulations at the grassroots level; all walks of life agreed to support, respond and actively participate. In particular, the Central Steering Committee has implemented the Democracy Regulation at the grassroots level and the steering committees at all levels have made great efforts, actively working, upholding the responsibility of advising the Party committees in leadership work, producer; strengthen inspection, guide, and exchange of experiences in clusters and areas to replicate good models, effective methods, rectify and rectify misleading and weak manifestations.

In addition to the achieved results, it is also necessary to frankly point out the shortcomings and weaknesses such as: Propaganda, dissemination and grasping the Party's policies, the State's laws on the implementation of the democratic regulations in some localities, agencies and units were not timely; Many places of implementation are still formalistic and coping. The disclosure of relevant contents in many localities and institutions is not sufficient, and has not created favorable conditions for people to access information. The promotion of the people's roles and responsibilities to participate in discussing and deciding local issues, and to supervise and contribute to the building of the Party and government in some places is still limited. The implementation of democratic regulations in all types of enterprises, especially non-state enterprises and private sector enterprises, still faces many difficulties; Sometimes, in some places, there are still cases of violations of democracy, causing frustration, complaints against people and over-level, but the settlement has not been thoroughly resolved, especially in the implementation of policies and laws on land, compensation and re-settlement. Settlement when land acquisition. It is not timely to grasp the situation of the people and handle organizations and individuals that violate the people's ownership rights. The role of the Fatherland Front and socio-political organizations in propaganda, mobilization, mass gathering, and promotion of the general strength of the masses remains inadequate. There is still a situation in which a part of the people take advantage of democracy to demand, claim improperly, improperly with the law, disregard discipline, water permission, even being taken advantage of by hostile forces, manipulating greed. demonstrators, disruptive, gather large numbers of people, lose security, social order and safety, violate the law.

Some solutions to promote direct democracy in the coming time

Reality shows that implementing democracy regulations at the grassroots level and promoting the people's ownership role is the decisive factor in creating social consensus. In the countryside, when democracy is promoted, each family, each person is discussed and understood to perform the common work well, the village's friendship is firmly attached, sharing and helping each other in life. daily. In the neighborhood, promoting democracy well, people participating in the constitutional contribution, together building a cultural and friendly living environment, there will be civilized neighborhoods. In each agency, unit, where democracy is well promoted, there will surely be a united, unified team, successfully completing political and professional tasks, each member of the collective is attached, share. In each enterprise, when a democratic atmosphere is aroused, business owners can listen to employees' thoughts, aspirations, and proposals, sympathy and sharing, and will form collective labor teams creative, know the commitment and hardship, overcome difficulties together, create productivity, quality, labor efficiency many times higher... And vice versa, where there is lack of democracy, only imposition and orders, that place will lack vitality, in terms of dissatisfaction, disunity, factions, the work cannot be highly effective. Therefore, the Party committees, authorities, the Fatherland Front and mass organizations need to continue to thoroughly grasp, fully and comprehensively realize the Party's guiding views and State laws on implementation. democracy; strengthening leadership, directing the building and implementation of democratic regulations in each locality, agency and unit to ensure the nature and efficiency; where it has done well, it is necessary to maintain and do better, where it is not good or does not meet the requirements, it is necessary to urge, rectify, and help the implementation to get better; how to make the implementation of democratic regulations and promote democracy become a human factor, the driving force for socio-economic development, take better care of the people's lives, interests and happiness, implement social justice, live with culture, gratitude, ensure security and social security, create a driving force for revolutionary action movements of the masses, participate in the development of the country in general and each geographical areas, agencies and units in particular.

Ho Chi Minh's Thought on Democracy and Promoting Democratic Right Today in Vietnam

A decisive factor to the quality and effectiveness of the formulation and implementation of democratic regulations is the role of the heads of the party committees, authorities at all levels and agencies and units. Each comrade secretary at all levels, from Central Commissioners to grassroots commissars, key leaders of state agencies, governments at all levels, agencies and units must promote democracy in the Party, openly and transparently in the administration of the government, truly uphold the role of accountability, pioneer role, role model, anti-bureaucracy, authoritarianism, corruption, waste and acts of aggression. violating the people's ownership rights; regularly consolidate, consolidate and arrange qualified and qualified staff to be in charge of the Steering Committee for the implementation of the democratic regulations. Where the party committee, the party organization, the exemplary head, cares about the leadership, creates conditions for the Steering Committee to operate and promote its role well, the implementation of the democratic regulations has a background sticky, real and comprehensive changes, widely to each locality, agency, unit, enterprise.

The country is increasingly developing, setting up the need to step up theoretical research, summarize the practice of promoting socialist democracy and implementing the democratic regulations at the grassroots level. On the basis of the Party, National Assembly's, People's Councils' line and views, the People's Councils at all levels should continue to improve operational efficiency and better implement the representative democracy; intensifying the review and institutionalization of the Party's guidelines, supplementing, amending and promulgating the system of legal documents in order to promote the people's mastery. For policies and laws that have direct relation to people's lives, it is necessary to listen to people's opinions before making decisions; "People know, people discuss, people do, people check and supervise" must become the motto to mobilize the masses, ensuring that all policies and laws must come from legitimate and legitimate interests and aspirations of people.

State administrative agencies and governments at all levels need to continue improving the effectiveness and efficiency of state management, ensuring effective implementation of policies and laws; to focus on directing and administering socio-economic development goals, constantly improving the material and spiritual life of all classes of people, well implementing social welfare policies; promote administrative reform, create favorable conditions for people to carry out administrative procedures; seriously implementing citizen reception, strengthening dialogue, paying attention to solving people's legitimate and legitimate petitions and aspirations, solving complaints and denunciations, not letting hot spots arise. , the case is complicated and prolonged; improve public service ethics, the quality of service for the people of the contingent of cadres, civil servants and public employees; build a government that is really friendly, close to the people and for the people.

The Fatherland Front and socio-political organizations need to perform well the role of social supervision and criticism, especially issues directly related to the rights and interests of the people; functional agencies, the Steering Committee for the implementation of democratic regulations, the Fatherland Front and socio-political organizations need to continue promoting information, propaganda and awareness raising for all strata of the people. on the Party's undertakings and lines, the State's policies and laws; propaganda about the purpose, meaning and importance of the implementation of the democratic regulations at the grassroots level, helping people to see their rights, self-discipline to fulfill their responsibilities, citizenship and democratic rights directly under the law; Even in cases where the policies and laws are correct but people do not understand or agree, they must make efforts to propagate, explain and promptly adjust policies and laws to suit the reality of life. Focusing on propaganda and broad recognition of good examples and good models on building and implementing the democratic regulations at grassroots level, making the practice of democracy more and more penetrate into all rich and diverse activities of facility life.

Democracy is both a common value of humanity, class, historical, at the same time bearing traditional marks, national characteristics and epochal characteristics. In each country, the level of democracy in society depends largely on the level of social development, the intellectual level of the people, the powers and capacity to exercise ownership of all strata of the people; No country has the right to impose its democratic concepts and content on other nations. Therefore, in parallel with promoting and expanding democracy, it must be associated with strict discipline and discipline; to uphold the responsibility of the society and the population community; resolutely fight with conspiracies and tricks to take advantage of the guise of "democracy", "human rights", distort national and religious issues to interfere in the internal affairs of our country.

CONCLUSION

The more social development, the more democratic content as well as the realization of democracy come into reality. In the present conditions, it can be said that Ho Chi Minh's thought on democracy is the foundation, the theoretical basis for the completion of the political system, the building of the rule of law, and the creation of a democratic mechanism increasingly perfect in our country. In other words, President Ho Chi Minh's thoughts on democracy are an extremely precious legacy and the task of the entire Party and the people is to make these values a reality in order to promote human mastery, promote the legal, social discipline and the block of great national solidarity.

Ho Chi Minh's Thought on Democracy and Promoting Democratic Right Today in Vietnam

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Implementation of Economic Policies Facing Covid 19 in Supporting Nonmilitary Defense

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ABSTRACT: Non-military defense is structured into a security function for public safety which includes natural disaster management, humanitarian operations, socio-culture, economics, defense psychology, which is basically related to awareness of state defense and technology development. The government's economic policies in facing Covid 19 have an impact on Non-military Defense, especially in the economic sector, including causing prolonged uncertainty so that investment weakens and has implications for the cessation of business in all fields that threaten the nation's disintegration. The research objective is to provide government input on the implementation and strategy of economic policies in dealing with Covid 19. Research using qualitative methods is aimed at understanding social phenomena from the perspective of participants. The results achieved are in accordance with the Policy Implementation theory that the government needs a strategy to prepare a strategy through a professional grand design or map, increased coordination between central and local governments and appropriate economic policy setting, especially budget.

KEYWORDS: Economic Policy, Covid 19, State Defense, and Non-Military Defense

INTRODUCTION

National defense in facing non-military threats places Ministries and institutions outside the field of defense as the Main Elements in Presidential Regulation No. 8 of 2021 concerning general national defense policy. Based on the development of the strategic environment, it is predicted that there will be threats that need to be considered in defense policy making. The types of threats consist of military threats, non-military threats and hybrid threats. These threats are both current and potential. Potential threats include open conflicts, nuclear weapons, economic crises, pandemics and foreign immigrants.

Non-military defense is a state defense force that is built within the framework of national development to achieve national welfare and is prepared to face non-military threats. The non-military defense layer is structured into the security function for public safety which includes the handling of natural disasters and other humanitarian operations, socio-culture, economics, defense psychology, which is basically related to the thinking of state defense awareness, and technology development(Kementerian Pertahanan, 2016).

The research objective is to provide government input on the implementation and strategy of economic policies in dealing with Covid 19. Research using qualitative methods is aimed at understanding social phenomena from the perspective of participants. In accordance with the theory of Policy Implementation, the government needs a strategy to prepare a strategy through a grand design or professional map, increased coordination between the central and local governments and the setting of appropriate economic policies, especially the budget.

At the end of 2019, to be precise in December, the world was shocked by an incident that was suspected of being a pneumonia case whose etiology was unknown whose case came from the city of Wuhan, China. China identified pneumonia on January 7, 2020 as a new type of coronavirus. The statement "urgent notice on the treatment of pneumonia of unknown cause" has been issued by the Wuhan Municipal Health Committee (Hanoatubun, 2020).

The consequences of the Covid-19 pandemic will have an impact on the global economy. China is the country with the second largest economy in the world. There was an economic slowdown in China as a result of the impact of Covid-19, last year economic growth in China was 6.1% to around 3.8% this year. Population mobilization in a highly connected world has caused the current pandemic to continue to spread rapidly until the entire world is affected by this pandemic. The world economy is predicted to reach -1.1% in 2020 by JP Morgan. Then, the world economy is predicted to reach - 2.2% by the EIU, -1.9% predicted by Fitch EIU predicts minus 2.2%, Fitch, and -3% predicted by the IMF. These economic predictions are very worrying for people in the world (Iskandar, Possumah, & Aqbar, 2020).

Currently the world economy is experiencing heavy pressure caused by the covid-19 virus or what is known as the corona virus. This virus is coming to be known by the wider community in 2020. Seeing economic development and economic influence

not only in the economic sphere, but health and culture also has an impact on the economy. Evidenced by the spread of the corona virus has a negative impact on the economy. Corona virus greatly affects the economy in 3 main sectors, namely the capital market sector, debt securities trading and gold trading (Rahmadia, 2020). The World Bank defines economic hardship as a low level of welfare. A common measure related to economic difficulties around the world is the inability to meet basic needs, which is reflected, among others, through household consumption. The pressure on consumption due to the pandemic has been seen in the first quarter, household consumption was 2.84%. This figure decreased drastically compared to consumption in the first quarter of 2020 (year on year / yoy) of 5.02% and compared to consumption in the fourth quarter of 2020 of 4.97% (Fah20).It is important to map the impact of COVID-19 on global political economy in order to formulate future policies in fighting the pandemic. That the political economy sector is most vulnerable to the impact of COVID-19 so that it can lead to a trade war(Kusno, 2020)

The Covid 19 pandemic has prompted the Indonesian government to issue regulations / policies related to its handling. The policies in question include Presidential Decree No. 9 of 2020 concerning Amendments to Presidential Decree No. 7 of 2020 concerning the Task Force for the Acceleration of Handling Covid-19, Government Regulation of the Republic of Indonesia No. 21 of 2020 concerning Large-Scale Social Restrictions (PSBB) in the context of the Acceleration of Handling Covid-19 and Presidential Decree No. 12 of 2020 concerning the Designation of Non-Natural Disasters of the spread of Covid-19 as a National Disaster. The regulations that have been made are alternative solutions to problems that can be seen in terms of the health, bureaucracy, politics and finances of the State of Indonesia as a result of the Covid-19 pandemic (Ambar & Mas'uid, 2020).

The government policy is still considered not optimal. Spokesperson for the Task Force for Handling Covid-19 Prof. WikuAdisasmito revealed the results of the evaluation of the PPKM in Java and Bali which took place from 11-25 January 2021 were not as expected, based on indicators for active cases of Covid-19, as many as 46 districts / cities have increased, 24 regencies / cities have decreased, and three districts / cities have not changed. Based on the indicators of death cases, it was recorded that 44 districts / cities experienced an increase, and 29 districts / cities experienced a decrease. Meanwhile, based on the recovery indicator, 37 districts / cities experienced a decline and 36 districts / cities increased.

The government makes fiscal stimulus as a form of intervention in stabilizing the economy. Apart from aiming at dealing with health and economic recovery, the stimulus is aimed at overcoming extreme economic difficulties through a social safety net for low-income people (MBR). Other forms include electricity subsidies and the expansion of social assistance, including in the form of basic food cards, family hope program (PKH) and pre-employment cards carried out by the government to help people affected by the COVID-19 pandemic(Yuliana, 2020)

LITERATURE REVIEWS

Some of the stages of the policy process, which lie between the formulation and consequences that will arise by a policy, are the definition of a policy (Edward III, 1980). In a policy, there are 4 interconnected aspects in its implementation, namely aspects of communication, resources, disposition and bureaucratic structure (Wahyudi, 2016).This theory is interesting to apply because it discusses 4 aspects that are relevant to government policy, especially the handling of Covid 19 from an economic point of view.

Bureaucracy is defined as the power, influence, or authority possessed by government officials (Albrow, 1996). Today the bureaucracy is often defined as an institution or institution that carries out the functions and responsibilities of the state. In other words, the bureaucracy is the engine room of the state. Bureaucracy is also often defined as an organization of officials who are arranged hierarchically and appointed to carry out certain public goals (Halevy, 1983).This bureaucracy for researchers is a highlight that needs to be raised regarding the handling of Covid 19.The author looks at the bureaucracy related to the lack of synchronization between the central and local governments in handling Covid 19.

The policies made by the government in handling Covid-19 can indirectly lead to a decline in economic growth in Indonesia. The impact on the economic sector due to the Covid-19 pandemic in Indonesia includes layoffs, the occurrence of PMI Manufacturing Indonesia, decreased imports, increased prices (inflation) as well as losses in the tourism sector which led to a decrease in occupancy. As a result of this, it is hoped that the Indonesian government will be more alert in dealing with the decline in economic growth in Indonesia as a result of the Covid-19 pandemic (Yamali, 2020). This research shows that the bureaucratic structure of the central and local governments is still not well established.

The impact of the COVID-19 pandemic has resulted in low investor sentiment towards the market which in turn has led to a negative trend. Strategic fiscal and monetary measures are needed to provide economic stimulus. As the COVID-19 pandemic case develops, the market is more volatile in a negative direction. Not only that, the slowdown in the global economy, especially Indonesia's export activities to China, also had a significant impact on the Indonesian economy. (Nasution., 2020). This is based on a sensitivity analysis which explains that the current slowdown in the global economy has had a major impact on Indonesia's economic growth with low investor sentiment.

Analysis of the impact of covid-19 on the socio-economic conditions of traders in the Klaten and Wonogiri markets. With the Covid-19 virus pandemic, the economy has experienced a decline, especially in market traders who experienced a 50% decline in turnover and income. (Azimah, 2020). Locally, in some regions, there has been a significant decrease in turnover and income, this of course requires government performance from the central level to the regional level in an integrated and directed manner.

Implementation of Economic Policies Facing Covid 19 in Supporting Nonmilitary Defense

If the large-scale restrictionsis prolonged and / or expanded to other cities, the national economic loss due to the Covid-19 pandemic will automatically increase the impact of the loss and can be projected based on a comparison of time and area. For convenience, the discussion of losses is divided into groups of national, sectoral, corporate and individual losses. (Wardoyo, 2020). This research is relevant to the current condition that there are losses in several sectors, both personal and organizational, which are prone to impact the nation's disintegration and endanger defense, especially non-military defense.

If associated with this theory developed by scientists from the United States that the theory of behaviorism includes all behavior, including countermeasures or responses to a stimulus or stimulus. This means that there is always a link between the stimulus and the response to human behavior. Jhon B. Watson (1878 - 1958). If there is an event that is national in nature and has an impact on national vulnerability, a stimulus or stimulation received by a person has been observed, it can also be predicted that the response of that person to act against the law on the grounds of survival (Survival). Responding to this, it can be seen that the communication carried out by the regional government and the central government in the context of handling Covid 19 has not been optimal (B.Watson, 1930).

METHODS

The research method used in this study used a descriptive qualitative approach and literature study. Descriptive research is research conducted to describe and describe the current state of the research object as it is based on facts (Moleong L. J., 2008). Denzin distinguishes four kinds of triangulation as a technique for checking the validity of the data that utilizes sources, methods, investigators, and by theory (Moleong, 1994). Data analysis in this article is carried out through: 1. Data reduction, namely by summarizing, sorting out the main data, then focusing and compiling the data systematically. 2. Display data, which is presenting certain data in the form of matrices, charts, charts, or networks if needed. 3. Data verification.

The model proposed by George C. Edward III, III, is top down and suitable to be implemented at a structured bureaucratic level in a government institution, where each hierarchical level has a role in accordance with its function in the elaboration of policies. which will be implemented and facilitate the implementation of a policy at each level of the bureaucracy starting from the departmental level (central government), to the level of implementers in the field. Edward III's model directs the understanding of policy implementation variables and the relationship between variables by determining the role of each variable. Communication is needed by every policy implementer to know what to do. Resources ensure support for the effectiveness of policy implementation. The bureaucratic structure describes the composition of the duties of the implementers of policies, breaks them down in details of tasks and establishes standard operating procedures (Edward III, 1980).

The disposition according to Edward in (Widodo, 2018)states that disposition is the willingness, desire and tendency of policy actors to carry out policies seriously so that what is the goal of the policy can be realized. If policy implementation is to be successful in an effective and efficient manner, the implementers not only know what to do and have the will to implement the policy, but also must have the will to implement the policy (Edward III, 1980)

RESULT

Some of the stages of the policy process, which lie between the formulation and consequences that will arise by a policy, are the definition of a policy (Edward III, 1980). In a policy, there are 4 interconnected aspects in its implementation, namely aspects of communication, resources, disposition and bureaucratic structure (Wahyudi, 2016).

In terms of communication, it can be seen that the efforts made by the government have not been maximized and it seems that they are not serious about handling the COVID-19 pandemic. This can be seen from indicators including the government not preparing a strategy through a grand design or road map in the context of handling the COVID-19 pandemic.

In terms of resources. Human resources are limited in handling Covid 19. Health workers are limited to being able to serve the community, as well as limited human resources in implementing large-scale restrictions to prevent the transmission of the Covid 19 virus. Budget resources are limited. The government issued a Government Regulation in lieu of Law or Perpu Number 1 of 2020, which later became Law Number 2 of 2020. The Ministry of Finance allocated a budget for handling Covid-19 for MSMEs, corporate financing and business incentives. However, the budgetary power that the government has prepared in order to handle Covid 19 has not been sufficient in terms of numbers. Facilities and infrastructure. In general, infrastructure is limited compared to the total population infected with the Corona virus.

From a Disposition Point of view. It can be seen that all policies in Law 2 of 2020, especially policies in the field of state finances, have basically been implemented and implemented based on the assessment and use of factual data and the impact of the Covid-19 threat. From a statutory standpoint, it has conformed to the principles in accordance with the respective leading sectors.

In terms of non-military defense. If the government is not alert in handling Covid 19, it will have an impact on the disintegration of the nation. National defense in facing non-military threats places Ministries and institutions outside the field of defense as the Main Elements. Here it demands the main role of the Ministries / Institutions involved in supporting non-military defense, especially in the economic field. The types of threats consist of military threats, non-military threats and hybrid threats. These threats are both current and potential. Potential threats include open conflicts, nuclear weapons, economic crises, pandemics

and foreign immigrants. Non-military defense, also known as non-military defense, is a state defense force built within the framework of national development to achieve national prosperity and is prepared to face non-military threats. The non-military defense layer is composed of security functions for public safety which include the handling of natural disasters and other humanitarian operations, socio-culture, economics, defense psychology, which are basically related to the thinking of state defense awareness, and technology development.

DISCUSSION

Communication has a very important role in the delivery of a policy, this is so that the policies to be conveyed can be understood properly by the implementers. Communication includes all behavior, including countermeasures or responses to a stimulus or stimulus. This means that there is always a link between the stimulus and the response to human behavior (B.Watson, 1930).

Based on document search, it is known that there are at least 4 (four) main problems of government communication in handling Covid-19 in Indonesia, namely: inaccurate data and information, lack of socialization related to several issues, low public trust, and ineffective communication of government organizations. Therefore, the House of Representatives needs to encourage the government to revise government communication guidelines in handling Covid-19 and to optimize the role of the Ministry of Communication and Informatics. (Ardiyanti, 2020)

The policy recommendation document for the civil society coalition compiled jointly by Indonesia Corruption Watch, the Indonesia Budget Center, the Indonesian Forum for Transparency, and Transparency International highlights the communication problem as one of the government's unpreparedness in dealing with the Covid-19 pandemic. The various policies issued to deal with the spread of Covid-19 were inconsistent, not transparent, and caused a contraction in communication, especially between competent state institutions and between the central government and local governments.

Media communication is still ineffective because it gives too much confidence and lacks consistency. Therefore, the Indonesian Parliament should encourage the government to increase its effectiveness in conducting media communication during the Covid-19 pandemic. Regarding the main obstacle is the controversy between patient privacy v.s. In the interest of preventing the spread of the pandemic, the House of Representatives should take an inventory of any provisions that are contradicting each other in the Law and carry out an alignment of these various provisions by taking into account the culture of the community in dealing with the Covid-19 pandemic. (Ardiyanti, 2020).

Member of Commission IX from the PKS Faction, NettyPrasetiyani at Koran Sindonews, 20/7/2020 assessed that the communication carried out by the government was not optimal, it was not serious in handling the COVID-19 pandemic. The indicator is that the government does not appear to be preparing a grand design or road map to reduce the COVID-19 pandemic.

The head of the Covid 19 acceleration task force and the Head of the National Disaster Management Agency (BNPB) DoniMonardo admitted that the problem of improving the Covid 19 test using the PCR method was in the limited number of human resources.

Organizations and their human resources must navigate through the harsh effects of the novel coronavirus disease (COVID-19). Such external crises require a dynamism of the HR system to address the growing concerns of all sectors around the world and in particular, Indonesia's formal sector and its employees. In an effort to ensure that both parties are well served after the COVID-19 crisis period, there is a need to reintegrate existing human resource practices and procedures. Transcending crises will require learning, innovation and adaptation. HR practices need to be modified, rebuilt and put into practice (Rusilowati, 2020)

Human Resources means integrated expertise that comes from the power of thought and physical power possessed by each person. Those who do and their nature are done still have a close relationship such as descent and their environment, while their work performance is motivated by a desire to fulfill their desires (Hasibuan, 2003)

The Director of Primary Health Services of the Ministry of Health, Saraswati, at the national sindows, revealed that currently puskesmas still lack Human Resources (HR) to carry out tracing in order to enforce 3T, namely tracing, testing, and Covid-19 treatment. For tracing that is mass and representative, it also requires additional power. Leaders in facing the Covid-19 pandemic and the new normal have done 3 things, namely remote working, employee productivity, and upskilling for digital (Bimanti Esthi, 2020)

In terms of budget resources, the Minister of Home Affairs, Tito Karnavian, revealed the problem of handling Covid-19 in the regions. One of them is the limited budget for several regions in Indonesia. the strength of the central government has been sought to deal with Covid-19. However, the government's steps in Jakarta have not run optimally in the regions due to budget problems.

The budget deficit policy, which has always been applied in state expenditure budget management, is a policy that is less responsive to economic conjunctions. In addition, budget policies need to be responsive and flexible in addressing economic conjunctions. With responsive and flexible policies, a surplus, deficit, or balanced budget is implemented in order to overcome and anticipate economic developments / cycles so that if a recession occurs it will not have fatal consequences for the national economy and deteriorate public welfare(Subekan, 2020)

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The problem faced by the government is not only the limited budget allocated for handling Covid-19, but also the very low absorption in various ministries. The low absorption of the development budget in the first and second quarters of the current fiscal year is actually nothing new.

Minister of Finance Sri MulyaniIndrawati told Tempo magazine on February 8, 2021, that out of the Rp 695 trillion budget allocation for handling Covid-19 and the current national economic recovery (PEN), Rp 444 trillion has been realized. "It has been implemented at 63.3 percent of the ceiling.

The local government argues that the budget refocusing policy is based on the provisions in the Presidential Instruction on Activity Refocusing, Budget Reallocation, and Procurement of Goods and Services in the Context of Accelerating Handling of COVID-19. Such an arrangement is of course not too strong, in fact it will have the potential to become a gap in the occurrence of mensrea (evil intentions) for implementers of government policies, especially both budget users / power users. What should be regulated in the budgeting policy related to the budget refocusing policy is through the issuance of a Government Regulation in Lieu of a Law which is the basis for substitution in the Law on Regional Government which has been the basis for the legality of the regional financial policy process as well as other regulations (Junaidi, 2020)

When viewed from the facilities and infrastructure. Spokesperson for the Covid-19 Handling Task Force WikuAdisasmito appealed to regional health facilities to immediately coordinate with the center if there are obstacles to medical equipment facilities and infrastructure. It is intended that health services run smoothly.

Preparedness does not only concern human resources but also facilities and infrastructure. Preparedness is carried out based on the principle of overcoming the outbreak, namely in the prevention, detection and response phases. Cross-sector cooperation is needed, both with related ministries / agencies and local governments. The Indonesian Parliament, especially Commission IX, has an important role to play in monitoring the readiness of the government in dealing with Covid-19 in accordance with Law no. 6 of 2018 concerning Health Quarantine and Law no. 4 of 1984 concerning Outbreaks of Infectious Diseases (Suri, 2020)

Knowledge ($p = 0.001$), attitude ($p = 0.000$), PHBS ($p = 0.000$), and infrastructure ($p = 0.000$) are related to the implementation of health protocols on micro-entrepreneurs. The transmission of Covid-19 is very fast so it is necessary to provide education to residents regarding the causes of Covid-19 transmission, including not doing Clean and Healthy Living Behaviors (PHBS) or Washing Hands with Soap (CTPS) and environmental factors (Nismawati, 2020)

The COVID-19 pandemic has caused many hospitals in Indonesia to experience difficulties in both management and infrastructure in providing services because the number of patients has increased in a short time. A modeling-based research predicts that next week hospitals in Jakarta and five provinces with the most cases of corona infection will decrease their ability to treat severe patients due to COVID-19 who need intensive care rooms (ICU) and ventilators due to limited facilities.

Some of the infrastructure that can be used to consult health conditions include Halodoc, Gojek, Alodokter and so on. This digital health service makes it easy to consult about health conditions and how to recognize symptoms of the SARS-CoV-2 virus, the cause of the COVID-19 disease without having to go to the hospital.

With the existence of PSBB in accordance with Government Regulation No. 21 of 2020, in the education sector, public services, all places of worship, shopping centers, restaurants and tourism places also experience difficult things in development (Misno, Junediyono, & Nurhadi, 2020). This social or physical distancing has an effect on decreasing overall economic activity (Iskandar, Possumah, & Aqbar, 2020)

Judging from the Bureaucratic Structure, the old structure has been dissolved and the formation of a new structure for handling Covid-19. Negative narrative and the slow response of the government to the spread of COVID-19. The narratives conveyed by the political elite before COVID-19 entered Indonesia show no sense of crisis that threatens to slow down decision making. Weak coordination between stakeholders, especially between the central government and local governments. This asynchrony of coordination has resulted in unstable control of the corona virus. Citizens' disobedience to the government's appeal. The impact is that efforts to deal with it have stalled because it is not supported by the wider community (Agustino, 2020).

The new structure in the form of a committee in addition to dealing with the Covid-19 pandemic also handles the economy chaired by Minister of state-owned enterprises Erick Thohir. With this new structure it is hoped that the handling of Covid-19 can be successful. Several factions in the House of Representatives appreciated the President's steps to change the bureaucratic structure of handling Covid-19 in Indonesia. With this new structure, there are two emphases to be achieved, namely the health aspect and the economic aspect.

The Covid 19 pandemic has prompted the Indonesian government to issue regulations / policies related to its handling. The regulations / policies in question include Presidential Decree No. 9 of 2020 concerning Amendments to Presidential Decree No. 7 of 2020 concerning the Task Force for the Acceleration of Handling Covid-19, Government Regulation of the Republic of Indonesia No. 21 of 2020 concerning Large-Scale Social Restrictions (PSBB) in the context of the Acceleration of Handling Covid-19 and Presidential Decree No. 12 of 2020 concerning the Designation of Non-Natural Disasters of the spread of Covid-19 as a National Disaster. The regulations that have been made are alternative solutions to problems that can be seen in terms of the health, bureaucracy, politics and finances of the Indonesian State resulting from the Covid-19 pandemic (Ambar & Mas'uid, 2020).

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The nine regulations that have been issued by the government are the basis for the allocation, distribution and stabilization policies that can be carried out. The first step is that the government is obliged to allocate qualified inputs and resources to its policy orientation (Allocation Policy), namely to new vulnerable groups affected by Covid-19, including business groups who need crowds, groups of casual daily workers, street vendors, workers affected by layoffs, farmers, the poor, and so on (Eddyono & Suzanna, 2020)

The externalities of Covid-19 have weakened their opportunities to generate daily income, resulting in massive layoffs of workers who reached 1,943,916 people consisting of 114,340 companies. This incident will experience an increase in numbers that will continue to increase if this pandemic lasts a long time. In addition, with the appeal to "stay at home" to the community, it will significantly reduce people's income from their routines, very limited economic activity, and other influences that follow (Mas'udi & Winanti, 2020).

The budget allocation must take into account various dimensions. Don't let the budget for financial stimulus exceed the cost of treating Covid-19. Moreover, positive cases of Covid-19 are still rising. This should still be a major concern. This means that the proportion of work programs is divided equally. Should not prioritize economic recovery and leave health care. Both must be done simultaneously.

From the Disposition point of view that every policy implementation instructed by superiors through communicative, persuasive orders and the behavior of a swift administrator, the policy or program implementation will run well.

Emotional response to sadness 45.5%, fear 39.4%, online news media as a source of information 45.5%, social media 36.4%, to get information, respondents prefer health practitioners 45.5%, health authorities 33.3%, respondents expect free examinations and treatment 42.4 %, health education 3.6%, preventive action taken by respondents, namely washing hands 81.8%, using masks 12.1%. It can be seen that the empathy of the Indonesian people is still relatively high, for online news media it is used as a media source in getting news, and health practitioners gain the public's trust as informants regarding Covid-19, while the public hopes that there will be free examinations and treatment for people who have signs and symptoms of the corona virus , and preventive action taken by the community is to wash hands(Sudiro, 2020)

All policies in Law 2 of 2020, especially policies in the field of state finances that have been implemented at this time, have been based on an assessment and use factual data and the impact of the Covid-19 threat. Law 2/2020 was issued to provide protection for the lives of people who are highly threatened by the Covid-19 pandemic, both from their health, safety, social and economic aspects.

Thus, through this law, the government seeks to carry out rapid assessments and calculations to save people from the impact of the pandemic. Therefore, a number of assistance has been disbursed, ranging from assistance with health costs, support for social and economic assistance, to assistance for small and medium enterprises.

With the issuance of Law 2/2020, the government claims that there have been a number of improvements to the country's economic conditions in the second quarter. Some of these improvements, for example, international trade, which has boosted tax performance and public consumption, which experienced a rebound, although still weak. Then, the economy in the construction sector is considered to have begun to increase, domestic production has begun to grow, even indicators in the manufacturing sector have also increased, so that export-import activity shows an improving trend.

The government must be alert in making strategic policies, if the government is not alert it will have an impact on the vulnerability of social disasters, and it will be very easy for other unwanted conflicts to occur (Barro, Ursúa, & Weng, 2020). However, it cannot be denied that the policies and regulations that have been set by the government will have various impacts, one of which we will discuss in this paper is the economic impact. In addition to the economy being the most important factor in human life, this economic factor is also a supporting factor for national development because the economic growth of a good country can increase a national development (Hanoatubun, 2020).

There needs to be a strategy that must be carried out by the government, among others in carrying out its functions, there are several things that are the focus of the Government.

First, the Government in managing the budget, especially the budget for handling COVID-19, is required to be carried out prudently (prudent) and is required to carry out strict supervision involving all elements. From an economic perspective, the Government appears to have targeted recipients of the social safety net budget, which focuses on the implementation mechanism in the field. The budget must be received by those entitled to receive it in a timely manner and in the right amount, this of course must be a major concern for the government.

Second, in order to face economic hardship in society, the Government needs to implement a program to increase investment on data accompanied by analysis to provide relevant information for decision making.

Third, the Government, in order to maintain and stabilize mental health conditions due to economic difficulties during the ongoing pandemic, is carried out by utilizing mass media that can educate the public to mitigate the transmission of the corona virus.

Fourth, from an economic point of view, the government must focus on preventive policies (substantive) and focus more on economic regulatory policies. There is a need for a strategy to increase coordination between the central and regional governments so that it can be well-established, so that it is hoped that economic policies to face Covid 19 can be implemented as expected.

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CONCLUSION

In terms of communication, the government has not prepared a strategy through a grand design or road map in the context of handling the COVID-19 pandemic. It can be seen that the efforts made by the government have not been maximized and it seems that they are not serious about handling the COVID-19 pandemic.

In terms of resources. Limited budget resources. The government issued a Government Regulation in lieu of Law or Perpu Number 1 of 2020, which later became Law Number 2 of 2020. The Ministry of Finance allocated a budget for handling Covid-19 for MSMEs, corporate financing and business incentives. However, the budgetary power that the government has prepared in the context of handling Covid 19 has not been sufficient in terms of numbers. Human resources are limited in handling Covid 19. Health workers are limited to being able to serve the community, as well as limited human resources in implementing large-scale limiting rules to prevent transmission of the Covid 19 virus. . Facilities and infrastructure. In general, infrastructure is limited compared to the total population infected with the Corona virus.

From a Disposition Point of view. From a statutory standpoint, it has conformed to the principles in accordance with the respective leading sectors. It can be seen that all policies in Law 2 of 2020, especially policies in the field of state finances, have basically been implemented and implemented based on the assessment and use of factual data and the impact of the Covid-19 threat.

Nonmilitary Defense. The types of threats consist of military threats, non-military threats and hybrid threats. These threats are both current and potential. Potential threats include open conflicts, nuclear weapons, economic crises, pandemics and foreign immigrants. The non-military defense layer is composed of security functions for public safety which include the handling of natural disasters and other humanitarian operations, socio-culture, economics, defense psychology, which are basically related to the thinking of state defense awareness, and technology development. National defense in facing non-military threats places Ministries and institutions outside the field of defense as the Main Elements. Here it demands the main role of the Ministries / Institutions involved in supporting non-military defense, especially in the economic field.

LIMITATION

In terms of communication based on document search, it is known that there are at least 4 (four) main problems of government communication in handling Covid-19 in Indonesia, namely: inaccurate data and information, lack of socialization regarding several issues, low public trust, and ineffective communication of government organizations (Ardiyanti, 2020). In this study, there are limitations in the absence of a discussion of how the government should do it. In this case, encouraging the government to revise government communication guidelines in handling Covid-19 and encourage optimization of the role of the Ministry of Communication and Information Technology.

In a study on the weak coordination among stakeholders, especially between the central government and local governments. This asynchrony of coordination has resulted in unstable control of the corona virus. Citizens' disobedience to the government's appeal. The impact is that efforts to deal with it have stalled because it is not supported by the wider community. (Agustino, 2020). This opinion requires an appropriate solution on the bureaucratic side by requiring the government to allocate qualified inputs and resources to its policy orientation (Allocation Policy), namely to new vulnerable groups affected by Covid-19.

The local government argues that the budget refocusing policy is based on the provisions in the Presidential Instruction on Activity Refocusing, Budget Reallocation, and Procurement of Goods and Services in the Context of Accelerating Handling of COVID-19 (Junaidi, 2020). If we analyze the arrangement, of course it will not be strong, it will actually result in an unfavorable gap for implementers of government policies, especially both budget users / power users.

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An Investigation in to Using Communicative Activities in Teaching English Speaking Skills at High Schools in Bac Ninh Province

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ABSTRACT: The present study aims to investigate the reality of teaching and learning English speaking by using communicative activities for students in grade 10th at High schools in Bac Ninh province in Vietnam. There were ten teachers and 300 students participated in the study. Both qualitative and quantitative methodology were applied in the research. The data of research was collected by three research instruments including questionnaires, class observation and interviews. The study proved that teachers used Game, Discussion and Role play more than Class survey. Applying these activities was flexible and dependent upon the cognitive ability of students. Another finding from the survey was that both teachers and students felt interested in using communicative activities in speaking lessons. In the effort of carrying out various methods of research, the study explored the difficulties in the application of communicative for grade 10th students' English speaking classes at two high schools. With these findings, the research suggestion could help the teachers and students at two high schools improve their quality of teaching and learning English, especially in speaking skills.

KEY WORDS: speaking skills, communicative activities, speaking lessons, group work

I. INTRODUCTION

1.1. Rationale

English is one of the most widely used languages in the world today. Due to its importnace in various espects, more and more learners set their priority purposes in learning English especially learners in Asian countries in general and in Vietnam in particular. English is considered as one of the three compulsory subjects in General Certificate of Secondary and high school Education examination in Vietnamese education.

Although English is taught from Primary, many High School graduates are in low level of English skills, especially speaking skill. It is believed that there are several reasons causing the students' difficulties in speaking. Some of the reasons are due to the old teaching methods which were less effective. In the past, the methodology was teacher-centered and focused only on reading and writing. Grammar was considered as primary importance and was often taught most thoroughly. This also causedcommon problems for learners in practicing speaking.Grammar –Translation method was mainly used in teaching English. Teachers usually taught grammar in each lesson by using most of the activities such as reading the dialogues, reciting texts and doing written exercises.

That is the reason why students are not able to use English they have learnt for a long time for the purpose of communication. They cannot speak English even in a daily conversation, so they obviously find it difficult to use English in a communicative environment in their future jobs. The reality requires that high school English teachers need to pay more attention to students' speaking skill. It is better for students if teachers apply Communicative Language Teaching in the classroom. To achieve the goals of learning English , communicative activities in English classes are very necessary. It seems to be easy for teachers to apply some communicative activities in speaking lessons which always deal with an important characteristic "learners talk a lot" (Brown, 2001).

Based on teaching context at Yen Phong number 1 High School, all English teachers have applied communicative activities in teaching. By using some typical types of communicative activities such as group work, role play or discussion, teachers really draw students' participation in speaking activities. However, teachers often face some challenges when they organize the

communicative activities in speaking classes. The first difficulty is that the number of students in one class is big (about 45 students) with different cognitive abilities, which leads to the fact that many students can't take part in all speaking activities. Secondly, all previous examinations still only focused on grammar and vocabulary. It is the reason why students don't spend much time practicing speaking skill.

To enhance teaching quality of English, the new English text books approved by the Ministry of Education have applied in most part of the country. The new text book focuses mainly on communication skills. In addition, each unit includes a project part at the end of the last lesson which requires students work in groups to do surveys on one topic at home and present it in front of the whole class after that. Consequently, students improve their speaking skill a lot. Most of the grade tenth students at my school feel eager to practice speaking in both speaking lesson and project part.

However, teachers still can't avoid the fact that each class has a lot of students with different levels. Obviously, there are some students that can't take part in communicative activities and understand the lesson as well. Furthermore, the knowledge in the new text book is relatively difficult with a lot of new words and each period has many activities. Teachers can hardly complete all activities in a forty five minute period. In reality, the cognitive ability of students of different classes are not the same, so teachers need to use types of communicative activities in speaking lessons flexibly.

Such problems mentioned above lead to the essential of the thesis: An investigation into using communicative activities in teaching English speaking skills at high schools in Bac Ninh province. The study is done for collecting data of the real practice of using the activities in speaking classes at some high schools in Bac Ninh province and suggesting solutions for teachers to help their students learn English better.

1.2. Aims of the study

The study aims to realize the reality of applying communicative activities in teaching English speaking skill of grade tenth students at two schools at Bac Ninh Province that are Yen Phong number 1 High School and Yen Phong number 2 High School in terms of types of communicative activities and the opinions of both teacher and students about these activities, then to find out some solutions for difficulties in the teaching and learning process and to suggest some implications for practicing communicative activities.

1.3 Research questions

1. What types of communicative activities are used in speaking lessons?
2. What are the attitudes of both Teachers and Students toward communicative activities?
3. What are difficulties in applying communicative activities?

1.4. Scope of the study

The scope of the research is limited to a survey on the real situation of using communicative activities in teaching English speaking skills for grade tenth students at two high schools in Bac Ninh province that are Yen Phong number 1 High School and Yen Phong number 2 High School. Therefore, the researcher tries to realize what types of communicative activities are used in teaching English speaking skills for grade tenth students at two High Schools in BacNinh province as well as the opinions of teachers and students about applying communicative activities in speaking lessons.

II. LITERATURE REVIEW

2.1. Definition of speaking skill

Speaking is considered as the most important one among four skills of learning English due to the purpose of language communication. Oxford dictionary defines "Speaking is the action of conveying information or expressing one's feelings in speech". Another definition is that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is an important part of second language learning and teaching. In particular, English speaking skill is defined in different ways. "Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at the first and involves more than just pronouncing words."(Azem, M. & Dogar, M.H., 2011). Hornby (1995) defines that speaking is the skill that the students will be judged upon most in real-life situations. It focuses on everyday interaction and the speaking ability of fluency and comprehension. In addition, "Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating"(Grognet A.G, 1997).

Speaking skill consists of two major categories –accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and fluency considered to be "the ability to keep going when speaking spontaneously" (Harmer, 2001). Bryne, D. (1986) additionally declares that accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic and semantic or discourse features of a language ; fluency may be known as the ability to keep on speaking without too much hesitation and too many pauses to cause a breakdown in communication. In this case, instant correction shouldn't be used since it could interfere with the process of communication.

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2. 2. Communicative Language Teaching

Communicative Language Teaching is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate the learning and roles of the teachers and learners in the classroom (Richards, 2006:2). Harmer (2001:84) adds that communicative language teaching is a set of beliefs which includes not only re-examination of what aspects of language to teach that stresses the significance of language functions, but also a shift in emphasis in how to teach that is related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plentiful opportunities to use it are vitally important to students' development of knowledge and skills.

As (Brown 2001:46) Communicative Language Teaching tends to be learner-centered rather than teacher-centered. It requires the students to acknowledge the language forms, meaning, and functions of the language. It leads students to communicate in meaningful ways in certain situations.

2.2.1. The Characteristics of Communicative Language Teaching

Brown (2001:43) suggests the six interconnected characteristics of Communicative Language Teaching. They are described as follows:

1) Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.

2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational forms are not the central focus, but rather aspects of language that enable the learners to accomplish those purposes.

3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use

4) Students in a communicative class ultimately have to use the language, productively and respectively, in unrehearsed context outside the classroom. .Classroom tasks must therefore equip the students with the skills necessary for communication in those contexts.

5) Students are given opportunities to focus on their own learning process through an understanding on their own styles of leaning and through the development of appropriate strategies for autonomous learning, and

6) The role of the teacher is that of facilitator and guide, not an all knowing best owner of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic meaning through genuine linguistic interaction with others.

The characteristics above indicate that the purpose of learning the language in Communicative Language Teaching is to gain all components of language by engaging students in meaningful communication. Communicative Language Teaching also sees fluency as important as accuracy. Therefore, the teacher needs to balance the activities which focus on both fluency and accuracy. The teacher should also provide classroom activities with many opportunities to use the language through appropriate strategies and autonomous learning. Students are considered to be the center of the class by guidance from the teacher.

2.2.2. The Goal of Communicative Language Teaching

Richards (2006:3) also states that communicative competence includes the following aspects of language knowledge as follows:

(1) knowing how to use language for a range of different purposes and functions.

(2) knowing how to vary our use of language according to the setting and participants.

(3) knowing how to produce and understand different types of texts.

(4) knowing how to maintain communication despite having limitation in one's language knowledge. It means that to reach communicative competence, students need to know how to use the language according to its purposes and functions in many different situations.

Brown (2001:69) states that the communicative competence is the goal of a language classroom which can be achieved by giving attention to language use and not just usage, to fluency not just accuracy, to authentic language and context, and students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world. It implies that students need to acquire communicative competence so that the can us the language accurately, appropriately and effectively. Celce Murcia et.al. (1995:10) divides communicative competence into discourse competence, linguistic competence, sociocultural competence, active competence and strategic competence.

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2.3. Communicative activities

Communicative activities include some activities that engage the learners where their main purpose of the activities is to motivate communication (Littlewood, 2002:16). Harmer (2001:85) also states that communicative activities can encourage students to be involved in real or realistic communication. Therefore, the key element is that the activity is based on an authentic situation. Communicative activities refers to the classroom activities that provide a genuine information gap and make it possible for language learners to communicate with target language in Communicative Language Teaching Approaches (Liao, 2000). In other words, communicative activities are activities that give students both a desire to communicate and a purpose which involves them in a varied use of language. Communicative activities are also defined that they are fluency-based activities (Tait,S.,2001). It means that these activities help students speak English fluently rather than correctly.

2.3.1. Features of communicative activities

Savignon (2001) claims that "the problem at present is that some of the activities being introduced as communicative activities are not communicative at all but structure drills in disguise". Actually, many teachers may think that the activities they design and use in class are communicative, but actually they are not. Therefore, the features that make a real communicative activity should be focused on. Below are the features of communicative activities proposed by Harmer (2001:85):

a) desire to communicate, means that the students should have a desire to communicate something.

b) a communicative purpose, means that the students should have a purpose for communicating (e.g.to make appointment, to buy an airlines ticket, to write a letter to a newspaper).

c) content not form, means that students should be focused on the content of what they are saying or writing rather than on a particular language form.

d) variety of language, means that students should use a variety of language rather than just one language structure

e) no teacher intervention, means that the teacher will not intervene to stop the activity

f) no materials control, means that the materials the teacher relies on will not dictate what specific language forms the student use either.

Activities are truly communicative. Similarly, Morrow (1981 as cited in Manajitt, 2008) points out that there are three elements in communicative activities including information gap, choice and feedback

- An information gap exists when one person in an exchange knows something the other person does not. For instance, if two students both know the name of the film is "Titanic" and one asks the other "What is the name of this film??" and he/she answers "Titanic", their exchange is not really communicative.

- Speakers' choices in communication are very important. Speakers should have a choice of what they will say and how they will say it. If the teacher forces students only to say something in one way, they have no choice and the exchange; therefore, seems not to be communicative.

- Feedback is totally necessary for true communication. The teacher and listeners should give the speaker detailed feedback, which helps the speaker avoid mistakes and improve their speaking skill. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative.

From these features, it may be easier to distinguish between communicative activities and non-communicative activities. In a communicative activity, students must have a desire to communicate, and there must be some communicative purposes to their communication. Their attention will be focused on the content of what they are saying rather than the form. They will use a wide variety of language, and the teacher will not intervene by telling students they have made mistakes in their English or correcting their pronunciation, etc. While in non-communicative activities, there will be no desire to communicate, nor will students have a communicative purpose. Students are involved in repetition or substitution drills so that they can be motivated by the need to attain accuracy, not by a desire to achieve a communicative objective.

2.3.2. The significance of communicative activities in speaking lessons

Every speaking lesson should be based on communicative activities because these activities can help students be involved in learning how to use language for the purpose of communication. Communicative activities can motivate the classroom and prepare the learners for real-life interaction (Gower, Phillips and Walters, 2005). They encourage students to acquire language knowledge and prepare them for real-life language uses. Achieving the outcome requires the participants to interact, which means not only speak with a person but also listen to what he or she is saying and react to it.

Thornbury (2008) characterizes the communicative activities motivate students to complete specific outcomes and express language without any restrictions. Communicative activities are used as the treatment of improving students' speaking ability. The class is a conversation class which focuses more on the speaking ability. Communicative competences are the skills that they need to master and thus an effective learning is needed in order to reach the objectives. Based on the discussion with the collaborators, communicative activities are the suitable method to be conducted in order to cover the learning of the communicative competences.

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It is expected that the activities can engage students in communication which requires the use of communication processes, such as information sharing, negotiation of meaning, and interaction. The activities including asking and answering questions, role playing, having discussion, debating, playing games and group working can improve students' speaking skill.

Communicative activities have a great influence on students' motivation in the speaking lessons. They help students have more chance to communicate with their classmates without a fear of making mistakes. In communicative activities, instead of asking students to stand in front of the whole class, the teacher designs activities that they can talk to some other students. That helps students avoid their fear of making mistakes. Therefore, they will feel more confident and eager to speak a lot.

In communicative Language Teaching, it is suggested that language should be taught through the use of target language and practice communication, especially through communicative activities. They focus on not only the grammatical structure of the language but also the language used in authentic situations. Therefore, to learn English for the purpose of communication, applying communicative activities in speaking lessons is really necessary.

2.3.3. Types of communicative activities
Each author has his/her own point of view on communicative activities. However, all of them mention the same or similar communicative tasks but to different extent. Here are some types of typical communicative activities.

2.3.3.1. Information gap activities
Thornbury (2005) claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the participants have to communicate. Little wood (1994) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

The most common information gap activity is spotting the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

2.3.3.2. Discussion
Celce-Murcia (2001) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion either keeping time, taking notes or reporting the results made by the group members. Therefore, Students are often asked to discuss a topic in the textbook or outside the text book. They have some minutes to find ideas about the topic in groups or in pairs and after that they will present before the whole class.

2.3.5.3. Role play
One of the best communicative activities is a role play which trains students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Ladousse (1987) claims that using the role play in the lessons can put students in situations in which they are required to use and develop language necessary in social relationships and also helps them to build up their social skills. Using role plays is useful especially while teaching shy students who have difficulty to participate in conversation about them. A role play is an essential communicative activity which develops fluency, promotes interaction in the classroom and increases motivation.

2.3.3.4. Class survey
A class survey is an activity where students have to work in groups to ask each other questions to find information, which they need to analyze and present after that. Doing surveys can be a useful way of getting students to interact, produce question forms, collect and analyze real information. The key qualities of surveys are that they are communicative and dynamic. In the new English 10 textbook, class survey activity is designed for the Project lesson. Teachers often ask students to do survey on the topic in the textbook in groups at home and then present the survey in front of the class.

2.4. Related Studies
There are some previous studies which show that various communicative activities in teaching speaking can improve students' speaking skills.

Firstly, a study done by Oradee (2012) in which the researcher used three communicative activities (discussion, problem-solving and role-playing) to improve the students' speaking skills. The study proved that the students' speaking abilities after using the three communicative activities were significantly higher than before and that the students' attitude towards teaching English speaking skills using the three communicative activities were rated as good.

Secondly, Kittiya Phisuttangkoon (2012) did a research on using communicative activities to develop English speaking ability of the First Year Vocational Students. In the study, the researchers carried out the experiment using communicative activities to encourage students to speak based on six language functions. The duration of the implementation was eight weeks including the pre- test and post- test. The results showed that the learners had the positive perceptions and attitude toward the use of communicative activities.

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Thirdly, Intan Nur Charina (2013) conducted a study using communicative activities to improve students' speaking skill. The author did research at ABC'S class and proved the fact that using communicative activities in teaching speaking skills improved students' motivation. In the study, the researcher pointed out the effectiveness of communicative activities on the First Year Vocational Students.

Last but not least, a thesis by Chau Tuyet Ngan (2013) was done to make clear the application of communicative activities in speaking classes of grade 11th students at Cao Lanh City High School. The data of research was collected by three research instruments that are questionnaires, class observation and interviews. The data showed that the communicative activities were not applied in English speaking classes of 11 graders at the school so lessons were designed and applied as the sample ones. Together with the result from trial teaching, the benefits and challenges in the application of communicative activities at the school were realized. Some solutions for the problem also were suggested in the study.

Those studies show that communicative activities could be effective activities which provide students with a lot of opportunities to practice their English in certain contexts of real life. These activities are suitable for English learners in all level and age. However, there is a fact that teachers may have some difficulties when applying these activities in speaking lessons. Moreover, the thesis about a survey on the real situation of using communicative activities in teaching English speaking skills for grade tenth students at some high schools in Bac Ninh province has not been done before. Thus, the researcher of this study decides to conduct an investigation into the real practice of using communicative activities in teaching English speaking skills for grade tenth students in Bac Ninh province , particularly at two high schools that are Yen Phong number 1 High School and Yen Phong number 2 High School.

III. METHODOLOGY

3.1. Method of the study

The research methodology which are applied in this study for qualitative and quantitative data consisted of observation, questionnaire and interview. The description, steps, and procedures for constructing each of the methods are discussed in the following section.

3.2. Participants

The survey will be conducted with the participation of ten teachers and 300 students from Yen Phong number 1 High School and Yen Phong number 2 High School. Five of ten teachers have Master degree and the others have Bachelor degree. All of them have taught English for over five years, so they have enough experience to teach English, especially speaking skill. Moreover, they always try their best to catch up with the change in the content and requirement of New Text book. Therefore, when teaching English speaking skill, they know how to use a variety of activities to encourage students to take part in the lesson. The students participated in the survey come from different classes with different levels. Some students are good at learning English but some others find difficult to speak English in front of their friends. In general, most of students know how to use basic grammatical knowledge. However, the number of students who can speak English fluently is not all. Therefore, the researcher do the survey to find out the reality of using communicative activities in speaking lessons and difficulties may have when applying these activities.

3.3.   Research procedure

The research was carried out and followed these steps:

Questionnaires will be the first step to do the survey because this data collection instrument takes a lot of time. The researchers made survey online for both teachers and students. After one week, all respondents(both teachers and students) will be collected. Secondly, the research will be continued by carrying on the second data collection instrument "observation". The researcher attended five speaking lessons and five project lessons to get an overview of teaching and learning English speaking at Yen Phong number 1 high school and Yen Phong number 2 high school. The last research instrument used in the survey is interview. The researcher interview five grade 10th students at Yen Phong number 1 high school 5 grade 10thstudents by asking them five wh- questions with the purpose of investigating students' opinion about speaking lessons as well as communicative activities used in these lessons Finally, the researcher sum up the results from these three research instruments that are questionnaires class observation, and interviews.

3.4. Data collection instruments
3.4.1 Questionnaires

This research instrument consists ofa series of questions and other prompts to gather information from participants. Questionnaires have more benefits than other types of surveys because they are cheap and do not require as much effort from the questioners. Moreover, they can help researchers save a lot of time since "They are self-administered and can be given to large groups at the same time" (Seliger & Elana, 1989). In this study, the participants given questions include students of grade tenth at two high schools and ten teachers of English.

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3.4.1.1. Questionnaires for teachers

There is one questionnaire consisting of 14 questions designed for ten teachers of English. These questions are aimed to find out what types of communicative activities teachers often use, how they organize these activities in speaking lessons as well as their opinion about communicative activities.

3.4.1.2. Questionnaires for students

One questionnaire consisting of 2 parts (ten questions for each part) is designed for students. The first part is aimed to find out students' opinions about speaking lessons in general. The second part is aimed to realize students' opinions about communicative activities in particular. These questions are delivered to 300 students in grade tenth at both Yen Phong number 1and Yen Phong number 2 High School.

3.4.2. Observation

Miller (2004) points out that observation is the most basic research technique we can employ in our classroom. This method involves systematically watching teachers' lessons by visuals and writing that provides researchers with rich and authentic data. The future questionnaire can be used to crosscheck data. The researcher will attend five Speaking lessons and five Project lessons in tenth grade classes from two schools to get a general view of teaching and learning English Speaking at Yen Phong number 1 High School and Yen Phong number 2 High School as well as determine whether or not communicative activities are applied in English speaking lessons. The class observation is not announced to them in advance.

3.4.3. Interview

Interview is considered as a technique used to understand the experiences of others. It has been called the primary method used in qualitative research (Burnard, 1994; Doody & Noonan , 2013; Myers & Newman, 2007; Ryan, Coughlan & Cronin, 2009; Schultze & Avital, 2011) and "the most direct, research-focused interaction between research and participant" (Kazmer & Xie, 2008, p.258; see also Kvale, 1996). In this study, interviewing was used to obtain students' opinion about speaking lessons as well as communicative activities used in these lessons.

3.5. Data analytical method

The data collected through the questionnaires, observation and interview. The data obtained from questionnaires were easily analyzed by using the application of Google drive and Microsoft Excel application. The results were collected, summed and analyzed with the support of tables and charts.

VI.FINDINGS AND DISCUSSIONS

4.1. Data analysis

4.1.1. Result from teachers' questionnaires

Fourteen questions were handed out to ten English teachers at two high schools: Yen Phong number 1 and Yen Phong number 2 high school. All questionnaires were collected and the results were shown below:

4.1.1.1. Teachers' reflection about using communicative activities
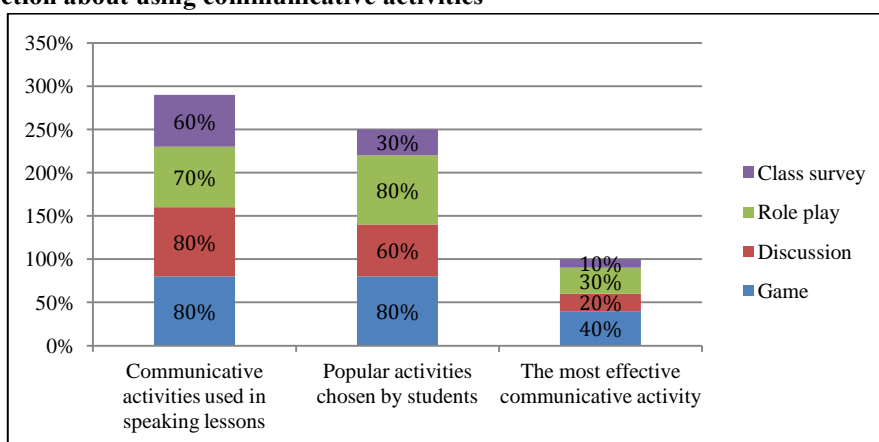
Figure 4.1: Teachers' reflection about using communicative activities

As can be seen from figure 4.1, when teaching speaking, teachers used variety kinds of communicative activities. Three activities like Game, Discussion and Role- play were used more often than Class survey. 100 percent of teachers used these three activities; meanwhile, there were seven teachers applying Class survey. It was also clear that Role- Play and Discussion

were often chosen by almost all teachers (80 %). Besides, Game (80 %) was also an activity often used in speaking lessons. Only four teachers often used Class Survey because they explained that this activity was effective for advanced classes. For weak students, Class Survey was really difficult. The chart 4.1 also made out that the majority of students (80 %) liked Game and Role-play in the speaking lessons. Discussion was the third on the rank with the choice of 60 percent of students . From the result, it could be clear that most students didn't choose Class Survey in speaking lessons. It could be seen that the number of teachers considering Game as the most effective was more than any other activities. There were 4 teachers (40 %) choosing Game, 30 % chose Role play and 20 % of teachers chose Discussion. Only one teacher appreciated Class survey.

Table 4.1. The reasons for choosing the most effective activities

The reasons	Teachers' answer
Encourage students to work in pairs or groups	4
Improve students' critical thinking	6
Improve students' vocabulary and grammar.	0
Improve students' confidence in speaking	0

As the result from the table 4.1, six teachers thought that Game, Discussion, Role-play couldimprove students' confidence in speaking and four teachers believed that these activities could encourage students to work in pairs or groups. All teachers believed that improving students' vocabulary, grammar and their confidence in speaking was not the reason for choosing the most effective activities.

4.1.1.2. Types of class arrangement used in speaking lessons and the frequency of using types of class arrangement
In general, all ten teachers applied three main types of class arrangement in speaking lesson: group work, pair work and individually. Teachers used these activities flexibly in order to help students improve speaking skill. Because the requirement of each speaking task was different, teachers used these kinds of class arrangement with different frequency. The result was shown as following:

Table 4.2: The frequency of using types of class arrangement

Types of class arrangement	Never	Rarely	Sometimes	Often	Always
Individually		7	2	5	
Pair work				10	
Group work				10	

Table 4.2 showed that Pair work and Group work were more typical than individually. All ten teachers often used these two types of class arrangement in their speaking lessons because they could encourage students to take part in activities in each lesson. However, only five teachers often let students work individually. They explained that this could help students work actively in speaking lessons and it was also suitable for shy students.

4.1.1.3. Difficulties in using communicative activities in speaking lessons
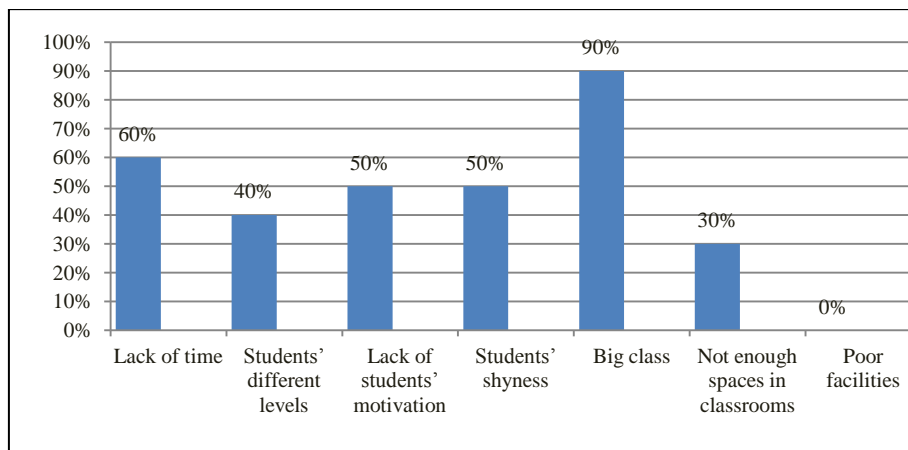
Figure 4.2: Difficulties in using communicative activities in speaking lessons

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Figure 4.2showed some difficulties when teachers used communicative activities in speaking lessons. Most teachers believed that they had difficulties in teaching speaking lessons in big classes. The following difficulties in the rank was lacking of time. Because there were many tasks students must complete, most teachers (60 percent of teachers) sometimes lacked time to finish the speaking tasks. Students' motivation or shyness was other difficulties which teachers sometimes faced to. 50 percent of teachers found that their students felt unmotivated or shy in speaking lessons. Other difficulties were not enough space in classroom and students' fear of making mistakes. Last but not least, poor facilities were not considered the challenge for teachers because both two high schools were equipped enough materials for learning English.

4.1.1.4. Teachers' solution to overcome difficulties in speaking lessons
4.1.1.4.1. Teachers' solution to help students complete the speaking task
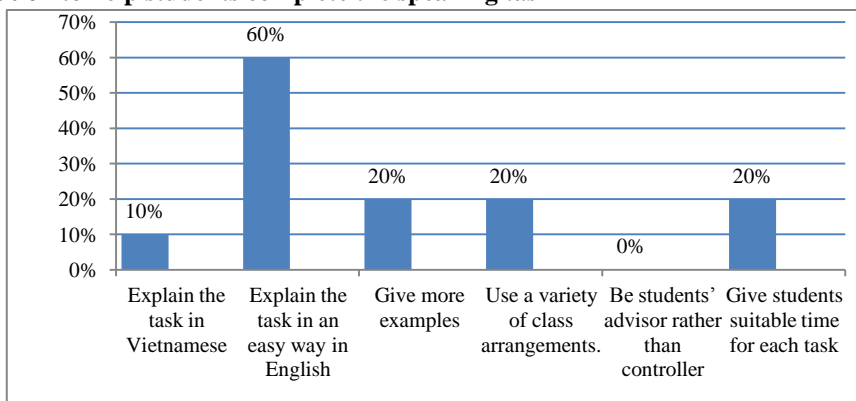
Figure 4.3: Teachers' solution to help students complete the speaking task

It could be seen from chart 4.3 that among ten teachers, six teachers (60%) helped students complete the task by explaining the task in an easy way in English. 20 percent of teachers gave students more examples, use a variety of class arrangement or gave students suitable time for each task. Only one teacher (10%) explained the task in Vietnamese. No one considered being students as advisor rather than controller as their solution.

To overcome difficulties in speaking lessons, teachers also used other methods such as asking students to prepare lessons at home. The data showed that four of ten teachers voted for Always, four teachers supported the answer Usually, meanwhile only one teacher chose Sometimes and one teacher chose Rarely. No teacher chose Never. It meant that asking students to prepare the lessons at home was a effective way to help students complete the lessons in time. Another way to help teachers complete each task in time was designing some more activities in speaking lessons. The data proved thatonly two teachers have the answer "Usually", three teachers chose Sometimes and five teachers chose the answer "Never". No one chose "Always". The reason for their responses was time shortage. A forty five- minute lesson was not enough for teachers to complete all tasks in textbook, so they found impossible to design more activities. Therefore, that was the solution teachers didn't often used to overcome difficulty in speaking lessons.

4.1.1.4.2. Techniques teachers use to overcome difficulties in speaking lessons

Table 4.3: Techniques teachers use to overcome difficulties in speaking lessons

Techniques	Answer
Revise the suitable content of the activities	6
Omit difficult task in textbook	1
Design easier tasks	5
Reward enthusiastic students in the class	0
Use a variety of teaching techniques	1
Work as an instructor, adviser and a controller.	0
Divide the class into pairs or groups	1
Rearrange the classroom to help students move easily	0

Table 4.3 pointed out that 6 teachers based on students' competence to revise the suitable content of activities because it could help students with different levels participate in speaking lessons. Another technique which was used by half of teachers was designing easier tasks. This technique was really effective for weak students in the class because it gave them

more chance to practice. Some solutions teachers rarely applied were omitting difficult task in textbook, designing easier tasks, using a variety of teaching techniques and dividing the class into pairs or groups**.**

4.1.1.5. Teachers' attitudes toward using communicative activities
The data from the survey showed that the majority of teachers believed in using communicative activities because these activities could attract students. They explained that these activities were interesting and could involve students in classroom. By using communicative activities, teachers can encourage students to take part in the lessons and helped them develop speaking skill. Therefore, target of the lesson can be gained. Only one teacher thought that communicative activities could hardly be applied in classes with a lot of students because it took a lot of time.

4.1.2. Result from students' questionnaire
There are two main parts in students' questionnaire. Each part consists of ten questions which were asked 300 students of grade 10th by online survey but the number of responses collected was only 280. The rest of students had personal problems so that they didn't participate in the online survey.
4.1.2.1. Students' attitudes toward speaking lessons in general
4.1.2.1.1. Students' attitude toward speaking lessons
In the questionnaires, there are 6 items aiming at exploring students' opinion about speaking lessons in general as following:

  Item 1: You like all activities in speaking lessons.
  Item 2: Speaking lessons are interesting.
  Item 3: You feel fascinated with the speaking topics in the textbook.
  Item 4: Your teacher sometimes gives topics outside the textbook.
  Item 5: In the speaking lessons, students have choice to talk with their friends.
  Item 6: In the speaking lessons, English is spoken most of the time.
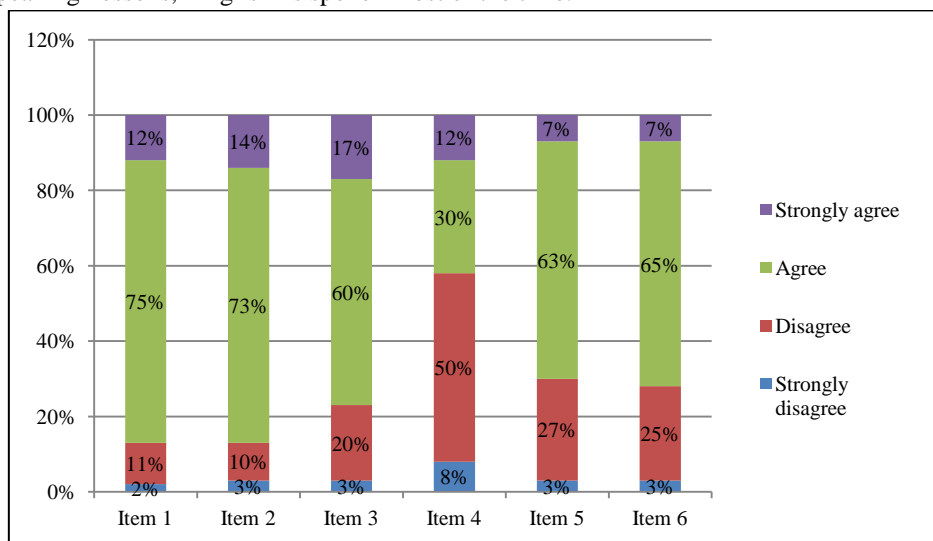
Figure4.4:Students' attitude toward speaking lessons

As the result from the chart 4.4, it can be clear that most of the students (244 students – approximately 87 %) at Yen Phong number 1 and Yen Phong number 2 High School liked learning English speaking lessons and found English speaking lessons very interesting. Only over 10 percent of students had opposite answers. This meant that they had a different interest in learning speaking. The chart 4.4 also figured that speaking topics in textbook were not all interesting. More than 20 percent of students (65 students) expressed that they did not think all the topics were fascinating. Due to unfamiliar topics, they found difficult to express their opinion in English. The chart also evidenced that the number of English teachers at two high schools sometimes using the topics outside the textbook was fewer than those using only the topics in the textbook . The figure was clearly shown that there were around 42 percent (117 students) having answer Agree or Strong agree; however, up to 163 students (more than 50 percent had opposite answer. In addition, the result also showed that among the ten English teachers at the school, two or three of them used too much time to explain the speaking tasks instead of giving time for students to practice. However, more than 70 percent (202 students) agreed that their teachers let students practice speaking with their friends most time in the lessons. The data proved that English was mostly used in 10th grade English speaking lessons at two high schools. More than 72 percent agreed that the teachers gave them much time to speak in English, while only around 28 percent had different responds.

4.1.2.1.2. Using Vietnamese in speaking lessons
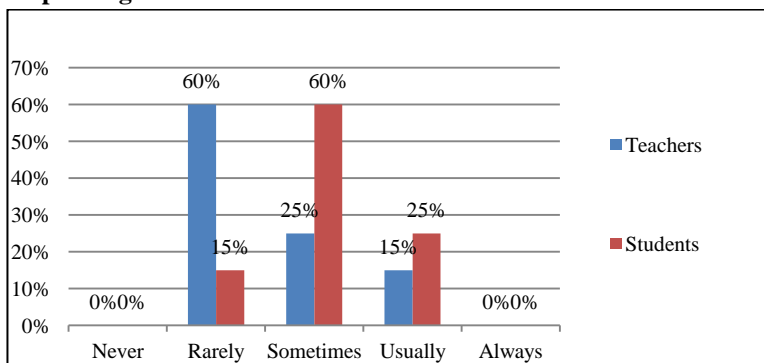
Figure 4.5: Using Vietnamese in speaking lessons

Chart 4.5 showed clearly the frequency of using Vietnamese by the teachers and students in English speaking lessons. As can be seen from the chart, both teachers and students sometimes used Vietnamese in English periods. No students said that they always or never spoke Vietnamese. It could prove that English was mostly used in speaking lessons. Only15 percent of teachers and 25 percent of students usually used Vietnamese. However, up to 60 percent of students sometimes used mother tongue and 15 percent of them rarely used it. It meant that there were a large number of students used Vietnamese in speaking lessons.

4.1.2.1.3. Students' reason for their interest in speaking lessons.
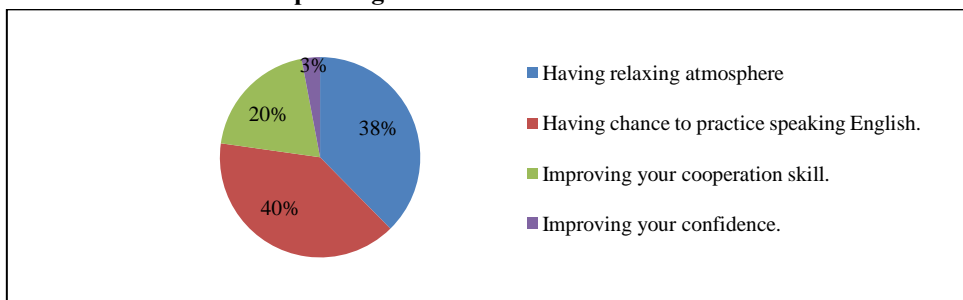
Figure 4.6: Students' reason for their interest in speaking lessons.

Figure4.6 showed that the answers to this question were mostly the same. Most of the students (about 78 percent) said that they liked learning speaking lessons because they could have chances to practice speaking English with their friends and have relaxing atmosphere in speaking lessons. The others (around 22 percent) explained that speaking lessons could improving your cooperation skill and confidence. Although the majority of students were interested in learning speaking lessons, time for students' lesson preparation was not much. The result showed that 65 students (23 percent) had no time to prepare the lesson at home and only 10 percent of students spent 45 minutes doing this job. It was clear that although the number of students had lesson preparation, the time they spent for it was not much (only 15 minutes following by 140 students – 50 percent).

4.1.2.2. Students' attitudes toward communicative activities used in speaking lessons.
4.1.2.2.1. Teachers' frequency of using communicative activities
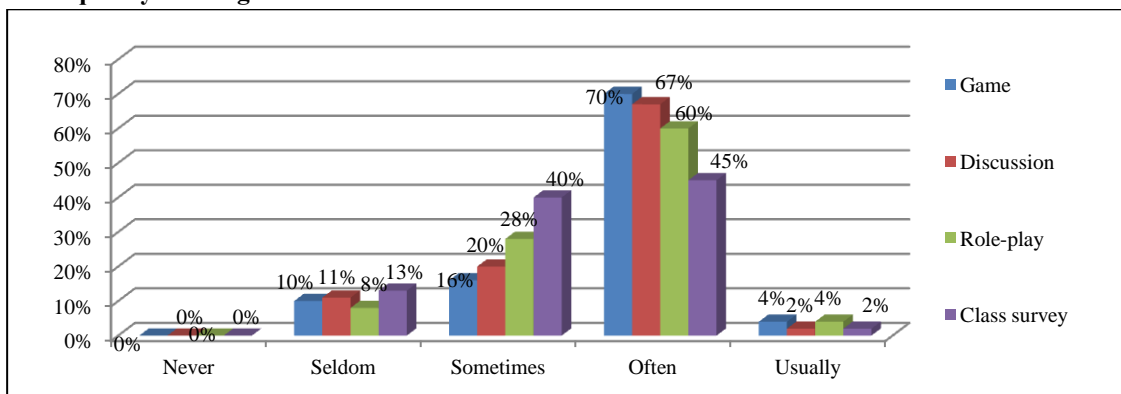
Figure 4.7: Teachers' frequency of using communicative activities

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Figure 4.7 was about the frequency of using Communicative activities by English teachers in their classes. It could be seen that Games, Discussions and Role-play were used more oftenthan the other: class surveys. More than 70 percent of students agreed that discussion was often used. In comparison with other activities, Class survey (45 percent) was often used the least in the speaking lesson. In general, teachers used all types of communicative activities in teaching speaking skill. However, Game and Discussion was applied in almost speaking activities and Role- play was also considered as a popular activity.

4.1.2.2.2. Students' preference of communicative activities and class arrangement
Table 4.4: Students' favorite communicative activities and class arrangement

Communicative activities	Game(%)	Discussion(%)	Role-Play(%)	Survey(%)
Result	40	30	20	10
Class arrangement	Individually(%)	Pair Work(%)	Group Work(%)	None(%)
Result	10	48	42	0

As result from the table 4.4, it was clear that the majority of the students (approximately 60 percent) chose Game and Role play for their favorite activities . About 30 percent of students chose Discussion and the fewest students chose Class survey which was a difficult activity. The table also showed the preference of class arrangement. It was clear thatmore than 90 percent (about 252 students) chose Pair work and group work as they could exchange their ideals as well as improve cooperation skill. The other students (about 28 students) liked working individually

4.1.2.2.3 .Students' attitudes toward communicative activities
In the questionnaires, there were 6 items aiming at exploring Students' opinion about communicative activities as follows:
    Item 1: Communicative activities attract students' attention in speaking lessons
    Item 2: In speaking lessons, you are usually asked to work in pairs or groups rather than individually.
    Item 3: You are given enough time to complete all tasks in speaking
    Item 4: You are always encouraged to speak English continually without caring mistakes on grammar and vocabulary
    Item 5: You are often asked to do survey on one topic in group and present in front of the class after some days
    Item 6: In speaking lessons, all students (not only excellent students) have chances to take part in communicative activities.
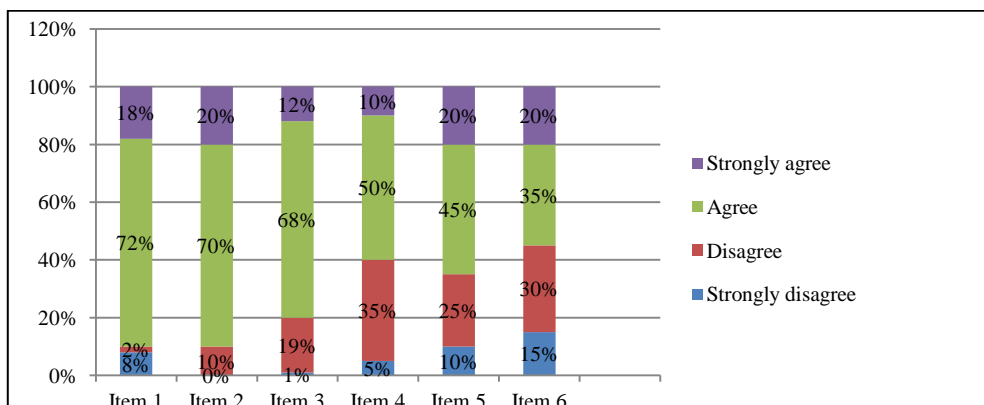
Figure 4.8: Students' attitudes toward communicative activities

Figure 4.8 showed clearly that most students felt more interested in the lessons used communicative activities. More than 252 students (about 90 %) choose "agree" or "strongly agree". Applying these activities in speaking lessons really encouraged students to take part in all activities in the class. Only some students choose "disagree" or "strongly disagree" because they were weak students in the class. The chart also proved that most of the teachers had their students work in pairs or groups rather than individually (based on 252 students' agreement – nearly 90 percent). The figure from the chart showed that a large number of students (224 students – 80 percent) thought that they had enough time to speak English in the class. Meanwhile, 56 students (20 percent)thought that their teachers should give them more time to practice because they explained that some lessons were too long or difficult. More than 60 percent of students - 168 students experienced that their teachers corrected their mistakes after practicing time while only about 40 percent of students – 112 students answered differently.

In addition, the chart also showed that most teachers asked students to do survey in group at home and presented it in front of the class. This activity was often used in project lessons. About 182 students(65 percent) agreed that they were required to prepare survey at home. Meanwhile, 98 students (35 percent) had different responses. Doing survey was actually a difficult task for weak students, so with these students teachers often asked them to make only some English sentence using simple vocabulary and

structures. Although there were a many students in one class, most students could take part in the communicative activities. About 154 students (55 percent) had the answer "agreed" and "strongly agree" and 126 students (45 percent) had different answer. It meant that there were many students who had no chance to take part in all speaking activities.

4.1.2.2.4. Students' difficulties when taking part in communicative activities.

Approximately 168 students (60 percent) said that they feel unconfident in talking before the others. They were afraid of making mistakes and the others made jokes about them. Another difficulty (about 20 percent) was that they had no ideals about speaking topics, so they couldn't practice with their friends. A few students had the other difficulties such as vocabulary limitation (15 percent), mispronouncing new words (3 percent) and absent partners (2 percent). They were the main reasons that made students not feel eager to the speaking lessons.

4.1.3. Result from class observation

Class observation was conducted on ten speaking lessons of unit1 (Family life) including five speaking lessons and five project lessons. The observation was aimed to realize the reality of teaching and learning English in speaking lessons in general and teachers' using communicative activities in speaking lessons in particular.

*The teacher's teaching:

The teachers' lesson plan was all well-prepared and had clear stages (pre-speaking, while-speaking and post-speaking) in speaking lessons. For five speaking lessons with the topic about household chores, all five teachers from two high schools use the method of Communicative Language Teaching to encourage students to talk with friends in English during the lessons. In project periods, the other teachers use flexibly methods Communicative Language Teaching and Project Based learning. Students in group of nine or ten made presentation after having seven days to do survey together. In these lessons, English was used most of the time, about 85 percent. The teachers tried to use English as much as possible in all activities. They only used Vietnamese to explain the requirement for weak students after giving instruction in English but students still didn't understand . All teachers monitored students and encouraged them to take part in all activities in the lesson. However, because of limited time, two project lessons were also not finished in time among ten lessons.

*The use of communicative activities:

Teachers used communicative activities flexibly in ten periods. Most activities were in the textbook and some were designed by teachers. For five speaking lessons, all teachers used Game, Discussion and Role play. Game was given in Warm up part to create interesting climate and motivate students in new lessons. Discussion was used in all five lessons because it was an useful activity to help students have more chances to practice speaking in pairs or in group. Role play was used in activity 2, activity 3, which let students ask and answer about household chores students liked or disliked.

For project lesson, all five teachers used Class survey as main activity. Students had about one week to do survey in groups and presented in front of the whole class in Looking back and Project lesson. Project was one part of Looking back and project lesson in one unit, so it had only around twenty-five minutes to complete. In general, all ten lessons were interesting and draw students' attention because teachers prepared the lesson plan carefully and used communicative activities flexibly in project lessons . However, each class consisted of over forty five students, some students had no chance to speak English and some students couldn't take part in discussion activity due to their weak ability.

*The students' participation:

Students were pretty responsive and they were willing to participate in the activities. However, some students spoke not loud enough, some felt hesitated to speak and few distracted from all activities. In warm up, all ten teachers designed games which involved almost all students. In activity 1, two teachers let students work in pairs, two teachers used group work and only one teacher ask students work individually. Not all students (about 50 percent) participated in this activity. In activity 2, all five teachers let students work in pairs. Because time for this activity was around 12 minutes, nearly half of the total students had chance to participate. In activity 3, students were required to make up similar conversation in activity 2, but students had to practice with partner without looking at textbook. Because of limited time, only five pairs had chance to practice. Generally, in five speaking lessons, all teachers tried to use communicative activities effectively. However, each class consisted of over forty five students with different levels and time for each period was only forty five minutes, only two third of students took part in communicative activities. For project lessons, which lasted only twenty five minutes, teachers firstly instructed students how to present and after that students presented their survey by showing power point. Due to limited time, students' presentation didn't have much information. For survey, not all members in their group had chance to present.

In short, in both speaking lessons and project lessons, communicative activities were applied flexibly. However, owing to short time and big classes, there were some students who didn't take part in these activities.

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4.1.4. Result from interview

The interviews were done in the cooperation of ten grade 10th students. The data collected aimed to illustrate five main points as *following*

4.1.4.1. Attitudes toward using Game, Discussion, Role-play and Class survey inteaching speaking skill.

Often students, nine students expressed that they liked communicative activities used in speaking lessons. They can improve vocabulary, social knowledge, critical thinking, confidence and cooperation skill. Only one said that he did not like those activities because he thought that they took a lot of time and he preferred doing grammar exercises than talking with friends

4.1.4.2. Preference of communicative activities: Game, Discussion, Role-play orClass survey and reasons.

Six students chose Game and Role play, because they said that these activities were quite easy and interesting. They could learn in relaxing way. They had chances to talk with their friends and felt more confident in speaking lessons. One third of students chose Discussion for their favorite activities since they had chances to practice speaking with friends, after that their speaking skill will be improved. Only one person chose Class survey because he thought that this activity had a lot of benefits for students such as critical thinking, vocabulary, cooperation and social knowledge.

4.1.4.3. The most effective kind of class arrangements in speaking lesson (individually, pairs work and group work).

Students said that the teachers let them work in pairs more often than in groups or individually, and seven of ten students had opinion that they preferred working in pairs to working in groups. In fact, it was the most effective class arrangements because they could exchange more ideas as well as learnt from friends. Moreover, they had chances to cooperate with their friends in practicing speaking English and built their confidence in communicating. Only three of ten students chose group work because this kind of class arrangement helped them improve cooperation skills, enrich vocabulary and exchange ideals. No one chose working individually in learning speaking lessons. Students' answers proved that they really liked working in pairs or groups.

4.1.4.4. Problems in learning speaking lessons.

Five students said that they felt unconfident to talk before others. They felt shy, were afraid of making mistakes so they didn't want to take part much in speaking activities. Three students answered that they found a lot of new words which they didn't know how to use or pronounce correctly. Therefore, they had difficulties in expressing their ideals in English. Two students thought that their problems were ideals about the speaking topic which were sometimes about social issues or science knowledge. These topic required students to search a lot of information, so they often had few ideas to talk about them. Only one student said that her difficulties in speaking lessons was that they didn't have enthusiastic partner, which made them unmotivated to all activities in the class.

4.1.4.5. Solution to the problems in speaking lessons.

Half of students said that they tried to participate in all activities in the class, so they had chance to practice speaking English. They wouldn't feel worried to speak English in front of others. These students approved that finding vocabulary, searching information related to the speaking topic helped them have a good presentation in English. Three of ten students agreed that they could overcome these difficulties by asking their teachers for help when they didn't know what and how to do. Teachers would gave them clear explanation and some suggestion about the tasks. One student said that he got away from the difficulty by preparing the speaking lesson well at home. He thought of the exercises carefully, read the reference or completed all tasks in text book before class. It made him understand more about the lessons and helped him feel more confident to join all communicative activities in the class. Only one of ten students had no answer because English wasn't his favorite subject.

4.2. Discussions

This section aimed to discuss the results in the study. The collected data will be discussed to illustrate for research questions.

By analyzing the results of class questionnaires, observation, and interviews together with comparing with theory in methodology, it could be figured out the types of communicative activities used in speaking activities, opinions of teachers and students about these activities and some difficulties in applying the communicative activities in each lesson at Yen Phong number 1 and Yen phong number 2 High School.

4.2.1.Types of communicative activities used in speaking lessons:

It can be seen that Game, Discussion, Role-play and Class survey were mainly used in speaking lessons. Although, the level of students was different, teachers could apply these activities flexibly. Most of the teachers used Game and Role play in their speaking lessons because they could attract students' attention and improve students' confidence as well as motivated students to speak English. Some games used effectively in the speaking lessons were Who am i, Hang man, Crossword and Lucky numbers. Role - play activity gave students opportunities to practice speaking English in real situation, for example in Unit 1 of English Grade 10th, students talked about what chores they liked or disliked basing on the examples in the book. Students could find the

tasks of the lessons easy and eager to participate in the activity. Besides, discussion was also often used to help students exchange their ideals so that students could improve their cooperation skills.

It was class survey that teachers sometimes applied effectively because it was considered a difficult activity. Class survey required students work in group and did survey on one social issue related to the topic of each unit. Therefore, for the class with many weak students, teachers often changed the requirement of the task. Instead of doing survey, the weak students just prepared some simple sentences individually and present in the class after that.

4.2.2. Attitudes of both Teachers and Students toward communicative activities*:*

Through the result from investigating, both teachers and students agreed that the communicative activities were very important in speaking lessons. Teachers responded that they used these activities to make the lessons more interesting. Therefore, students could be encouraged to take part in all activities in the class. It was obvious that the quality of teaching and learning speaking lessons would be improved. As the data from survey, it could be clear that all teachers could use selected kinds of communicative activities in their classes which were appropriate for students.

Moreover, most of the students expressed their agreement that the lessons became more interesting thanks to the activities. These activities might "wake them up" after some boring lessons. The figures from the survey showed that around 96 percent of students agreed that communicative activities attracted students' attention in speaking lessons. About 90 percent of students said that they always had chances to work in pairs or groups. These activities helped them feel more confident and eager to take part in the lessons. It meant that communicative activities really made the speaking lessons successful.

It could be concluded that both teachers and students appreciated the role of communicative activities in speaking lessons. Thanks to these activities the target of the speaking lessons would be achieved and students could improve speaking skill.

4.2.3. Difficulties in applying communicative activities:

Applying communicative activities in grade 10th students' English speaking classes at the school also faced some certain difficulties.

The first challenge was the limited time in one period. Time for each period was only 45 minutes while teachers had many activities to complete. Actually, all speaking lessons in the text book often included three or four activities. In only 45 minutes, teachers couldn't complete four or even more than four activities in time. Moreover, a speaking lesson always must have enough stages: pre, while and post speaking. Most of the time was for while-speaking stage when the students practiced speaking. However, teachers sometimes spent much time for such other stages as pre-speaking and post-speaking. Therefore, lacking time for these situation was unavoidable.

Another difficulty was the lack of students' motivation. Some students were unwilling to participate in activities. They only completed the speaking task because they had to do teachers' requirement while they didn't want to join the tasks. Some students were not interested in some topics which were unfamiliar with them. Together with their losing of interest, they might be lack of vocabulary to talk about these topics. Besides, some students felt shy or unconfident when speaking in front of other people. Some others were afraid of making mistakes , others didn't find suitable partner and the others were weak students in the class. All these reasons made students not have enough motivation in practicing speaking English.

The setting of the class was also a difficulty for the teachers in applying communicative activities. As observation, the classroom was quite small, and the desks were placed closely. This arrangement caused the difficulties for the teachers in carrying out the activities and the students had the obstacle in their movement. In some activities like class survey that required the students to move away from their seat, the closely-placed desks prevented them from moving. Therefore they sometimes just stood up and talked to someone around them. This caused obstacle to the application of communicative activities.

Besides, teaching and learning in big classes was really a challenge for teachers. Teachers found difficult to apply communicative activities for all students as well as in all classes. Each class in high schools in Bac Ninh had from 45 to 50 students with different levels. Some students were much more excellent than some others and about one third of students were bad. Therefore, applying activities in speaking lessons sometimes was not easy for teachers. Teachers couldn't pay attention to all students in the class , so some students didn't have chances to take part in communicative activities.

Last but not least, teachers and students sometimes used Vietnamese in the class that was also a problem in speaking lessons. In order to explain the requirement of difficult tasks, Vietnamese was sometimes used to help students understand the lesson clearly. Moreover, students also used Vietnamese in discussion. The main reasonswere in students' knowledge and content of tasks in the textbook. There were so many new words and many tasks in one lesson which students must master. The cognitive ability of some students was limited, so there would be some tasks students could hardly understand in English. In this case, teachers had to explain the requirement in Vietnamese, which actually was not accepted in applying communicative activities.

4.3. Suggested solutions

To improve the effectiveness of applying communicative activities in English speaking classes of 10th grade at two high schools, some suggested solutions are given as following.

- Teachers should control the time in all activities, give priority to students' practice, let students work in pairs or groups and reduce time used in other stages like pre-teaching vocabulary. Because each lesson is always 45 minutes in length, the teachers cannot teach the lessons in 2 or more periods for example. However, the teachers might teach vocabulary by giving students handouts instead of spending time for them to copy. Moreover, teachers can ask students to prepare the lesson at home and review old lessons, which helps students understand the lesson more clearly so that teachers don't need to spend much time explaining the requirement of the lesson in the class.

- Teachers should use more pair work or group work than individually because they can encourage students to participate in all speaking activities. For what topics the students were not familiar and might lack of vocabulary to talk, the teacher could suitable topics, support ideas and provide students with vocabulary related to the topics to help students practice speaking. Besides, the teachers might select useful techniques to encourage students' interaction in pairs or in groups. Teachers can design some more games such as lucky game, crossword, who want to become a millionaire, etc. These activities can encourage students to participate in the lesson. Last but not least, teachers should reward students who have right answers or good presentation. Rewarding students is a good way to improve students' motivation in learning.

- Teachers should rearrange the tables in the class in order to make more spaces for students to move easily. Besides, teachers could mix students with different levels in one pair or one group. In these pairs or groups, excellent students can help their weaker friends. Moreover, teachers should often change members of groups in order that students can share ideals with all their classmates. Therefore, students feel eager to take part in all activities and obviously not feel passive. It is clear that pair work or group work can make students more active in speaking lessons.

- Crowded classes are really a challenge for teachers to apply communicative activities. The solutions to this problem are that teachers should consider a suitable type of class arrangement. Some activities might be appropriate with pair work while some might be done well with group work. Teachers also look over the content of the lesson and consider students' competence so as to adjust the tasks and time appropriately. Teachers should design easier tasks so that weak students in the class can easily complete them. Besides, teachers should mix students with different levels in one group in order that advanced students can help weak students. Asking students to prepare the lesson at home is a good way to help students approach the new lesson effectively. In addition, teachers should usually reward enthusiastic students. By this way, students feel eager to join all activities in the classes.

- To help students use mostly English in the class, teachers should consider the language used in explaining the speaking tasks. They are short and clear sentences. If the language used is too long and complicated, students might not comprehend. The teachers have to spend time to explain in English in an easy way. Teachers should use short English sentences and use instruction in English everyday which helps students be familiar with speaking and listening English. With the difficult words or tasks, teachers should explain to students in easy way in English. That helps students have habit of using English every day. Therefore, students can limit using Vietnamese in the class.

In short, all communicative activities were used flexibly in speaking lessons to stimulate students' interest and participation. Actually, these activities helped students improve speaking skills in terms of confidence, vocabulary, structures, cooperation and social knowledge.

V. CONCLUSIONS
Conclusion
This part summarized the investigation into the real situation of using communicative activities in teaching English speaking skill at high schools in Bac Ninh province. The study investigated the reality of teaching and learning English in speaking lessons of grade 10th students at two high schools in Bac Ninh. Besides, some types of communicative activities were found out to be used in these classes' speaking lessons. By summing up and analyzing the result from three research instruments that are questionnaires, class observation and interviews, the researcher pointed out the opinions of teachers and students about communicative activities as well as some difficulties in applying these activities. The study proved that teachers used Game, Discussion and Role play more than Class survey. Applying these activities was flexible and dependent upon the cognitive ability of students. Another finding from the survey was that both teachers and students felt interested in using communicative activities in speaking lessons. In the effort of carrying out various methods of research, the study explored the difficulties in the application of communicative for grade 10th students' English speaking classes at two high schools. The first difficulty was in time for each lesson. It was not enough to complete all activities. The second difficulty was students' participations in the activities. Because of students' motivation, cognitive ability as well as big classes, some students had no chance to practice speaking English. The last difficulty realized was sometimes using Vietnamese in the class. With these findings, the researcher hoped that they could help the teachers and students at two high schools improve their quality of teaching and learning English, especially speaking skill.

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Suggested for further research

The researcher hoped that they would help other researchers with some useful experiences in their further related studies. Researchers should observe more English speaking classes in different grades in high schools. Besides, researchers should interview more students. This would give a lot of objective information about the study. It is advisable that a larger and further research should be undertaken with more participants in different grades in other skills such as listening or writing skills.

Limitations of the study

In spite of the researcher's great effort to finish the study, limitations were not avoidable. The first one was the limit of observing teachers' teaching. There were ten periods observed but they were the same lessons, five lessons were speaking lesson of unit 1and other five lessons were project part of unit 1. Secondly, questionnaires were carried out not very well. The responses of questionnaires online were collected insufficiently. Moreover, the interview was limited. The researcher only interviewed ten students from two high schools, so the answers were not highly persuasive. Those were all the limitations of the study. Finally, the survey was done at only two high schools in Bac Ninh provinces, so the results couldn't show exactly the reality of using these communicative activities at all high schools in Bac Ninh. These factors made the restriction in summing up the results.

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APPENDICES
APPENDIX 1: QUESTIONNAIRES
QUESTIONNAIRES FOR TEACHERS
The purpose of the questions is to find out what types of communicative activities teachers often use , how teachers use these activities in teaching speaking skill and their opinions about the Communicative activities.

Mark X for your answer
1. What are communicative activities used in speaking lessons?

Activities	Your answer
Game	
Discussion	
Role-play	
Class survey	

2. How often do you use the following activities in speaking lessons?
On a 1-to-5 scale, where 1 is the LOWEST and 5 is the HIGHEST:
 5. Always
                              4. Often
                              3. Sometimes
                              2. Rarely
                              1. Never
Mark X for your answer.

Activities	1	2	3	4	5
Game					
Discussion					
Role-play					
Class survey					

 3. What are popular activities chosen by students?

Activities	Your answer
Game	
Discussion	
Role-play	
Class survey	

4. What communicative activities do you think is the most effective?
A. Game   B. Discussion   C. Role-play   D. Class survey
5. Why do you think that the activity is the most effective?
A. Encourage students to work in pairs or groups
B. Improve students' critical thinking
C. Improve students' vocabulary and grammar.
D. Improve students' confidence in speaking
6. What types of class arrangement do you usually use in speaking lessons?

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Types of class arrangement	Your answer
Individually	
Pair work	
Group work	

7. How often do you use the following types of class arrangement?

On a 1-to-5 scale, where 1 is the LOWEST and 5 is the HIGHEST:

        5. Always

        4. Often

        3. Sometimes

        2. Rarely

 1. Never

Mark X for your answer.

Types of class arrangement	1	2	3	4	5
Individually					
Pair work					
Group work					

8. What will you do to help students complete the task of each activity?

A. Explain the task in Vietnamese

B. Explain the task in an easy way in English

C. Give more examples

D. Use a variety of class arrangements.

E. Be students' advisor rather than controller.

F. Give students suitable time for each task

9. What difficulties do you have when using communicative activities in speaking lessons?

A. Lack of time   B. Students' different levels

C. Lack of students' motivation   D. Students' shyness

E. Students' fear of making mistakes   F. A big class.

G. Not enough spaces in classrooms   H. Poor facilities

10. How often do you lack time when teaching?

A. Always   B. Usually   C. Sometimes   D. Rarely   E. Never

11. What will you do to overcome these difficulties?

A. Revise the suitable content of the lesson.

B. Omit difficult task in textbook

C. Design easier tasks

D. Reward enthusiastic students in the class

E. Use a variety of teaching techniques

F. Work as an instructor, adviser and a controller.

G. Divide the class into pairs or groups

H. Rearrange the classroom to help students move easily

12. How often do you ask students to prepare the speaking lessons at home?

A. Always   B. Usually   C. Sometimes   D. Rarely   E. Never

13. How often do you design more activities in speaking lessons?

A. Always   B. Usually   C. Sometimes   D. Rarely   E. Never

14. What is your opinion about using communicative activities?

A.   Attract students and help target of the lesson be gained.

B.   Attract students but can hardly help the lesson be completed

C.   Can hardly be applied in classes with a lot of students

D.   Don't encourage students to participate in speaking activities.

QUESTIONNAIRES FOR STUDENTS:

The purpose of the questions is to collect students' attitudes toward speaking lessons in general and communicative activities in particular. Therefore, the questions consists of two parts as following:

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PART 1: This part is aimed to collect students' opinions about speaking lessons. It includes ten questions as following.

From question number 1 to question number 6, **Mark X for your answer**

On a 1-to-4 scale, where 1 is the LOWEST and 4 is the HIGHEST:

1.Strongly disagree

2.Disagree

3.Agree

4.Strongly agree

	1	2	3	4
1. You like all activities in speaking lessons.				
2. Speaking lessons are interesting.				
3. You feel fascinated with the speaking topics in the textbook.				
4. Your teacher sometimes gives topics outside the textbook.				
5. In the speaking lessons, students have choice to talk with their friends				
6. In the speaking lessons, English is spoken most of the time.				

From question number 7 to question number 10, Circle your answer

7. How often does your teacher use Vietnamese in the speaking lessons?

A. Never   B. rarely   C. sometimes   D. usually   E. always

8. How often do you use Vietnamese in the speaking lessons?

A. Never   B. rarely   C. sometimes   D. usually   E. always

9. How much time do you spend preparing a speaking lesson before class?

A. 15 minutes   B. 30 minutes   C. 45 minutes   D. No time

10. What do you like best about the speaking lessons?

A. Having relaxing atmosphere.

B. Having chance to practice speaking English.

C. Improving your cooperation skill.

D. Improving your confidence.

PART 2

The aim of this part is to investigate students' attitudes toward communicative activities used in speaking lessons. It consists of 10 questions as following:

1. How often does your teacher use the following activities in speaking lessons?

   On a 1-to-5 scale, where 1 is the LOWEST and 5 is the HIGHEST:

                    5. Usually4. Often3. Sometimes2. Seldom1. Never

Mark X for your answer.

Activities	1	2	3	4	5
Game					
Discussion					
Role-play					
Class survey					

2. What activities do you like best?

   A. Game   B. Discussion   C. Role-play   D. Survey

3. What types of class arrangement do you like best?

   A. Individually   B. Pair work   C. Group work   D. None of them

Question: 4-9

From question number 4 to question number 9, **Mark X for your answer**

On a 1-to-4 scale, where 1 is the LOWEST and 4 is the HIGHEST:

1 Strongly 2 disagree 3 Disagree4 Agree 5 Strongly agree.

	1	2	3	4
4. Communicative activities attract students' attention in speaking lessons.				
5. In speaking lessons, you are usually asked to work in pairs or groups rather than individually.				
6.You are given enough time to complete all tasks in speaking				
7. You are always encouraged to speak English continually without caring mistakes on grammar and vocabulary				
8. You are often asked to do survey on one topic in group and present in front of the class after some days				
9. In speaking lessons, all students (not only excellent students) have chances to take part in communicative activities				

10. What difficulties do you have when you take part in communicative activities?

A. mispronounce new words

B. vocabulary limitation.

C. lack of confidence

D. absent partner

E. no ideas about the speaking topic

APPENDIX 2: CLASS OBSERVATION

Name of teacher: ………………………………………………………

Lesson: …………………………………………………………………

Class: …………………………………………………………………

Date: …………………………………………………………………

Observation	Take notes
1. The teacher's teaching - Lesson plan: ☐ Well- prepared ☐ Not well- prepared - Method: ☐ Project Based Learning ☐ Communicative Language Teaching ☐ Audio Lingual Method - Procedure: ☐ Enough 3 stages (pre, while, post) ☐ Not enough 3 stages - Time: ☐ Enough time ☐ Over time ☐ Lack of time - Language ☐ Most English ☐ Most Vietnamese	
2. The use of communicative activities - Types of activities: ☐ Game ☐ Discussion	

☐ Role play	
Class survey	
- Types of class arrangement:	
☐ Individually	
☐ Pair work	
☐ Group work	
- Effectiveness of Communicative activities:	
☐ Very useful	
☐ Useful	
☐ Neutral	
☐ Not very useful	
☐ Not useful at all	
3. The students' participation in all activities	
-Activity 1:	
☐ All students	
☐ Most students	
☐ Some students	
☐ None of students	
-Activity 2:	
☐ All students	
☐ Most students	
☐ Some students	
☐ None of students	
-Activity 3:	
☐ All students	
☐ Most students	
☐ Some students	
☐ None of students	
-Activity 4:	
☐ All students	
☐ Most students	
☐ Some students	
☐ None of students	
Other notes:	

APPENDIX 3: INTERVIEW.

Researcher prepares five questions to interview students with the purpose of investigating students' opinion about speaking lessons as well as communicative activities used in these lessons

1. What do you think of using Game, Discussion, Role-play and Class survey speaking lessons ?
2. What kind of communicative activities (Game, Discussion, Role-play or Class survey) do you like the most? Why?
3. What kind of class arrangements (individually, pairs work and group work) do you think the most effective in speaking lesson?
4. What problems do you have in learning speaking lessons?
5. How do you overcome the problems?

Factors Affecting Individual Customers' Online Savings Deposit Behaviours at Vietnamese Commercial Banks

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ABSTRACT: The paperaims at detecting factors affecting individual customers' online savings deposit behaviours at Vietnamese commercial banks based on theoretical frame works such as the Theory of Planned Behavior (TPB), Technology Acceptance Model (TAM), and Theory of Perceived Risk (TPR). The survey was sent to the respondents via Google Forms and direct questionnaire. Based on response of 430 valid questionnaires were included in the analysis. Data were analyzed according to the process from testing reliability scale to factor analysis, correlation analysis, and regression analysis. The results showed that Perceived usefulness is the most influencing factor, followed by Brand reputation and Financial benefits. In which, Perceived risk has a negative influence on transacting behaviours. Accordingly, recommendations were proposed to enhance online saving deposit of individual clients at banks

KEYWORDS: online savings deposit behaviours, commercial banks, perceived usefulness, brand reputation, financial benefits, online savings, e-banking, technology acceptance model

I. INTRODUCTION

The operation and development of every economy must be based on a system of resources, of which capital is an irreplaceable resource. Banks play a key role in mobilizing temporarily idle capital, an essential input to help the bank survive and develop, and at the same time decide other outputs for entities in need of loans, improving the efficient use of capital for the whole economy. In which, capital from individual customers is always considered the most stable with a large proportion and reasonable cost. According to statistics from the financial reports of the fourth quarter of 2020 of 28 domestic banks, the 10 banks with the most customer deposits in 2020 include Agribank, BIDV, Vietcombank, Vietinbank, SCB, Sacombank, ACB, MB Bank, SHB, Techcombank. This list did not change compared to 2019. The Big Four banks in Vietnam including Agribank, BIDV, Vietcombank, Vietinbank are the banks with the most customer deposits, reaching a total of 4.7 million billion VND, equivalent to the market share of over 50% of the whole system. For Vietnamese people, bank savings is still a top choice when having idle money because they consider this an investment channel that is both safe and effective. According to Nielsen's second quarter of 2020 Consumer Confidence Index Report, Vietnam is the country that came out on top in the world with the number of people who prefer saving (72%), followed by Hong Kong (68%) and Singapore (65%).

Along with the trend of globalization, world economic integration, and especially the stormy development of science and technology, of the industry 4.0, banks have embarked on building a digital platform, creating a launching pad for a comprehensive digital banking model. Accordingly, the introduction of E-banking brings many modern services, including online savings deposit transactions. Contribution to the improvement and popularity of this transaction must include the impact of the COVID-19 epidemic. In the face of complicated developments of the pandemic, the shift from ordinary forms of savings to online savings is an inevitable trend chosen by many consumers. Banks are also actively promoting online savings channels with many incentives such as competitive interest rates, increasing convenience, not restricting time and geography for customers,... The convenience, fast and flexibility of online savings deposits are tremendous benefits and these directly affect customers' behaviours to use services.

In the world, there are many studies on commercial banks in general and the intention of saving money in banks in particular. However, in Vietnam, the people's income, as well as the intellectual level of Vietnamese, are not high, resulting in the savings have many differences, so different results will likely arise from the previous studies. On the other hand, previous studies mainly focus on the issue of saving at the counter or accepting E-Banking in general but not on online savings deposit of individual

customers. Stemming from the above reasons, the topic "Factors affecting individual customers' online savings deposit behaviours at Vietnamese commercial banks" was selected for research.

II. THEORETICAL BASIS AND RESEARCH HYPOTHESES

A.Theoretical basis

According to the American Marketing Association [2], customer behavior can be defined as "the dynamic interaction of affect and cognition, behavior, and environmental events by which human beings conduct the exchange aspects of their lives". In other words, customer behavior includes the thoughts, feelings, and actions they take in consumption.

Savings deposit behaviour of customers is also a type of consumer behaviour, using the service provided by the bank. Banks learn from customers to see what benefits they can be aware of from the experienced savings service, how they evaluate after using it. This affects the customer's own behavior of using the next service, and affects the information about the product/service they refer to other consumers.

The savings deposit behavior of individual customers is a customer's choice about the bank for the transaction, type of deposit, term of deposit, and type of savings. This behavior comes from the motivations, perceptions, and attitudes of customers (Hang, 2011 [11]).

Online savings are carried out through the E-banking service. Banks and customers do not need to meet in person but still perform the savings deposit behaviour. All encrypted transactions are stored in electronic savings accounts and customers can track and manage savings books at any time on Internet Banking or Mobile Banking. Thus, customers' online savings deposit behavior can be done in a simple and fast way.

B. Research hypotheses

The authors inherited from the TPB, TAM, and TPR models the relevant variables in the research process: Introduction (subjective norms) (Ajzen, 1991) [1], Perceived Usefulness (Fred Davis, 1985, 1989); Perceived Ease of use (Fred Davis, 1985, 1989) [7] [8]; Perceived risk (Bauer, 1960) [3]. However, the previous studies also realized that besides the factors included in these models, there are other factors that affect the behavior of saving money. Therefore, the authors supplemented the following factors: Form of promotion, Financial benefits, Service Quality, and Brand reputation. These are the factors that directly affect individual customers' savings deposit behaviours.

According to Van(2018) [24], customers' behaviours are also influenced by subjective factors. When individual customers have idle money and need to deposit money in the bank, they will start looking for information from many different sources. Normally, family, friends, people who have used the deposit service or have information about the deposit service at the bank can advise customers on how to choose the deposit channel, the form of deposit, the bank to send money... In addition, the advice of bank staff is also the bridge to bring customers to the deposit service. This consultation is based on their experience and knowledge but gives the clients confidence to perform a behaviour. On that basis, the proposed research hypothesis is as follows:

Hypothesis 1 (H1): Introduction has a positive effect on individual customers' online savings deposit behaviours.

Marketing is a set of measures and arts to inform customers about the bank's products and services, and at the same time to attract them to consume the bank's products and services (Trang, 2015 [23]). The form of promotion has become one of the factors that directly affect customers' savings deposit behavior. (Vuong et al., 2020 [25]). In the highly competitive market, the bank constantly offers various and diversified forms of marketing such as advertising, promotions, direct offers... to attract customers. On that basis, the research hypothesis is proposed:

Hypothesis 2 (H2): Form of Promotion has a positive effect on individual customers' online savings deposit behaviours.

Perceived Usefulness is the degree to which a person believes that using a particular system would enhance his or her job performance (Davis, 1989) [8]. Perceived usefulness of online savings deposit is based on using E-Banking. Accordingly, the usefulness of using E-Banking can be seen through the fact that all individual needs are processed quickly with just a few simple steps, anywhere, anytime. The more usefulness customers feel of E-Banking service, the greater their usage intentions are. Hoa et al., (2020) [12] pointed out that the perceived usefulness of customers when using E-banking is the factor affecting the long-term use and loyalty of individual customers to banks. On that basis, the research hypothesis is proposed:

Hypothesis 3 (H3): Perceived Usefulness has a positive effect on individual customers' online savings deposit behaviours.

Perceived Ease of Use is the degree to which a person believes that using a technology will be free from effort (Davis, 1989) [8]. Perceived ease of use of online savings deposit is based on using E-Banking. The simple design of E-Banking products would be easy for anyone to use. At the same time, the more user-friendly and flexible the interface of the E-Banking system, the more customers can use the bank's different utilities, including online savings deposit service. When an individual becomes aware of the

ease of use of the system, they develop a positive feeling that leads to behavior using the system (Davis, 1989) [8]. On that basis, the research hypothesis is proposed:

Hypothesis 4 (H4): Perceived Ease of Use has a positive effect on individual customers' online savings deposit behaviours.

Peter & Ryan (1976) [19] defined Perceived risk as a kind of subjective expected loss. Bauer (1960) [3] argued that risk-aware consumer behavior of information technology products includes two elements: (1) Perceived Risk with Product/Service (PRP) and (2) Perceived Risk in the Context of Online Transaction(PRT). Jacoby & Kaplan (1972) [14]classified risks related to products/services into 5 categories: financial risk, psychological risk, physical risk, performance risk, and social risk. Bhimani (1996) [4] pointed out that using technology services may exhibit illegal activities such as: disclosing passwords, correcting data, deception, and failure to pay the debt on time. Ming-Chi Lee (2009) [15], Thanh& Thi (2014) [21] all had a view that risk awareness is one of the barriers to the behaviour of individual customers to save online. On that basis, the research hypothesis is proposed:

Hypothesis 5 (H5): Perceived Risk has a negative effect on individual customers' online savings deposit behaviours.

According to Thuy & Hang (2017) [22], financial benefits are the benefits that customers receive when using services from the bank. Accordingly, financial benefits are measured through two variables: saving interest rate and service fee. The savings interest rate increase would be more attractive to customers. If there is a small interest rate difference between banks, the mobilized capital will fluctuate significantly (Hung, 2012) [13]. Conversely, low-interest rates do not encourage customers to save money (Mustafa & Sayera, 2009) [16]. For online savings deposit, customers must have a payment card (domestic and international) and an online transaction account of that bank. Therefore, the saver has to bear the service fee including payment card issuance fee and transaction account maintenance fee. Banks with good quality and equal reputation but with lower service fees will be able to be selected. On that basis, the research hypothesis is proposed:

Hypothesis 6 (H6): Financial Benefits have a positive effect on individual customers' online savings deposit behaviours.

According to Parasuraman et al. (1985) [18], service quality is the gap between customer expectations and their perception of using the service. Service quality is perceived by customers, not decided by the bank (Vuong et al., 2020) [25]. Through aspects such as deposit products, quality of E-banking (speed of processing, troubleshooting,...), or solving arising problems, customers will give comments in terms of whether the quality of online savings at a bank is good or limited. On that basis, the research hypothesis is proposed:

Hypothesis 7 (H7): Service Quality has a positive effect on individual customers' online savings deposit behaviours.

Brand reputation is associated with the credibility of the organization, the result of a comparison between what the business promises and what the business does. Data on brand reputation will be a source of information for customers to appreciate the quality of the company's products and services compared to the available alternatives (Yoon et al., 1993) [26]. Banking and financial services with service industry characteristics do not allow product packaging, labeling, and display, so brand equity must be perceived with consumer confidence (Cobb & Ruble, 1995) [5]. Branding factors are associated with elements in the service space, both tangible and intangible: facilities, people (employees, other customers), execution processes (O'Cass & Grace, 2003) [17].

From the characteristic that banking operations are based on the public's trust, the more known and trusted the bank's brand name, the more favorable the bank's capital mobilization. A reputable bank with a slightly lower interest rate, customers still choose that bank to deposit money because they believe that their capital is safer (Dat & Thang, 2018) [6]. Especially for online savings deposit, documents are not shown in writing, causing insecurity for depositors, so the fact shows that they tend to choose high-reputable banks to trade. On that basis, the research hypothesis is proposed:

Hypothesis 8 (H8): Brand Reputation has a positive effect on individual customers' online savings deposit behaviours.
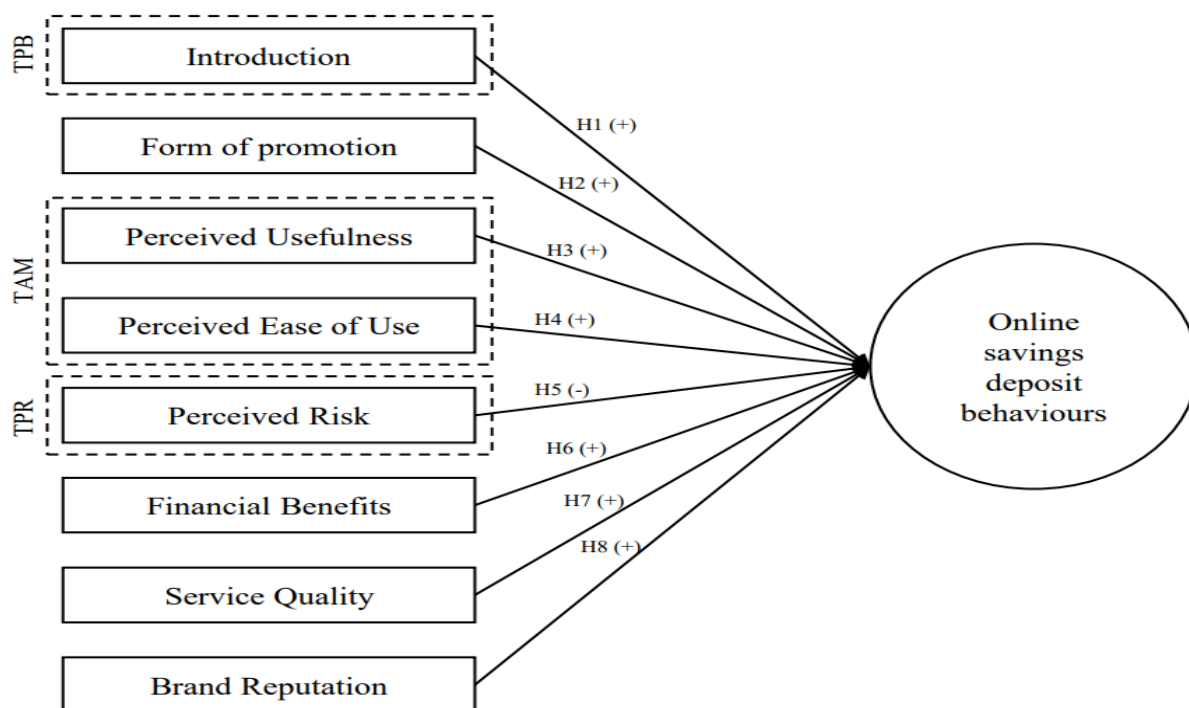
1. Proposed research model

Source: Authors, 2021

III. METHODS
The survey was conducted in Hanoi and Ho Chi Minh City from December 2020 to January 2021. Respondents are those who are saving money online, mostly at the age of 18 - 60. Data collected by internet questionnaires and direct questionnaires. The results obtained 462 questionnaires, of which 32 boards were rejected due to incorrect respondents or non-cooperating subjects, so 430 questionnaires were officially put into data processing.

The authors processed the data using SPSS 22 software. The descriptive statistical method was used to analyze frequency statistics to describe the demographic characteristics of the sample: sex, age, education level, and income. Data from the remaining variables of the study was analyzed through the following steps: scale reliability test (Cronbach's Alpha), exploratory factor analysis (EFA), correlation analysis, and linear regression analysis.

IV. RESULTS & DISCUSSION
A. Deposit mobilization at Vietnamese commercial banks
According to the State Bank, customer deposits at credit institutions increased rapidly in the period 2016-2020. Specifically, at the end of 2016, deposits were only 5,9 quadrillion VND, of which 3,49 quadrillion VND was from residents. By the end of July 2020, customer deposits at credit institutions reached nearly 9,22 quadrillion VND, up 4.85% as compared to the end of 2019. In which, deposits from economic organizations reached over 4,13 quadrillion VND, up 4.44%; residents deposits reached more than 5,08 quadrillion VND, up 5.2%.

In 2020, because of the impact of the COVID-19 epidemic, the State Bank repeatedly adjusted the executive interest rate to a record low. The market statistics showed that excess money from residents and businesses was still pouring into banks.

Each bank showed a sharp increase in the number of deposits. For example, at Vietcombank, customer deposits reached 982,429 billion VND by the end of September 2020, an increase of nearly 54,000 billion VND compared to the beginning of the year. At Techcombank, the bank with the lowest interest rate at the time of statistics, customer deposits as of the end of September 2020 reached more than 252,572 billion VND, an increase of about 21,275 billion VND compared to the beginning of the year, equivalent to more than 9% increase. Notably, the number of deposits at small banks increased even more: Nam A Bank increased by 31%, VietBank increased by 23%, Kienlong Bank increased by 21%, Tien Phong Bank increased by 18%, and Bac A Bank increased by 14.1%.

Furthermore, in the first 9 months of 2020, the number and value of non-cash payment transactions grew strongly, respectively 75.2% and 30% over the same period in 2019. In particular, the number and value of transactions via mobile phone channels

increased sharply by nearly 125% and 130% respectively over the same period in 2019. The factor identified is mainly because COVID-19 has promoted the perception of the banking industry's digital transformation 3 to 5 years faster, creating a leap forward for digital payments.

B. Descriptive Statistics
The sample has the following characteristics:
I. Descriptive Statistics

N = 430		Frequency	%
Gender	Male	177	41,2
	Female	253	58,8
Age	18 - 25 years old	76	17,7
	26 - 30 years old	193	44,9
	31 - 40 years old	122	28,4
	41 - 50 years old	30	6,9
	51 - 60 years old	9	2,1
Education level	Secondary school	6	1,4
	High School	125	29,1
	University/College	257	59,7
	Postgraduate	42	9,8
Income	Under 15 million	217	50,5
	Over 15 million	**213**	**19,5**

Source: Authors, 2021

C. Evaluate the scale by Cronbach's Alphareliability coefficient
Cronbach's Alpha analysis results showed that the scales used in the thesis had Cronbach's Alpha coefficients greater than 0,7 and total variable correlation coefficients greater than 0,4; thus, no observed variables were removed. Therefore, it was possible to identify the scale to ensure reliability and suitability for use in the next analysis.

II. The results of reliability

Factor	Items	Cronbach's Alpha	The minimum value of Corrected item-total correlation
Introduction	3	0,830	0,671
Form of Promotion	3	0,796	0,617
Perceived Usefulness	5	0,895	0,711
Perceived Ease of Use	4	0,899	0,703
Perceived Risk	4	0,880	0,700
Financial Benefits	4	0,815	0,620

Service Quality	4	0,779	0,513
Brand Reputation	5	0,929	0,756
Online savings deposit behaviour	4	0,819	0,441

Source: Authors, 2021

D. Explore factor analysis EFA

1. EFA factor analysis for independent variables:

The results of EFA factor analysis for the scale of factors affecting individual customers' online savings deposit behaviours showed that there were 8 factors extracted at the Eigenvalue of 1,458 and the variance is 73,441%. KMO coefficient = 0,821 > 0,5 so EFA was suitable with the data. Additionally, Factor Loading > 0,5, so the observed variables were important in the factors and were of practical significance. Sig. statistics (Bartlett's test) = 0,000 < 0,05 proved that the observed variables were correlated with each other in the population.

2. EFA factor analysis for the scale of online savings deposit behaviour:

The online savings deposit behaviours consisted of four scales that were used to measure. EFA factor analysis results showed that four scales converge on one factor. KMO coefficient = 0,821 > 0,5 so EFA was suitable with the data. Furthermore, (Factor Loading) > 0,5, so the observed variables were important in the factors and were of practical significance. Sig. statistics (Bartlett's Test) = 0,000 < 0,05 proved that the observed variables were correlated with each other in the population.

E. Correlation analysis

Pearson coefficients to analyze correlations between quantitative variables. All correlation coefficients between the variations ranged from -0,491 to 0,556. That proved the differentiating value has been achieved, showing that the relationship between the dependent variable (online savings deposit behaviours) and the independent variables was statistically significant (Sig.<0,05). On the other hand, the magnitude of the correlation coefficients ensured that there was no multicollinearity phenomenon. Thus, it was possible to use other statistics to test the relationship between the variables.

F. Regression analysis

The results of regression analysis showed that the standardized Beta coefficient of 8 independent variables was: Introduction (0,107), Form of Promotion (0,084), Perceived Usefulness (0,243), Perceived Ease of Use (0,139), Perceived Risk (-0,208), Financial Benefits (0,156), Quality Service (0,101), and Brand Reputation (0,240). In addition, the Adjusted R-square (R^2) value, indicating that about 64.8% of the variation online savings behaviours was explained by 8 independent variables. Simultaneously, with a significance level less than 0.05, all research hypotheses were accepted.

Iii. Statistical Analysis of Regression Coefficients

Independent variable	Beta	T-value	Sig.	Multi-Collinearity	
				Tolerance	VIF
Constant		4,112	0,000		
IN	0,107	3,294	0,001	0,781	1,280
FP	0,084	2,573	0,010	0,776	1,289
PE	0,243	6,693	0,000	0,623	1,606
PEU	0,139	4,137	0,000	0,727	1,375
PR	-0,208	-6,483	0,000	0,796	1,256
FB	0.156	4,716	0,000	0,750	1,333
SQ	0,101	3,120	0,002	0,777	1,288
BR	0,240	7,084	0,000	0,711	1,406

Note: IN = Introduction; FP = Form of Promotion; PE = Perceived Usefulness; PEU = Perceived Ease of Use; PR = Perceived Risk; FB = Financial Benefits; SQ = ServiceQuality; BR = Brand Reputation

Source: Authors, 2021

V. CONCLUSIONS AND RECOMMENDATIONS

Through the research process, the authors found that all 8 factors have an influence on online savings deposit behaviours of individual customers at Vietnamese commercial banks, of which the most powerful is Perceived Usefulness.

Perceived Usefulness, the implementation of transactions anywhere and anytime as long as there is an internet connection saves time and increases the efficiency of work-life is the prerequisite for customers to choose an online savings deposit method. The study also shows that the inevitable trend of online savings deposits in the context of the world is changing, along with the trend of globalization, world economic integration, and especially the ferocious development of science, technology, and industry 4.0. Customers are gradually changing their habits of using the bank with more expectation and desire to have new experiences with highly usable service and faster processing speed. However, there are still some outstanding issues in the process of online savings deposit, such as the fear that banks will not support the settlement when transaction errors occur, the security of the E-banking system, and the worry about the E-banking system is not designed to be intuitive and easy to understand, which easily annoying and confusing to users, or advertising information appears rampant and unreal.

Stemming from the research results, the authors proposed a number of solutions and proposals for commercial banks, State management agencies, and the State Bank to promote the impact of factors on the savings deposit of individual customers as well as improve online savings transactions.

For commercial banks, *firstly*, they should enhance consumer perception of the usefulness of online savings deposit by improving service quality, increasing service convenience, and effective advertising to create trust with customers. Online savings activities are implemented on the E-banking platform, so commercial banks not only increase the utility of savings but also need to synchronize the convenience of other services such as information inquiry, transfer, pay online... *Secondly,* commercial banks could enhance the promotion to improve the reputation of the bank's brand by individual customers, who are with a small amount of money, often look for reputable banks with many years of operation. Each bank should have its brand strategy, focusing on competitive advantages. To enhance its brand name, the bank can participate in annual service quality assessment awards, regularly participate in social work, actively implement charity activities... *Thirdly*, banks should increase safety and security for customers who use the savings deposit service. Because of not receiving the deposit certificate and worrying about the account information being revealed or losing money, some customers feel not secure enough. To overcome this problem, the bank can email the receipt of the money, which contains all information about the amount, term, interest rate, deposit date, maturity date, customer personal information to replace a "hard" savings-book. *Finally*, banks need to regularly monitor interest rate fluctuations in the market, predict fluctuations, calculate output and input interest rates to offer not only competitive interest rates but also attractive. The important thing is still ensuring benefits for the bank.

For the state, it is necessary to develop a strategy to develop technology infrastructure and services for the operations of the banking industry. Which creates a basis for banks to build a strategy for products and services and E-banking services. Furthermore, the state should proactively plan to support banks and credit institutions in improving people's intellectual level in order to create demand for banking services in the market, especially the young generation. Simultaneously, the government should complete the legal environment of the banking system and continually revise the Law on the State Bank and the Law on Credit Institutions to meet the needs of improving the position and capacity of the state bank's monetary policy management.

Similar to any previous studies, the topic still has some limitations such as the scope of the study is limited to a few commercial banks in the two big cities, Hanoi and Ho Chi Minh City, so the generalization ability of the study is not high. Additionally, the study is general about the selection of commercial banks without paying attention to a specific bank, so the factors that influence as well as the importance of the factors in this study will have different meanings for each bank. Simultaneously, the new research object focuses on individual customers who have been using online savings deposit service, having not yet studied with customers who have not used the service and corporate customers. There are many different factors influencing the behaviour to save money that the previous studies mentioned. However, they have not been considered in this study such as application design, environmental issues (culture, legal), consumer characteristics (preferences, trends in use),... and many other factors. Therefore, it is necessary to do more general studies to overcome the above limitations.

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Solient Features of Didactics of Adult Education – A Modern Approach in 2021

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DIDACTICS AND ADULT EDUCATION

First of all the term adult education should be defined. According to the definition of the German Education Council (1970)[1], adult education/continuing education today is understood to be the "continuation or resumption of organized learning after completion of a first phase of education of varying scope (ibid., p. 197)". Didactics does not only mean the selection of methods, but it also includes planning the respective content to be taught, defining and setting learning objectives, as well as the subsequent evaluation of the course unit (cf. Gundermann, 2019, p. 2). Didactics can be described as the competence to teach learners competently, comprehensively, and thoroughly: Didactic models can focus on content of instruction, models of teaching, and teaching staff (cf. Gundermann, 2019, p. 3). With regard to adult education, these models have been applied late compared to the other educational sectors because adult education is oriented less to state curricula but to the needs and lifeworld of its target groups.

Models of didactics that have gained acceptance in the field of adult education are:

"educational didactics,

teaching-learning didactics,

curriculum-theoretical didactics, identity-theoretical didactics

and enabling didactics." (Grundermann, 2019, p. 3).

The principles of adult education with regard to didactics are firstly orientation to the participants, secondly orientation to the target groups, and thirdly orientation to experience (cf. Gundermann, 2019, p. 3).

The premise of all didactics is that it is assumed that every learning process requires design. It follows that providing knowledge and information is not enough and that participants cannot be expected to learn without guidance and support (cf. Gundermann, 2019, p. 4). The so-called didactic triangle clarifies the approaches and scope of didactics. While at the top is the subject, the other two sides are occupied by the teacher as well as the learners. The learners are identical with the target group, whereas the topic can also be called content as well as the teacher is responsible for planning and structuring the process of teaching and learning (cf. Gundermann, 2019, p. 4). Another dimension is the environment that affects the teaching-learning situation and the people involved.

It is important to first understand learning as a process that is experienced by the individual and for which support can only be provided from outside (cf. Gundermann, 2019, p. 5). Where learners can build on experiences, this can have a positive effect on their learning process. Where learning is arranged, the practical didactics is responsible, which makes the method selection, the selection or the creation of the learning materials.

Course communication should not only include speaking clearly and imparting knowledge, but also moderating discussions, responding to questions and different points of view, advising learners, and recognizing and resolving conflicts. The basis for this communication should be respect and trust (cf. Gundermann, 2019, p. 5). The teaching staff should use feedback or short checklists to determine how their own actions affect the design of the seminar and the transfer of knowledge as well as the participants. In addition, learning objectives should be formulated so that they can be compared at the end of the course. Obtaining feedback at the beginning of the seminar minimizes the risk of not meeting the (possibly not formulated) expectations and interests of the participants.

The fact that the teacher is relevant to learning success was established by educational researcher John Hattie. This finding was initially related to the area of schools, but has now also become established in adult education. Requirements for teachers are the

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[1] See https://www.ph-ludwigsburg.de (accessed Nov. 11, 2020).

use of understandable language, credibility and good self-organization; in addition, they should communicate the learning objectives in an understandable way (cf. Gundermann, 2019, p. 6).

SCIENCE AND PRACTICE

Teachers who teach educational programs in adult education and have an interest in successful, effective teaching of content can acquire knowledge in the context of subject didactics or obtain information from empirical teaching-learning research (cf. Schrader, 2018, p. 33). For example, language teachers could improve their teaching by integrating more elements that correspond to the learners' life practice and that are more communicative, in the sense that the participants more actively shape the conversational situations instead of merely varying the given sample as is often the case.

Where intercultural problems arise in teaching practice, knowledge about pedagogical ethics should be available to deal with these problems or conflicts appropriately (cf. Schrader, 2018, p. 33). It is not enough to be guided by general ethics, but the teaching person should "act in an ethically responsible way" (Schrader, 2018, p. 33). This is the case when the teaching content is oriented to the facts and is accordingly true, and it can also be expected of the participants.

In the context of courses for refugees, for example, in the form of integration courses, teachers can create principles based on pedagogical ethics that ensure good handling of intercultural problems. These principles are observed and applied so that, as a result, the learning process in the course situation does not stall but, on the contrary, experiences an acceleration (cf. Schrader, 2018, p. 34).

Science can, this became clear on the basis of the explanations, positively influence practice, i.e. it can make a contribution to success. On the part of teachers, it should be noted that the transmission of knowledge and education is not based on talent, but "it (is) a competence that can be learned." (Schrader, 2018, p. 34). Learning this mediating activity involves first acquiring knowledge, then practice is needed within which training and refinement of teaching techniques occur. Finally, the practical experience should be reflected upon with the aim of considering where further improvement of the teaching activity should take place.

It is not enough to merely gain knowledge that encompasses the theory of the subject or area being taught. It is also not enough to know the methods to be used to convey the knowledge. What is crucial is professional practice combined with reflection. Teachers are not helped if they have scientific knowledge. In their pedagogical practice, it is important to increase the possibilities of the participants (cf. Schrader, 2018, p. 34).

TEACHING STAFF AND DIGITIZATION

Koschorreck and Gundermann (2020) conduct a review on the topic of implications caused by digitalization for teachers employed in adult and continuing education. The goal was to conduct a Critical Review based on a synthesis of 41 empirical studies and literature. These articles date from 2016 to 2019 (see Koschorreck & Gundermann, 2020, p. 159). The adult and continuing education sector, which is not adequately funded compared to the school-based sectors and higher education, is characterized by a very diverse structure, e.g., in the form of adult education centers and institutes for language learning. The same applies to the teaching staff; while only a minority has a permanent full-time position, the majority is employed either as part-time and/or freelancers (cf. Koschorreck & Gundermann, 2020, p. 160).

The review determined that there is a consensus in the literature and in the studies that "digitization at least changes the requirements for competencies, if not demands new competencies" (Koschorreck & Gundermann, 2020, p. 166). On the part of teachers, competencies in media pedagogy are therefore required; moreover, they must familiarize themselves not only with content, but also with various technologies. The fact that they are said to have a "competence deficit" (ibid.) can possibly be attributed to the above-mentioned types of employment, i.e. those who are only employed part-time or often rather precariously freelance may be more reluctant to invest time and money in their own continuing education.

With regard to the pedagogical attitude, it can be said that on the one hand this is formed on the basis of one's own education and training, personality, competencies, interests, etc., and that on the other hand this attitude has an effect on the handling of media and the acquisition of media pedagogical competence. All in all, teachers should build up and deepen their own competences just as much as this is demanded of the participants. In the area of academic continuing education for teaching staff, however, it should be noted that continuing education events are not offered in large numbers (cf. Koschorreck & Gundermann, 2020, p. 166).

The requirements regarding the competence of teaching staff were recorded in a total of 23 topic areas, including "feedback to participants, enabling participation, media competence of teachers, dealing with uncertainty and change by teachers, and work motivation" (Koschorreck & Gundermann, 2020, p. 168). The GRETA competency model, which takes into account both common theory and requirements of practice, represents a model for competency assessment for teaching staff in adult and continuing education. The abbreviation "GRETA"[2] stands for "Fundamentals for the development of a cross-agency recognition

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[2] See https://www.greta-die.de/webpages/ueber-greta (accessed Feb. 09, 2021).

procedure for competencies of teaching staff in adult and continuing education". Among other things, it lists partial competencies that can be applied to digitization requirements. These include, for example, "teaching/learning methods and concepts/new media" (ibid.). The other competency models explained by the authors on the basis of study results and literature are not described for reasons of space. The so-called Bertelsmann Monitor Digitale Bildung determined, based on a survey of 260 people in adult education, "that the respondents do use digital tools in a variety of ways, but primarily for preparing and following up on their own courses or for taking exams." (Koschorreck & Gundermann, 2020, p. 170). Only a few tools are used in the course situation, and especially those that aim at the reception of the participants are frequently used. Moreover, these tools, e.g. videos, presentation software such as PowerPoint are used to complement the teaching.

In sum, digital learning technologies that can be an asset to adult education require a correspondingly high level of effort on the part of the organization and teaching staff. In concrete terms, this means the formation of teams to handle tasks such as licensing issues, implementation and support in terms of technology, etc. (cf. Koschorreck & Gundermann, 2020, p. 170). Using the example of 13 teachers in the language field, qualitative interviews made it clear that both the interaction with participants in online language offerings and the creation of an atmosphere conducive to learning and community are experienced as challenging (cf. Koschorreck & Gundermann, 2020, p. 171).

The attitude of the teaching staff is extremely relevant for the use of digital offerings (cf. Koschorreck & Gundermann, 2020, p. 171). Overall, the digitization process is changing teaching practice and reducing the emphasis on the teacher, i.e. teaching itself is less focused on the teaching staff (cf. Koschorreck & Gundermann, 2020, p. 172). With regard to online language learning offerings, it was possible to determine, also through qualitative interviews, that the interviewees - these were the aforementioned 13 teachers - "identified a lack of motivation and openness among teachers as a critical success factor for online offerings, linked, among other things, to a fear of change in their teaching practice." (Koschorreck & Gundermann, 2020, p. 172). A quantitative study considering 119 data sets showed, among other things, that the self-assessment of the surveyed teachers is that in the future "the role of the technology expert and the instructional designer (...)" (Koschorreck & Gundermann, 2020, p. 172f.) will become more important. In these very areas, teachers rated themselves as less strong and expressed a need for further training.

Since teaching and learning opportunities are currently frequently applied, also due to the closures of, among others, adult education and continuing education institutions due to the pandemic, but a lack of competencies on the part of teaching staff has nevertheless been identified (cf. Koschorreck & Gundermann, 2020, p. 181), there is a consensus view that teachers should undergo continuing education and training. Although there is a willingness to do so, it cannot be said that the development of competencies proceeds uniformly and at a similar rate. Preferences regarding media use and familiarity with media seem to play a role, as does the individual level of intrinsic motivation (cf. Koschorreck & Gundermann, 2020, p. 181). Since competence in relation to digital offerings is extremely important for the digitization process in education in general, teaching staff should be supported in expanding their own competencies (cf. Koschorreck & Gundermann, 2020, p. 183).

IMPORTANCE OF TEACHING STAFF IN THE CONTEXT OF DIGITIZATION

In an interview contribution, the role of the teacher with regard to online learning offers is explained. The interview partner is Christian Sellmann, who is the founder of a company responsible for the online learning platform Learnity.com (cf. DIE Magazin, 2017). In addition to providing the platform, tools and software by means of which videos or webinars can be created are integrated (cf. DIE Magazin, 2017, p. 24f.). Sellmann does not see himself and the company in the role of the decision maker as to which content and offers are integrated or rejected, i.e., "there is good content, there is also bad content (...) - there the market, i.e., the users, ultimately decides on success." (DIE Magazin, 2017, p. 25).

Sellmann puts the proportion of content produced by the company itself at around two percent, i.e. the lion's share is third-party material. The platform operator only assumes responsibility for this small proportion of self-produced material (cf. DIE Magazin, 2017, p. 25). Sellmann describes reaching the target group as cost-intensive and compares the problem with conventional adult education. Overall, he advocates a pragmatic approach to creating the concepts, which is based more on considerations regarding the length of the videos and the respective combination of online material and less on sophisticated didactic concepts.

Sellmann answers the question of the quality of online videos, if they are professionally produced, on a per-video basis: "In terms of purely passive learning, well-produced videos are of a higher quality than what you find in the lecture hall." (DIE Magazine, 2017, p. 25). Although creating videos is something that even experienced teachers find challenging, the phrase "A good lecturer remains good - whether online or offline" holds true (DIE Magazin, 2017, p. 26). The future of online learning is nevertheless a limited one, i.e., online courses will not completely replace face-to-face events. A distinction can be made between content that can be easily taught and learned online and content that requires presence and the associated interactivity. The fact that adult education as a whole is approaching the topic of "online knowledge transfer" rather slowly can be attributed to the respective providers and organizers, who fear that they do not have sufficient technological competence. However, the decisive factor is not so much the technology, but the development of a concept that takes into account the didactic preparation of the learning content.

It can therefore be said that the content and the teaching staff are more important here than technology per se (cf. DIE Magazin, 2017), p. 26).

Mastering learning processes in basic education

The study "mekoFUN" (cf. Kaiser & Kaiser, 2015, p. 9) investigates how people with learning difficulties in basic education can better manage the learning process and achieve learning success. The project of the same name explores the effect of teaching and learning on a metacognitive basis. It is a concept that focuses the learning process on the processing and solving of task fields that contain problems. The processing of the tasks involves planning, management and control. Specifically, planning refers to identifying the task and type in order to choose the appropriate approach. Control involves the individual as well as appropriate effort that is made to complete the tasks. Control is done in order to verify the results. Here the individual steps, not only the final result, are to be subjected to a control and compared with the goal, i.e. the expected result. The control also includes the examination of the strategy(s) to the effect whether these were chosen correctly and whether, if necessary, other strategies would have been more purposeful.

The aforementioned approach - referred to as metacognitive strategies - are flanked by techniques designed to support learning. These include keeping a learning diary, the self-questioning technique, and creating a portfolio. In this way, the building blocks of planning, management and control are to be used. Activities such as so-called thinking aloud in the course situation should enable the other participants to "compare their own repertoire of strategies with what they have heard and, if necessary, modify it or enrich it with new approaches." (Kaiser & Kaiser, 2015, p. 10). Here it is evident that learning processes progress through continuous effort and that learning can be learned.

The effectiveness of this didactic approach, which is referred to as "new didactics" (Kaiser & Kaiser, 2015, p. 10), was tested empirically. The experimental group consisted of so-called low-skilled learners, as did the control group, which, however, learned according to unspecific methods. At the beginning and at the end of the test, a performance test was carried out with all test persons, which included tasks for coping with everyday life, such as finding an apartment or making a complaint. As a result, this test showed that the New Didactics made a great deal of progress with the subjects who had graduated from a special or remedial school, whereas the subjects who had graduated from a secondary school benefited even more from the didactics, as they showed a very great deal of progress. The individuals with special, remedial, and junior high school diplomas in the control group showed no progress in performance. In addition, the results of the individuals with middle school diplomas of both groups did not show any significant learning progress.

This finding does not necessarily mean that people with an intermediate level of education did not benefit from the New Didactics; rather, it can be assumed that the course instructors were challenged by the group of people with a low level of education to such an extent that there was hardly any capacity left for people with a higher level of education (cf. Kaiser & Kaiser, 2015, p. 10).

With regard to nervousness and anxiety in the context of the learning and examination process, it should be noted that the experimental group at the end of the course internalized factors that promote learning. They learned to control the situation and to pursue goals with greater insistence (cf. Kaiser & Kaiser, 2015, p. 11). The control group did not show such progress. Both groups also showed a certain "learning resignation" that could not be eliminated in the experimental group either.

Being able to control a situation, i.e., the learning situation, and demonstrating greater perseverance results in greater overall performance. Basically, the experimental group demonstrated a higher level of self-efficacy, which enables the individual to believe in him/herself and confidently tackle tasks in the conviction that he/she can master them with the available resources (cf. Kaiser & Kaiser, 2015, p. 11f.).

The New Didactics can thus be described as effective for people with low qualifications (cf. Kaiser & Kaiser, 2015, p. 12). This group of people should be given the chance to receive support and increase their qualification also for reasons of participation. With an increase in qualifications, low-skilled people could both be permanently integrated into and participate in the labor market and experience stabilization at the personality level, as shown by the improvement in self-efficacy mentioned above.

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The Politico-Criminal Configuration Relationship between Organized Crime and the State as a Form of State-Organized Crime in the Phenomenon of Production and Circulation of Counterfeit Drugs in Indonesia

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ABSTRACT: Counterfeit drugs in Indonesia had reached two billion USD or 25% of total amount pharmaceutical business in Indonesia during 2016 (MIAP, 2016). Preventive and repressive effort have been endeavored across sectors of formal institution. Nevertheless, the business remain stay. In my opinion, this situation may have supported by the existance of *politicocriminal configurations,* a symbiosys mutualism interaction between *holders of political power* (state) dengan *users of extralegal force and intimidation* (*organized crime*) Briquet & Favarel-Garrigues, 2010). Through qualitative approach, this study interviewed state apparatus from seven drugs related enforcement instituions and two offenders. Result shows relation of politico-criminal configurations is not fully proven. This relation is only found in the form of co-optation of state functions as enforcement of norms by organized crime through corrupted state apparatus. Furthermore, study also find that a complicated business process of drugs creates a criminogenic environment that is supported by corporate-organized crime.

KEYWORD: politico-criminal configurations, organized crime, corporate organized crime, state-organized crime

INTRODUCTION

Counterfeit drugs can be identified or found in the chain of production, distribution, and consumption. Based on data published by the Indonesian Anti-Counterfeiting Society (MIAP) in 2016, counterfeit drugs in Indonesia account for 25% of the Indonesian drug business, which amounts to $ 2 billion. Counterfeit drugs are also starting to be marketed online. Apart from the risks of obtaining fake drugs, shopping for drugs online provides various benefits such as getting drugs that are hard to find in the market and, of course, lower prices. From 30 May to 7 June 2016, Indonesia secured thousands of illegal drug packaging worth 4.2 million US dollars. Thousands of fake drugs are secured from 64 factories and production sites throughout Indonesia. At the same time, as many as 214 sites selling fake drugs were also forced to close (Kartika, 2017).

Given that the terminology of fake drugs is often used interchangeably and overlaps with other terminologies, such as illegal drugs or illicit drugs, it is necessary first to examine the definition of fake drugs. The World Health Organization (WHO) has defined counterfeit medicine as "one which is deliberately and fraudulently mislabeled with respect to identity and/or source. Counterfeiting can apply to both branded and generic products and counterfeit products may include products with the correct ingredients or with the wrong ingredients, without active ingredients, with insufficient active ingredients or with fake packaging" (Davison, 2011).

WHO also identified that "16 percent of counterfeit drugs contain the wrong ingredients, 17 percent contain incorrect amounts of the proper ingredients, and 60 percent have no active ingredients whatsoever" (Treverton, dkk., 2009).

Indonesia, with the fourth largest population in the world, is a potential market to reap abundant profits. The inability of the government to meet the high needs of the public for cheap and quality drugs is a business opportunity for business people. This opportunity is then used by businesses to produce drugs illegally to reap huge profits, as explained by Zhou (2005) "as the profits from selling a counterfeit drug can be as high as the sale of illegal narcotics, organized crime has become involved in the counterfeit drug product industry" (Zhou, 2005).

The Politico-Criminal Configuration Relationship between Organized Crime and the State as a Form of State-Organized Crime in the Phenomenon of Production and Circulation of Counterfeit Drugs in Indonesia

Profits from this illegal business can reach tens of billions of rupiah per month. A right business person indeed considers all conditions such as a small risk when dealing with law enforcement. In this context, Zhou (2005) also writes "*said that organized crime faces less risk in moving into counterfeit medicine than illegal drugs*" (Zhou, 2005).

The production and distribution of counterfeit drugs have far more significant economic benefits than the production of narcotics or psychotropic substances, and the risk of imprisonment and penalties is far less than narcotics / psychotropic crimes. Raw materials for fake drugs are also natural to obtain, as are used production machines, packaging materials that closely resemble the original product are not difficult to recognize with technological advances today. As stated by Cole et al. (2013) Organized crime groups are active in the trafficking of counterfeit prescription drugs because it can be an extremely profitable business (Cole, dkk., 2003).

The government still has limitations in providing cheap and high-quality medicines that are needed by the community. Government policies on drugs, production restrictions for certain drugs, licensing is stringent and felt difficult. It makes the price of drugs in Indonesia more expensive when compared to neighbouring countries.

The profit gained from the production and distribution of fake drugs can reach tens of billions of rupiah. The risk of the threat of imprisonment, as well as fines, is felt far less than narcotics crime. The whole situation is ultimately exploited by perpetrators of crimes, one of which is organized crime groups, in producing these drugs illegally to meet market demand.

The existence of organized crime groups in a country is still a subject of discussion and research. Primarily if its emergence is often associated with corrupt practices, globalization, and transnational aspects, according to Shelley (2007), organized crime sees that the opportunity to obtain economic benefits can only be obtained if it collides with state officials. The corrupt government, in this case, is needed to guarantee its survival. Organized crime then infiltrates the state, while at the same time obtaining protection from the government, including law enforcers. Bezlov and Gounev (2012), in line with Shelley (2007), explained the use of corruption by organized crime as a tool to influence politicians, state government officials, police, justice, and customs (Edelbacher et al., 2016).

The growing development of organized crime also marks the impact of state policies on regulating the process of production and distribution of goods and services needed by citizens. Organized crime often exploits the weaknesses of state policy or co-opts the state in collusive and corrupt ways (Kleiman and Smith, 1990; Benson, Rasmussen and Sollars, 2000; Morris and Stevens, 2006).

Countries that should pay attention to the right to health, including through policies on the production and distribution of drugs, by providing medicines that are cheap, affordable, accessible, and of high quality, have, in fact, not been able to realize them. In addition to questioning the factors that cause state policies to fail, several studies are still trying to identify and question the linkages between state policies and organized crime (Correa-Cabrera, Keck, & Nava, 2015).

Some research that refers to the relationship between the state and organized crime groups can be found in Kleiman and Smith (1990). Kleiman and Smith (1990) show that the relationship between the state and organized crime groups can be seen when the state is not only incapable, but it is deliberately not severe and tends to allow policing of organized crime. Relationships between countries and organized crime groups can also be referred to in Morris and Stevens (2006). Morris and Stevens (2006) explain that the existence of state involvement can be seen from the inability of the state to make laws or regulations that are strong. Legislation or regulations are not really made to protect citizens from threats or losses that arise as a result of practices carried out by organized crime groups.

METHOD

The approach used in this study is qualitative. The qualitative approach places the researcher's position to think inductively in answering research questions, namely capturing social phenomena that occur in the field first then attempting to do theorization based on what he observes. According to Strauss and Corbin (1998), in his book "Fundamentals of Qualitative Research," qualitative research can also be intended as a type of research whose findings are not obtained through statistical procedures or other forms of calculation (Strauss & Corbin, 1998). Syaodih (2006), in his book "Action Research Method," also explains that qualitative research departs from the philosophy of constructivism, which assumes that reality has multiple dimensions. Qualitative research is interactive and involves the exchange of social experiences (a shared social experience) interpreted by individuals (Syaodih, 2006).

To explain how the relations between politico-criminal configurations that occur between the state and organized crime, the authors choose a qualitative approach. The qualitative approach is not only used as a data collection method, but also data analysis. The analysis of this research starts from the phenomena of producing and distributing fake drugs, abstracting them into the concept of organized crime activities, then gathering relevant concepts, and then compiling them into an explanation of the relationship between politicocriminal configurations. Based on its usefulness, this research is classified into basic research considering the research and research results are used to improve understanding of basic knowledge about a phenomenon. Based on the purpose of the research, this research is classified into explanation research; namely, this research provides explanations about the sources of politico-criminal configurations, including documenting the causes.

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RESULTS AND DISCUSSION
Counterfeit Drugs, State, and Organized Crime

One of the causes that can be explained related to the existence of organized crime in the drug business process chain is the length of the business process of the drug industry in Indonesia, from the production process, distribution, to consumption. A long business process causes organized crime to have the opportunity to be able to carry out its activities in each stage of the drug business process. Therefore, it is not surprising that organized crime is carried out, carrying out criminal activities in the form of manipulation of content composition, expiration date, packaging, including up to price manipulation and sales strategies.

A long business process, involving much capital, loaded with regulations, bound by technical aspects, complex stages, and involving many stakeholders makes the business process of the drug industry has potential, referring to the explanation of Friedrichs (2010) when observing a long business process, as criminogenic environment, which is a place that is very conducive and potential for crime. The method generally carried out by organized crime when infiltrating into a long drug business process is by carrying out a series of fraudulent, counterfeiting, embezzlement, and bribery activities through various modus operandi (Kelly, 1999; Scheb & Scheb II, 2011).

In addition to the criminogenic drug business process chain, organized crime activities in the drug business process that show an increasing trend every year are very likely also caused by an increasingly competitive market mechanism, weakened social control, and globalization. As part of social change and social transformation, these factors open up opportunities for committing crimes by organized crime at the national and global levels (Karstedt & Bussmann (Eds.), 2000). He also added that the global economy is run by elites who operate internationally but have close links in business, politics, and bureaucratic networks (in the context of the drug business process, these elites are countries and industries or large drug companies). This condition forms a relationship called patrimonial-feudal patterns. Along with the global economic network, organized crime activities appear and tend to increase because organized crime has the same roots and tends to be able to adapt to these patrimonial-feudal patterns (Karstedt and Bussmann (Eds.), 2000).

Organized crime also can create or make an area conducive and suitable for him. Organized crime can use the power or power possessed. Power or power can be divided into:

1.   Coercive power or power over, by systematically enforcing absolute values through institutional practices, to cover their interests (Bachrach & Baratz, 1970).

2.   Influential power, by exploiting its position in the network and using it to manipulate pressure and change certain events for desired results. Bribery of public officials, falsification of documents, manipulation of rules, control of the market, and regulation of political agendas are typical modus operandi (Walters, 2011).

3.   Soft power or ambassadorial power, using charm, persuasion, and entrepreneurship, presenting, building, and promoting the results they want through methods and images that seem to support the interests of many parties. Tombs and Whyte (2010) call it covert power.

Indonesia, as an ideal equilibrium for counterfeit drug business, is also supported by Indonesia's position, which is still a developing country. Like other developing countries, the economic sector is a priority sector compared to other sectors. The obstacles that will have an impact on the development of the domestic economy are of concern to the government. This is evidenced by President Joko Widodo's priority policy to cut down the various complicated bureaucratic processes that interfere. One of them is like a policy in the Customs region, which cuts down the bureaucratic process there so that the import and export process is carried out faster. This situation benefits the fake drug business in Indonesia.

Looking at the types of drugs commonly falsified by organized crime, such as cholesterol-lowering drugs, gout medications, pain or pain-relieving drugs, and vitality enhancing drugs, this shows that medicine for the community is functioned as a tool to maintain health, prevent disease, treat disease, and overcome death (Bradby, 2009). Medicine is a critical player in the business or the health industry, which immediately puts it in the middle of a negotiating process that is routinely held. Drugs are also often in contention and disagreement between interest groups, such as citizens, patients, politicians who formulate policies, health professionals, including management and doctors, and regulatory bodies, such as the POM.

The state, then, in this case, puts and sees medicine as one of the essential services and has an essential role in welfare. Also, the state sees that medicine has an essential role in producing a whole generation in the future. Furthermore, the state is also aware and well aware of the side effects contained in the drug. Therefore, it is natural that the state then exercises its function in carrying out planning and direction by establishing laws, regulations, decisions and so on which in essence provide or provide guidance in each node of the drug business process (Pisano, 2003), complete with the formulation of sanctions and penalties and its state apparatus if a violation of the laws, regulations, and decisions are made.

The emergence of laws, regulations, and state decisions governing drugs, and immediately led to the criminalization, violations referred to as crimes, and violators against them referred to as criminals, and as a logical consequence, the emergence or efforts of

policing. However, in reality, the police effort carried out is not an easy thing. The main obstacle in policing crime is the low ability of the police to conduct and identify events, for example, distinguishing original drugs from fake drugs, identifying clandestine operations, shell companies, as a phenomenon of crime committed by organized crime (Gottschalk, 2014). This is because, for example, the police are unable to view and consider available sources of information and information, and have not been able to develop networks with individuals in the critical area. The critical area referred to in this case is the ins and outs of the business process of counterfeiting drugs and the stakeholders involved in conducting policing. It should be remembered that until now, the police still depend on expert witnesses in finding criminal elements.

Rather than as an effort to provide services and protection for citizens, in reality, the implementation of laws, regulations, and decisions made by the state actually causes limited access of citizens to obtain drugs (Ho, 2011). At the very least, drug business processes that are regulated into capital-intensive business processes lead to expensive drug prices (Davis & Abraham, 2013; Bhaskarabhatla, 2018). It is true that laws, regulations, and decisions formulated by the state regarding drugs are made very rigid, given the side effects of drugs for humans. However, on the other hand, it turns out that the existing laws, regulations, and decisions are seen as opening more opportunities and accommodating to the interests of large drug companies that have significant capital. In addition, the state also seems unable to properly place demands for respect for international agreements on patents and related rights in formulating laws, regulations, decisions. (Ho, 2011). Limited access to drugs raises demand and becomes a new market, which is then exploited by organized crime by providing fake drugs (Ho, 2011).

In addition to the three things above, several cultural and socio-economic conditions are needed for organized crime to survive. First, organized crime needs to compile and follow specific operational tactics to maintain the sustainability of the organization and its illegal activities (diverse and changing modus operandi, even buying raw materials from original drug companies). Second, organized crime leaders tend to carry out their leadership functions in ways that are not visible or obvious (absentee fashion). Even though the informant stated that there was a leader in the group, it was not sure that the intended person was the leader at the peak of the organized crime. Third, members of organized crime also try to be able to maintain their identity, try to be low-profile, and try to avoid getting involved in the slightest legal problem (Huang, 2008). With this condition, organized crime realizes that it is not safe to build an organizational base and carry out business activities in developed industrial countries. Finally, they choose to run their organizations and activities in developing or economically underdeveloped countries.

Relations between the State and Organized Crime: Discussion and Synthesis

The idea that there is a relationship between the state and organized crime in the concept of politico-criminal configurations (Briquet & Favarel-Garrigues, 2010; Gayer, 2014; Ketchley, 2017) does not seem to be fully proven in this study. Data, interpretation, and analysis have not been able to find and confirm indications of such a relationship in the fake drug business process in Indonesia. However, this study identifies the existence of organized crime in the drug business process in Indonesia and Indonesia as a country that has strategic value for organized crime in carrying out drug counterfeiting activities. Data, interpretation, and analysis also found the involvement and role of the state apparatus (Customs, BPOM, and police) in the fake drug business process carried out by organized crime.

Data, interpretation, and analysis can only confirm several aspects related to the existence of organized crime activities in the fake drug business process in Indonesia. The description of the results of this study can be seen as follows:

Picture 1. Concepts Relation in Counterfeit Drugs in Indonesia
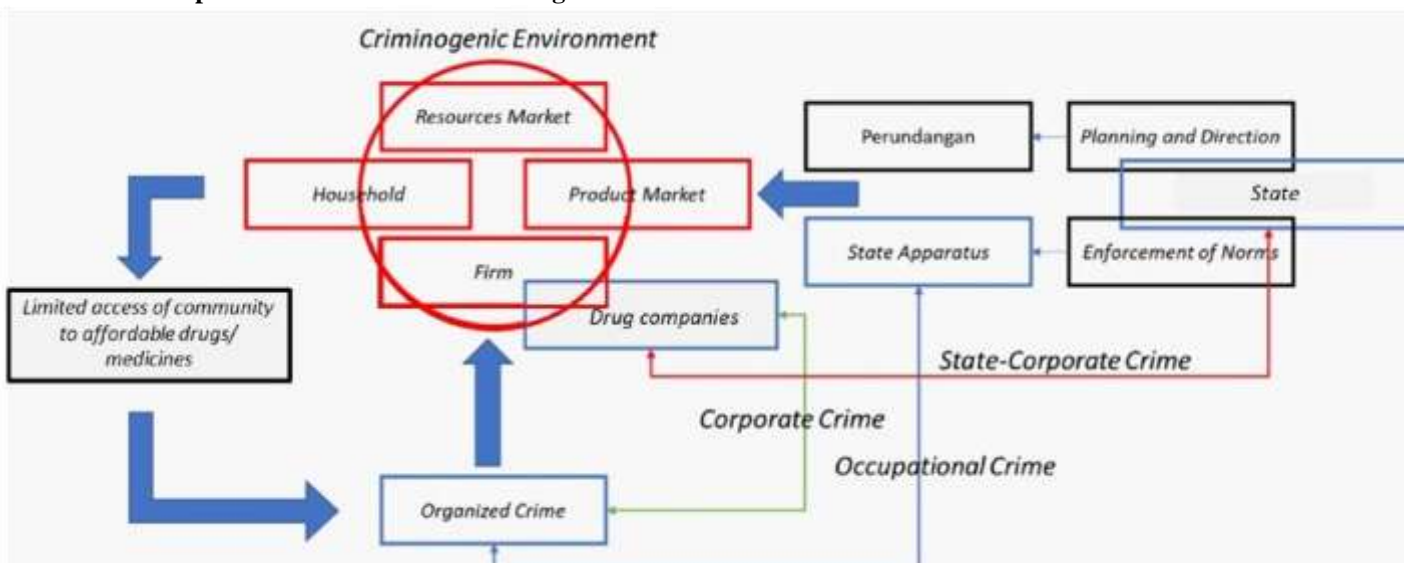
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First, laws, regulations, decisions made by the state, complete with its state apparatus make the drug business process a long business process, tend to open more opportunities, and accommodate the interests of large drug companies, and have not been able to lay with Appropriate demands for respect for international treaties on patents and related rights which in the end makes the public's access to cheap drugs limited. In this context, the state can be defined as having committed a state crime (Walker, 2005; Michalowski, 2010), not only ignoring citizens' rights to health but also not being able to protect citizens from the emergence of risks in the form of illness or death caused by drug consumption false. On the other hand, the existence of large drug companies that can co-opt the functions of the state and carry out planning and direction with their interests when formulating laws, regulations, and decisions regarding the business process of drugs by bribery shows that there is a relationship between the state and large drug companies known as terminology or the concept of state-corporate crime.

Secondly, laws, regulations, and decisions made by the state make the drug business process lengthy and make the business process a criminogenic environment. The legislation is traditionally intended to be part of the social control of crime (Innes, 2003). The existence of legislation relating to an issue is fundamental to be seen because at least it plays a role in (Head, 2005): (1) criminalize an act; (2) give a threat of punishment for violations; (3) the existence of levels of the threat of punishment by the seriousness and impact caused by an act; (4) certain parties should recover victims.

However, in the context of legislation, regulations, decisions made by the state regarding the drug business process, this, in turn, has an impact on the limited access of citizens to obtain drugs. These situations and conditions are then exploited as a market and opportunity by organized crime to make a profit.

Third, efforts to organize crime for profit are also facilitated by the weak role of state apparatus policing (Customs, BPOM, and police) when dealing with coercive power, influential power, or soft power possessed by organized crime. This explains that the evil relations that surfaced then were fraud, embezzlement, bribery, corruption, and abuse of authority (occupational white collar-crime). This also explains the weak implementation and enforcement of laws, regulations, and state decisions concerning the drug business process. At the same time, it can also be understood if organized crime, in this context, is reluctant to influence laws, regulations, state decisions about the drug business process, considering that it will be too expensive and considered to have no competitive advantages.

Fourth, the same power is also used by organized crime when importing or obtaining raw materials for processing into fake drugs (service companies, official drug importers, or original drug producers). In this context, relationships that emerge can then classified as corporate crime.

The relation of politico-criminal configurations, as a concept as conceived by Briquet & Favarel-Garrigues (2010), Gayer (2014) and Ketchley (2017) seems not to have been fully formed or at least not seen if seen in the context of the setting of drug counterfeiting activities committed by organized crime. Organized crime does not directly access the state but through an intermediary, namely the state apparatus. This can be explained:

1. The state does not have an enemy that interferes with its power and ability to maintain social order, even if the enemy exists, it seems that the state does not yet need help from organized crime to overcome these enemies.
2. To maintain or maximize profits and to survive, an organized crime requires protection, including political protection. However, this protection is sufficient to obtain by establishing relations with the state apparatus rather than establishing direct relations with the state.
3. State and organized crime do not have a common enemy.

From the explanation above, then it refers to organized crime that conducts drug counterfeiting activities that have specific characteristics, namely:

1. Tend to avoid the use of violence, preferring to use influential power.
2. Tend to choose members who are known to be close and can be trusted.

Based on the discussion and analysis, it answers the second working hypothesis where the state is actively or by the commission in cooperation with organized crime, apparently not visible. Because this relationship is formed because of the existence of a state apparatus, so the form of politico-criminal configurations in the counterfeit drug business in Indonesia is imperfect. Only one state function has been co-opted by the organized crime group, namely the function of enforcement of norms.

While answering the third working hypothesis in which politico-criminal configurations between the state and organized crime harm consumers, it is answered that the relationship between político-criminal configurations that formed even though imperfect turned out to still support the sustainability of the fake drug business in Indonesia. The danger posed is the increasingly widespread and mushrooming influence of organized crime groups in meeting the demand for cheap drugs from the public while the public is harmed and threatened with safety because of consuming drugs that are not in accordance with the standards or drugs that have expired.

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CONCLUSION

The analysis of the findings data shows that the relationship político-criminal configuration in the context of the fake drug business can occur if it meets the following conditions; (1) Access to cheap medicines which is limited and cannot be fulfilled by the state; (2) A criminogenic environment found in a long drug business process; (3) Politicocriminal configurations are supported by corporate-organized crime. This can then answer the working hypothesis that the político-criminal configurations relations formed in the fake drug business in Indonesia are imperfect because the organized crime group has successfully coopted only one state function while the other functions are still running well. Even so, responding to the third working hypothesis, the danger posed by the relations of políticocriminal configurations in the counterfeit drug business not only has an impact on the increasingly widespread influence of organized crime groups in influencing the state and also the expanding power of organized crime in controlling the drug market in Indonesia. The danger for the community at large is, of course, the increasing threat of health hazards due to consuming drugs that are not according to standards or that have expired.

Organized crime groups access state apparatus with money in exchange for protection and use of lighter articles. Organized crime groups do not access the state directly, so the relationships formed are not yet perfect political-criminal configurations. State-organized crime groups that are formed are also not yet a perfect form, and organized crime groups only co-opt the state function as the enforcement of norms. This then answers the working hypothesis in describing the relationship between the state and organized crime in the fake drug business in Indonesia.

In general, the phenomenon of the distribution of counterfeit drugs in Indonesia can be resolved by the government, but the government must immediately evaluate policies and regulations related to the production and distribution of medicines in Indonesia. Also, before this phenomenon enlarges and extends, the government must reinforce legal sanctions and tighten supervision and action against companies as well as against organized crime that is involved in the production and distribution of counterfeit drugs.

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Methods of Learning Performance Skills on Hammered Dulcimer Instruments

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ABSTRACT: In this article, the more spiritually mature young people are, the stronger their immunity against various alien vices, so it is important to cover this issue and put it into practice, practical work at the Tashkent State Conservatory and the sources he wrote are clear examples of this and other problems are analyzed. Extensive conditions have been created for them to study and acquire a profession. At the same time, the organization of meaningful and effective leisure of young people is an important and urgent issue. The more spiritually mature young people are, the stronger their immunity to various vices will be, so it is important to cover this issue and put it into practice.

KEYWORDS: spiritual education, urgent issue, young people, talent, ensemble, orchestra, profession.

INTRODUCTION

It is known that the head of our state Shavkat Mirziyoyev put forward five important initiatives to establish activities in the field of social and spiritual education on the basis of a new system. The first of these initiatives is to develop the talent of young people to increase their interest in music, painting, literature, theater and other arts. 30% of the population our country are boys and girls aged 14 to 30 years. Extensive conditions have been created for them to study and acquire a profession. At the same time, the organization of meaningful and effective leisure of young people is an important and urgent issue. The more spiritually mature young people are, the stronger their immunity to various vices will be, so it is important to cover this issue and put it into practice. This topic was first studied by Professor Ahmad Adilov. His practical work and written sources during his tenure at the Tashkent State Conservatory are a clear example of this. The ensemble of dustmen, formed at that time, ie after the second half of the XX century, for a long time with their programs took part in various events of the country on Uzbek television and won the applause of our people.

Fazilat Shukurova, Rustam Nematov, Tohir Sobirov, Anivar Lutfillayev and other experts have studied this topic.

An analytical study of the performance culture of an ensemble or orchestra with the participation of Hammered dulcimer is the formation of a kind of ensemble performance (Hammered dulcimer) and the establishment of a school of quality and skillful creativity.

Study of the School of Hammered dulcimer Instrument Performance and its representatives,

The study of the origin of Hammered dulcimer mites and the period of their use,

Study of the role and importance of Hammered dulcimer in the ensemble and orchestra,

Learn how to play the Hammered dulcimer perfectly.

The task of modern instrumental art is to study the basic principles of organizing a local ensemble of dancers and ensuring their perfect performance. Skills to be taught to students and performance lessons The school of Hammered dulcimer musicians must have a thorough knowledge of the written sources about their creative activity, their works adapted and performed for Hammered dulcimer, and the ensembles of dust performers. It is expedient to combine the form and directions of the content of the method of teaching students the essence of the performance of folk instruments in the performance of folk instruments. In the process of educating future musicians, acquainting them with the instrument of Hammered dulcimer will provide information about the role of this instrument in our national musical heritage and teach them to scientific research. As a result of performing the unique sound of the Hammered dulcimer, the importance of practical study is enormous. Historical development of the instrument

Folk instruments appeared in the distant past. It is believed that the first musical instruments were born in the XIII millennium. The pamphlets created in the XIII-XVII centuries contain tariffs for stringed instruments such as Hammered dulcimer, kanun, nuzxo, rubab, tanbur, as well as wind instruments.

The legacy of the great Eastern thinkers is also described in the written sources of musicologists such as Abu Nasir Farobi, Abu Ali Ibn Sino, Sayfiddin Urmavi, Abdurahman Jami Darvesh Ali Changi, who have historical value in the study of folk instruments. According to Darvesh Ali's pamphlet, the pamphlet dedicated to Zuhra, the patron of dust instruments, contains 26 parts and seven units for the performance of seven maqoms of the tariffed dust. Hammered dulcimer is mentioned in many literary

sources as the most common instrument in the middle Ages. Hammered dulcimer called them in his works Firdavsi-Ozoda, Navoi-Dilorom, and Nizami conspiracy. Comparing the data of the written monuments of the XV-XVII centuries, it can be concluded that by this time the culture of performance on folk instruments in Central Asia has reached its peak.

THE MAIN FINDINGS AND RESULTS

The Hammered dulcimer instrument has a unique structure, it consists of a box of nets, earbuds and a kick-off mechanism. The powder consists of 75 nets. It should be noted that its strings, which have a high resonance, are divided into 3 groups by means of feathers. Group 1 consists of 12 three-row strings (all three of which are individually tuned). Passing through the right and left strings, these strings give 12 chromatic sounds consisting of only half-tones (from the left to the first die in the first octave); the second group consists of seven three-layered nets, the right step passes through the left harp and the left step, in which the right four sounds of the chromatic sound series are played (the first octave from the left to the second octave); the third group consists of 3 rows of strings, which pass through the upper appendage and the main strings on the left to the main strut (from lya in the second octave to sol sol in the third octave):

The possibilities of resonance of types of hammered dulcimer instruments are as follows;

1)   Piccolo hammered dulcimer - range from do in the first octave to lya in the third octave;

2)   Tenor hammered dulcimer - the range from the left in the major octave to the brain in the second octave; from do in the lower octave to the left in the first octave;

3) Bas hammered dulcimer - range from do in large octave to left in low octave.

At present, the performance capabilities of the existing powder have been expanded. In the hammered dulcimer, the sound pathways are increased from one to four:

1)   Percussion - the main way to make a sound. Sounding dust sticks one by one on the strings;

2)   Pizzicato col legno (Pizz.col legno) - scratching (clicking) the sticks with the back;

3)   Fingerprint Pizzicato (Pizz) - gently tapping the dust strings with your fingers;

4)   Straw comb col legno (colleg.) - knocking dust strings on the flat back of the stick.

The strokes on the dust instrument, ie the style of the performing arts, are as follows:

1)   Short blow (stackato). Smashing the dust mites into the strings to make a light, intermittent, jumping sound;

2)   Rez formation by frequently changing the tremolo dust rods on the strings or by continuously tapping with the flat back of the rods;

3)   Continuous smooth flow from the strings to the strings with a stick, connecting the sounds in a straight line;

4)   Surdinal (choking) short tattoo (sitakkato kon sardino). Frequent silencing of the ringing dust strings with the left finger to create a short joint sound.

5)   Vibration. Slowly vibrate the part adjacent to the sounding side row with the middle finger of an empty hand, using the shop click method.;

6) Shop slide (gilisando)

From one sound to another with the bare back of the stick.

General concepts about the ensemble:

The word ensemble is derived from the French, and ensemble-unity means unity. In the terminology of music, harmony means harmony. To be more precise, it is a joint performance of many musicians. Ansambllar turli xil ko`rinishda faolyat olib borishadi. These include: an ensemble of instrumentalists, a vocal ensemble, a variety vocal ensemble, an ensemble of instrumentalists (duet trio, quartet, quintet, etc.), an ensemble of dancers, an ensemble of makam players and shukabis. The concept of ensemble is also found in other fields of art.

The book miniatures of the Timurids period and the next two hundred years testify to the fact that there were the following two types of folk instrument ensembles:

1) Circular and flute ensemble (room type)

2) Ensemble of percussion and percussion instruments (karnay sunray bolamon, doira, nogora,).

The second type of ensemble is often used as a military ensemble, as evidenced by the following lines: "Trumpets and drums sounded, and the soldiers lined up in unison to repeat the military shout three times"

In Uzbek music, the word "ensemble" is also used with the word "breath". The word "ensemble" has another meaning, for example, the singer sings a lyrical song in a very elegant voice, and the musicians who follow him listen to the singer calmly, its accompaniment in one melody can be called "a mutual ensemble between a singer and a musician".

Thus, the word ensemble means that all performers perform in unison and have the same understanding and interpretation of the content of the work. In ancient times, music was one voice, and musicians, who sang the same songs, gradually developed and became more complex. He realized that when two or three people sing one or more songs at the same time, pleasant melodies appear. The musicians also realized that the performance of several melodies at the same time gave pleasant sounds, and as a result, the music became more vocal.

Methods of Learning Performance Skills on Hammered Dulcimer Instruments

Polyphonic performance has two main forms: if the first sound is of special importance in polyphonic music, the remaining sounds are accompanied by homophony in this musical language (Greek homos - equal, fone - sound;) called. The harmonious development of several melodies, each of which is independent, is called polyphony (Greek poly - plural background - sound).

In Uzbek music, the tradition of polyphony, the harmonization of folk melodies and songs, and the widespread use of polyphonic forms began to be used in the twentieth century. This, in turn, was an important factor in the creation of new large-scale works by Uzbek composers.

Common features and differences between ensembles and orchestras, an orchestra (Greek orchestra is the front stage of a stage in a Greek theater) is a collection of instruments that perform a piece of music together and a group of musicians who play those instruments. The orchestra is conducted by a conductor from the ensemble and some parts are performed by a group of musicians rather than a soloist differs in maturity. Depending on the type of lyrics, there are orchestras, symphony orchestras, folk instrument orchestras, chamber orchestras, wind orchestras, string orchestras, pop orchestras, jazz orchestras, and more. There are all kinds of orchestras in Uzbekistan.

The common denominator of the orchestra and ensemble is that both groups have an artistic director. The harmonious combination of orchestra and ensemble can sometimes be the same. Both teams may have the same type of instruments. Executable tools can also match.

The differences between the two groups are as follows: each part of the orchestra is performed by a group of musicians of the same type, the orchestra is a large group in number, and its performance is accompanied by 88 different sounds in musical terms, with no conductor in the ensemble. The role of the leader of the ensemble is much easier than the role of the leader of the orchestra, because the leader of the orchestra performs more functions. The artistic director, the music director, the conductor, and the organizer, as well as the fact that some conductors can play musical instruments themselves and adjust each instrument, show that the tasks of orchestra leaders are much more difficult.

From the point of view of the ensemble's performance, all the works are presented in a general order, that is, the leading melody is performed in two voices and accompanied by a piano, which means that the direction of the ensemble consists of three streams. Two musical instruments and a piano accompanying them In European music, this division of voices is called a "party". The general note text of the work performed by the ensemble is called "score". The convenience of this procedure is that young students and experienced teachers - concertmasters perform the work together.

2.3 The role and importance of hummered dulcimer in the orchestra and ensemble. Due to the resonant and attractive sound of the powder, it is presented in deatonic chromatic form by A. Petroseanty, who called her the bride of the words, and no word sounds like the processed powder. We will not find the sound of a dusty instrument and the possibilities of its performance on any other instrument.

As observed in all folk instruments, hummered dulcimer instruments are divided into two types. 1) Musical works adapted to hummered dulcimer. 2) Musical works created especially for hummered dulcimer instrument. This means that both types of powder instruments can be adapted for ensemble and orchestra classes. Of course, it is necessary to take into account the content, essence, form and genre of the work. Musical works in the lyrical genre also sound very beautiful and attractive in the performance of the dust instrument. The language of lyric-lovers means the expression of lovers. When a mixed ensemble is formed with the participation of hummered dulcimer, this instrument decorates the performance of the ensemble with the performance of medium and high registers. It is a bit difficult to maintain a lower registry if an ensemble (chanchi) is formed. The reason is that in the last twenty years, the hummered dulcimer bass has disappeared without being used. Nevertheless, the teachers of dusty musicians operating in the country have formed an ensemble of hummered dulcimer players in their educational institutions and participated in various competitions.

The participation of the instrumental musician is of special importance both in the ensemble of traditional performance and in the ensemble of folk instruments (academic)`slipped. It sounds good if it plays both the main tone of the box and the second sound in the hummered dulcimer melody. However, in order to perform both texts, the student must have a deep understanding of the work, as well as artistic and aesthetic mastery. Otherwise, the transition to the practical implementation of the work will not give the expected result. Even when the student performs the second sound (akampanement), it does not harmonize with the main text, if it does not accurately match the musical perception. This contradicts the notion of musicians as an ensemble.

Every player in the ensemble should be able to interpret the work they are performing with the help of musical thinking.

Hummered dulcimer's vocal music has a unique technical ability, so the role of this instrument in the ensemble is unique. It is known that in 1937 the representative of the Russian musical culture N. Mironov for the first time managed to create a note orchestra. The orchestra also included a hummered dulcimer instrument. The orchestral ensemble, led by N.N. Mironv, was not formally independent. Later, this task was entrusted to the well-known musician and instrumentalist A. Petrosiyans. By the end of 1939, like other instruments, the ability to play as a chromatic powder was expanded. As a result, it was possible to play the music of the peoples of the world on a hummered dulcimer instrument. This, in turn, determines the technical capabilities of the unique sound timbre color in folk instruments.

Methods of Learning Performance Skills on Hammered Dulcimer Instruments

When an orchestra or an ensemble plays a solo piece, the melodies have a special sound, so that the musician first understands the hamsado (harmonic) sounds while being a mature musician and knows his part well, as well as feeling the second sound.

Hummered dulcimer belongs to the second (percussion) group in the orchestra and may not sound full-blooded if the part for this instrument is performed at other times. Because the technical capabilities and methods of performance in the powder can not be compared with other instruments

I.Khamrayev's concerto for orchestra and hummered dulcimer, A.Mansurov's works for special chan and orchestra, compositions by such composers as Otajonov Boboyev for powder and orchestra have been performed by leading musicians for many years.

S.Yudakov "Fergana dance", Rustamov "Lezginka", Narimanitzi "davluriy", Ndiriyev "the moon shines" Uzbek folk song Rokhat Fergana jonon and other similar melodies performed by the ensemble to demonstrate their abilities and to improve the performance skills of musicians. In order to improve students' theoretical knowledge of artistic and musical tastes, it would be expedient to organize ensemble circles in all local specialized music schools to develop practical performance skills, and to publish their results every two months via the Internet.

As for the ensemble of pollinators, due to the large number of intricate strings in the nature of the pollinator, it takes a lot of hard work to bring it to the state of the word. In addition, if our climate-changing musical instruments remain sensitive to the external environment, in order to form a hummered dulcimer ensemble, the vocals must be perfect, but today there is no musical group in it. If the word "hummered dulcimer" does not sound, it has a special place and attention in orchestras, ensembles, competitions and concerts. The ability to perform hummered dulcimer's voice is of great importance in creative teams.

CONCLUSION

The teacher should remind young musicians of the rules of proper storage of the dust instrument, keeping the hummered dulcimer clean and dry in the free time of the lesson in a cloth envelope or in a box made of boards, and care should be taken in a closed environment. Students should be taught how to apply the word hummered dulcimer, no matter how complex, to create an ensemble of dusters and to introduce the ensemble's performance to the general public. Professor Akhmat Adilov is permissible to ask or demand from future specialists to consider ways to re-introduce the hummered dulcimer bass instrument, which existed during his lifetime, so that students could learn music. They need to increase the demand for ensemble and orchestral performance, which is one of the most important aspects of the lyme.

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Impact of Money Market Instruments on Economic Growth in Nigeria

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ABSTRACT: Money market instruments play a crucial role in the growth and development of the Nigerian economy. Still, it is not yet vibrant and constrained by the absence of sub-markets and availability of adequate credit instruments required for the smooth operations of the market. The study examine the impact of money market instruments (Treasury bill, Treasury certificates, Certificate of Deposits, Banker's Acceptances, Development Stock and Commercial Papers) on Economic growth based on secondary data sourced from the Central Bank of Nigeria (CBN) Statistical Bulletin and National Bureau of Statistics (NBS) publications for 30 years. The study employed statistical techniques such as ADF, Unit Root Test, OLS, multiple-regression and Granger Causality Test to analysis data collected for the study covering the period 1990-2020. The study observed that Bank acceptance and Commercial paper granger cause Gross Domestic Product (GDP). Treasury bill, Treasury certificate and commercial papers have a positive relationship with GDP, but its effect is insignificant in the long run. But banker's acceptance and certificate of deposits has a positive and significant effect on GDP in the long run. In contrast, development stock has no significant effect on GDP in the short and the long run with no granger causal relationship with GDP. The study therefore recommends that Nigerian money market should be reformed in line with the current globalization trend and internationalization of the money market to allow a flow of foreign investment into the economy and also increase the number of tradable instruments in the market.

KEYWORDS: Money Market, Economic growth, financial institutions, Money market instruments.

INTRODUCTION

The level of growth and development recorded in an economy cannot be separated from the level of growth and development recorded in its financial sector, as this sector helps in mobilization of funds from Surplus Spending Units (SSU) and channel same to Deficit Spending Units (DSU) based on sound pricing and efficient allocation principles. Besides this function, the financial sector also helps in providing the mechanism for firms and other economic agents to appraise the value of firms' assets thereby allowing investors to make informed decision as to the allocation of their funds as lenders on the one hand, and the best alternative form of liability instruments to issue, as borrowers, on the other hand (Lawal, 2014). The financial system comprises of financial markets, financial institutions and financial instruments that interact with one another and the rest of the economy as well as the external

Sector so as to achieve macroeconomic goals and objectives in a given economy (Ojo, 2010). Though financial markets all play important roles in achieving economic growth and development, analysts tend to focus on the contributions of the capital market to the economy, neglecting the role of the money market. Hence, while there is a plethora of empirical research on the relationship between capital markets and economic development, the money market has not received ample attention in this respect.

According to Mohammed (2014), money market engenders trading in short-term instruments to meet the little needs of large users of funds such as the government, banks and large corporate organizations. The money market is effectuated though money market instruments principally for short term investments. These money market instruments include treasury bills, certificate of deposits, commercial papers, banker's acceptances, among others. The money market also allows the refinancing of short and medium-term to facilitate and mitigate business liquidity and risk (Iwedi & Igbanibo, 2015). The banking system and the money market represent the exclusive setting in which monetary policy operates. A developed, active and efficient money market enhances the efficiency of central bank's monetary policy and the transmission of its impulses into the economy (Ehigiamusoe, 2013). Thus, the development of the money market smoothen the progress of financial intermediation and boosts lending to the economy and improves the country's economic and social welfare. In developing economies like Nigeria money markets are still underdeveloped as such the absence of a well-developed money market in these countries poses a challenge in pooling funds large enough to fund private

enterprises. Despite that in recent times the Nigeria money market has witnessed robust reforms and expansion, there are still some problems and challenges which the market is confronted with. The Nigeria money market is still superficial when compared to her contemporaries in some advanced and emerging economies; it is also characterized by immature secondary market, undiversified instruments, lack of proper coordination in the issuance of debt instruments, inadequate and deficient information flow among others. Thus, the money market has been neglected in the finance research. The use of money market development data (such as the issued value of treasury bills, commercial papers and banker acceptances) as part of the indicators of money market development could provide new insights on the finance – growth nexus in Nigeria. These findings show that there is a renewed interest in money market development in the reviewed literature. However, the results of the prior studies carried out to date are mixed and scanty. Also, fewer studies have utilized the granger causality test in their analysis. It is in the light of these that this study analyzes the impact of money market instruments on Nigerian economic growth. The main objectives of this study are to examine the impact of money market instruments on Nigerian economic growth. The specific objectives of the study are to:

1. Ascertain the impact of money market instruments (Treasury bill, Certificate of Deposit, Development stock, Commercial papers, Treasury Certificate and Banker acceptances) on Economic growth?

2. Determine the direction of causality between money market instruments (Treasury bill, Certificate of Deposit, Development stock, Commercial papers, Treasury Certificate and Banker acceptances) on economic growth?

LITERATURE REVIEW
Concept of Money Market
The money market is the market where securities of short term nature of not more than one year are bought and sold. It has no central location; businesses are usually transacted on telephone, fax, telex, and so on (Ikpefan & Osabuohien, 2012). Prices of securities dealt with are usually determined by the influence of the Federal Government of Nigeria's monetary policies being issued annually and monitored by the Central Bank. They are of high quality, unsecured but relatively low risks financial assets such as: savings of various forms, negotiable and nonnegotiable certificate of deposits, bankers' acceptances, commercial papers, call money, treasury bills and treasury Certificate. The market is of great help in financing industry and commerce. In developed economies, it helps industries in providing their working capital requirements through the system of finance bills, commercial paper, among others. Conditions in the money market and the short-term rates of interest influence the long-term capital market as well as the long-term rates of interest. In advanced economies, the money market constitutes the most institution for creating liquidity for government, companies and individuals (Ikpefan & Osabuohien, 2012). They are highly organised commercial banking system, presence of central bank, availability of proper credit instruments; existence of a number of submarkets, availability of ample resources, stable political condition and large volume of international trade. The presence of these factors would enhance the volume of transactions of money market instruments in the discount market and the general economy in general. The Nigerian money market existing is also inadequate and constrained by the absence of submarkets and availability of adequate credit instruments required for the smooth operations of the market. Uruakpa (2019) ascertain that money provides commercial banks with a ready market where they can invest their excess reserves and earn interest while maintaining liquidity. The short –term investments such as bills of exchange can easily be converted to cash to support customer withdrawals. Also, when faced with liquidity problems, they can borrow from the money market on a short-term basis as an alternative to borrowing from the central bank. The advantage of this is that the money market may charge lower interest rates on short-term loans than the central bank typically does. The major players in the money markets include individuals, companies, banks, discount houses and governments.

Roles of Money Market in the Economy
Money markets play a key role in banks' liquidity management and the transmission of monetary policy. In normal times, money markets are among the most liquid in the financial sector. By providing the appropriate instruments and partners for liquidity trading, the money market allows the refinancing of short and medium-term positions and facilitates the mitigation of your business' liquidity risk (Pavtar, 2016). The following are the roles of the Money Market:

i. **Risk Sharing**: One of the most important functions of a financial system is to achieve an optimal allocation of risk. There are many studies directly analyzing the interaction of the risk sharing role of financial systems and economic growth. These theoretical analyses clarify the conditions under which financial development that facilitates risk sharing promotes economic growth and welfare. Quite often in these studies, however, authors focus on either markets or intermediaries, or a comparison of the two extreme cases where every financing is conducted by either markets or intermediaries.

ii. **Liquidity**: Money market funds provide valuable liquidity by investing in commercial paper, municipal securities and repurchase agreements: Money market funds are significant participants in the commercial paper, municipal securities and repurchase agreement (or repo) markets. Money market funds hold almost 40% of all outstanding commercial paper, which is now the primary source for short-term funding for corporations, who issue commercial paper as a lower cost alternative to short-term bank loans. The repo market is an important means by which the Federal Reserve

conducts monetary policy and provides daily liquidity to global financial institutions. Quantum of liquidity in the banking system is of paramount importance, as it is an important determinant of the inflation rate as well as the creation of credit by the banks in the economy.

iii. **Encouragements to saving and Investment**: Money market has encouraged investors to save which results in encouragement to investment in the economy. The savings and investment equilibrium of demand and supply of loanable funds helps in the allocation of resources.

iv. **Controls the Price Line in Economy**: Inflation is one of the severe economic problems that all the developing economies have to face every now and then. Cyclical fluctuations do influence the price level differently depending upon the demand and supply situation at the given point of time. Money market rates play a main role in controlling the price line. Higher rates in the money markets decrease the liquidity in the economy and have the effect of reducing the economic activity in the system. Reduced rates on the other hand increase the liquidity in the market and bring down the cost of capital considerably, thereby raising the investment. This function also assists the CBN to control the general money supply in the economy.

v. **Helps in Correcting the Imbalances in Economy**: Financial policy on the other hand, has longer term perspective and aims at correcting the imbalances in the economy. Credit policy and the financial policy both balance each other to achieve the long term goals strong-minded by the government. It not only maintains total control over the credit creation by the banks, but also keeps a close watch over it. The instruments of financial policy counting the repo rate cash reserve ratio and bank rate are used by the Central Bank of the country to give the necessary direction to the monetary policy.

Characteristics of Money Market Instruments Money market instruments channel money from investors to borrowers who need money, for an investment to quality as a money market instrument, lenders must be able to get their money back in a year or less, choosing among short terms securities issued by banks, companies or governments (Raja & Mahalakshmi, 2015). The following are the characteristics of money market instruments:

i. **Liquidity**: Liquidity of an investment refers to how quickly, and easily investors can access their money. Money market instruments are relatively liquid by definition because the money is available in a year or less. Fixed terms range from one day to one year. Money market deposit accounts and money market mutual funds have high liquidity, as depositors may access money by check when they need it. Some money market instruments also permit resale to secondary buyers if the investor needs the principal before maturity. Treasury bills and some special CDs fall into this category.

ii. **Return**: Money market instruments pay interest to the lender. Bank money market accounts, for example, add interest on each monthly statement. Other instruments, including Treasury bills, pay interest only at maturity. A few types of money market investments pay interest exempt from federal income tax. Short-term exempt bills issued by municipal and state governments fail into this category.

iii. **Safety**: Money market investments are safer than most due to their liquidity. Their liquidity minimizes long - term uncertainties about companies and governments and helps protect against interest rate increases. Instruments such as Treasury bills gain additional safety from their federal government backing. Government – insured money market deposit accounts also have protection against bank failure if their balances fall within insurance guidelines.

Economic Growth

Economic growth is the increase in the market value of the goods and services produced by an economy over time. It is an increase in the capacity of an economy to produce goods and services, compared from one period of time to another. It can be measured in nominal or real terms. It is measured as the percentage of increase in real gross domestic product. Abma (2003) examined the empirical relationship between financial development and economic growth in South-East Asia using data for twenty-five years. It was discovered that financial development matters for economic growth and that there exists a uni-causality from financial structure to economic development. The results suggested that in developing countries, a policy of financial reforms could improve economic growth. Theoretically, the linkage between finance and economic growth may take different forms. On the other hand, the financial sector may affect growth through the accumulation channel and the allocation channel. The accumulation channel emphasizes the finance-induced growth effects of physical and human capital accumulation (Faith, Hakeem and Samuel, 2020). The allocation channel focuses on finance-induced efficiency gains in resources allocation that enhances growth.

EMPIRICAL

Ikpefan and Osabuohien (2012) investigate the interactions between discount houses, money market instruments and economic growth in Nigeria for the period 1992 to 2007. The study captures their performance indicators and employed time series data obtained from Central Bank of Nigeria. Employing cointegration and vector error correction techniques, it establishes, among others,

that a long-run relationship exists between discount houses operations and economic growth on one hand and money market instruments, on the other hand. However, none of the relationship is statistically significant.

Ehigiamusoe (2013) examines the impact of money market on economic growth in Nigeria using data for the period 1980-2012. Econometrics techniques such as Ordinary Least Squares Method, Johanson's Co-integration Test and Vector Error Correction Model were used to examine both the long-run and short-run relationships. Results from the study reveal that though a long-run relationship exists between money market and economic growth, but the present state of the Nigerian money market is significantly and negatively related to economic growth. The researcher concludes that the link between the money market and the real sector of the economy remains very weak.

Oluwole (2014) investigates the effect of money and capital markets on Financial Development and Economic Growth in Nigeria. It employs an Ordinary Least Square (OLS) method of analyzing the secondary data covering the period of 1981 to 2010. The Findings show that Banking system Credit to the Domestic Economy (CDMB) and Money Supply (M2) (which he uses as the money market variable) have significant effects on the GDP (Economic Growth) while Value of Deals (VOD) and Market Capitalization (MCAP) which are the Capital Market variables were not statistically significant.

Agbada and Odejimi (2015) explore the impact of developments in money market operations and economic viability in Nigeria for the period 1981 to 2011. Economic viability was proxied by Gross Domestic Product (GDP) while core Money market instruments commonly used in Nigeria such as Treasury bills (TB), Treasury Certificate (TC), Certificate of Deposit (CD), Commercial Papers (CP) and Banker Acceptances (BA) served as the explanatory variables. Ordinary Least Squares Method was used for empirical analysis of the secondary data. The result reveals that some of the independent variables exhibited strong linear relationships with GDP. In particular, Treasury Bills and Banker Acceptances have statistically significant relationships with GDP while other independent variables such as treasury certificate, certificate of deposit and commercial paper exhibit weak relationship with GDP.

Igbinosa and Aigbovo (2016) assess the impact of money market development on Nigerian economic development between 1986 – 2013. The study uses money market indicators (values of treasury bills, commercial papers and bankers acceptances) as measures of money market development and real GDP per capita for economic development, while monetary policy rate was the only control variable. It adopts a multivariate OLS analysis for the estimation process, co-integration analysis for long-run equilibrium relationship and the associated error correction model to determine the short-run impact of the variables. The Granger causality test is used to determine the direction of causality among the variables. The findings of the study are that banker acceptances (LVBA) significantly influences economic development in both the short run and long-run respectively, while value of treasury bills and commercial papers as well as the monetary policy rate have significant impact on economic development only in the long run. Also, a unidirectional causality is found running from value of bankers' acceptances and monetary policy rate to economic development.

Peter (2017) examined the impact of money market reforms on economic growth of Nigeria. The objectives was to find out how reform of the market since 1990 has impacted on Nigeria's GDP through money market transactions, treasury bill rate and treasury bill outstanding. Quasi experimental design was adopted. Data was collected through CBN Statistical Bulletin covering the period 1990-2017. Statistical tools adopted include unit root test, OLS, cointegration and variance decomposition. He found out that money market value has positive and significant effect on GDP while Treasury bill outstanding has positive but insignificant effect on GDP. However, Treasury bill rate has negative and significant effect on GDP. The F-statistics suggests that all the money market proxies jointly impacted of GDP, an implication that money market is a viable financial market in Nigeria. Moreover, the variance decomposition showed that GDP has a decreasing variance with money market value and Treasury bill rate but an increasing variance with Treasury bill outstanding.

Akarara and Eniekezimene (2018) investigated the effect of selected money market instruments on the growth of the Nigerian economy. Using data obtained from the central bank of Nigeria statistical bulletin 2017, the study employed the Autoregressive Distributive Lag (ARDL) Bound Testing approach to co-integration. The result shows no form of convergence among the variables in the long-run while showing that money market variables are positively related to economic growth rate both in short and long run, except for Certificate of Deposit (COD) and Commercial Paper (CPR) that has an inverse relationship with economic growth in the long-run.

Pavtar (2019) the study investigated the nexus between money market and Nigerian economic growth: A time series analysis from 1985-2014. The study adopted the ex-post-facto research design. Data used in the study was sourced from CBN annual statistical bulletin for relevant years. Descriptive statistics and the ordinary least square (OLS) multiple regression techniques were the main statistical tools used in the analysis of data. Additionally, the T-test statistics was used to test the null hypotheses of the study at 5% level of significance for a two tailed test. The study found that Treasury bill, Treasury certificate, Commercial paper does not have any significant effect on the gross domestic product (GDP) of Nigeria while Certificate of deposits was found to significantly impact on the gross domestic product (GDP) of Nigeria.

Faith, Hakeem and Samuel (2020) the study examine the impact of selected Money Market Instruments (Treasury bill, Certificate of Deposit, Commercial Papers and Development Stock) on economic growth based on time series data sourced from Central Bank of Nigeria (CBN) Statistical Bulletin and National Bureau of Statistic (NBS) publications for 38 years covered by the study. The study employed multiple regression and Granger Causality Test to analyse data collected for study covering the period 1989-2019.

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The study found out that Treasury bill and commercial papers have a positive relationship with GDP, but its effect is insignificant in the long run. But Bank's acceptance and Credit to the Private sector has a positive and significant effect on GDP in the long run. In contrast, development stock has no significant effect on GDP in the short run and the long run with no granger causal relationship with GDP.

THEORETICAL FRAMEWORK
Modern Growth Theory
Modern growth theory developed by Grossmen, Gand Helpman, E. (1991), Lucas, R.E. (1988) and Romer, P.M. (1986) identifies two main channels through which the financial sector might affect long-run growth in a country. They include, catalyzing the capital accumulation (including both human and physical capital) and by increasing the rate of technological progress. The five basic functions of an efficiently working financial sector (such as mobilizing and pooling savings; producing information ex-ante about possible investment and allocating capital, monitoring investment and exerting corporate governance, facilitating the trading, diversification and management of risk and facilitating the exchange of goods and services) allow the above two channels to work for promoting growth by mobilizing savings for investment, facilitating and encouraging capital inflows and allocating the capital efficiently among competing uses.

Financial Intermediation Theory
Financial intermediation theory was first formalized in the work of Goldsmith, R.W. (1969), McKinnon, R.I. (1973) and Shaw, E. (1973) who see financial market, both money and capital market playing a pivotal role in economic development, attributing the differences in economic growth across countries to the quantity and quality of services provided by financial institutions. According to Goldsmith (1969), the positive correlation between financial development and the level of real per capital GNP is attributed to the positive impact that financial development has on encouraging more efficient use of the capital stock. Also, the growth process has impact on financial market because it creates incentives for further financial development. McKinnon's thesis is based on the complimentary hypothesis, which is in contrast to the Neo classical monetary growth theory. He argued that there is a complimentarily link between money and physical capital which is reflected in money demand. This complimentary links the demand for money directly and positively with the process of physical capital accumulation because the constitutions of money supply have a first order impact on decision to save and invest furthermore, Show (1973) proposed a debt intermediation hypothesis, whereby expand financial intermediation between the savers and investors resulting from financial liberalization (higher real interest rates) and development increase the incentive to save and invest, stimulate investment due to an increase supply of credit, and raises the average efficiency of investment. This view stresses the importance of free entry into and competition within the financial markets as prerequisites for successful financial intermediation. Mackinnon and Show (1973) also posited that policies that adversely affect the financial markets would adversely affect the incentive to save because it will cause repression of the financial markets. The key elements of financial repression according to them include; high reserve requirement on deposit, legal ceilings on bank lending and deposit rates, direct credit restriction on foreign currency capital transaction; and restriction on entry into banking activities.

METHODOLOGY
This study examined the impact of money market instruments on economic growth in Nigeria for the period 1990-2020 based on time series sourced from the Central Bank of Nigeria Statistical Bulletin of various issues. The study employed the Treasury bills, Treasury certificates, Certificate of deposits, Banker's acceptances, Development stock, Commercial papers and Gross Domestic Product (GDP) in Nigeria. Gross Domestic Product (GDP) was used as a proxy for economic growth (dependent variables), while Treasury bills, Treasury certificates, Certificate of deposits, Banker's acceptances, Development stock and Commercial papers were used as a proxy for money market (independent variables). The ADF, Unit Root Test, OLS, multiple regression and Granger Causality Test are used to analyse the data.

Model Specification
The model employed in this study is built based on the model specification of Faith, Hakeem and Samuel (2020) which is hence modified by inserting treasury certificate and certificate of deposit.
The model is specified as follows:
GDP= α + β₁ TBILLS + β₂ COMPA + β₃ CPS+ β₄ DSTOCK +e ….....…………………………….....………………….. (1)
Where;
GDP= Gross Domestic Product
TBILLS = treasury bills
COMPA = commercial papers
CPS= credit to the private sector.
DSTOCK = development stock

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μ = Error Term

β1 – β5 = coefficients of each of the independent variables and each, as expected ≠0

Hence the modified model specification is as follows:

GDP= α+ β_1TBS + β_2 TCS + β_3 CDS+ β_4BANKAC+ β_5 DSTOCK + β_6 COMPA + μ ……....……………………. (2)

Where;

GDP= Gross Domestic Product

TBS = treasury bills

TCS = treasury certificates

CDS= certificate of deposits

BANKAC= banker's acceptances

DSTOCK = development stock

COMPA = commercial papers

μ = Error Term

β1 – β6 = coefficients of each of the independent variables and each, as expected ≠0

Presentation of Data

Table 1: Descriptive Statistics

VARIABLES	GDP	TBS	TCS	CDS	BANKAC	DSTOCK	COMPA
Mean	37564.9	92644.4	13397.1	39088.7	23.2434	2.28764	74.4341
Median	62214.4	46873.3	2.00000	1.00000	11.8453	2.38700	7.66203
Maximum	28298.3	48763.0	62577.2	60500.00	82.8340	4.70700	823.7001
Minimum	24344.1	6.78200	1.00000	1.00000	0.00860	0.00000	0.00730
Std. Dev.	48894.5	11964.1	18136.7	13269.3	25.6498	1.67551	177.7099
Skewness	1.41710	2.81724	1.89925	4.20081	2.10584	1.04634	4.12078
Kurtosis	4.32714	5.44136	2.10611	12.7569	4.16209	2.37610	12.9451
Jarque-Bera	9.05752	12.2600	5.00356	165.096	8.88653	3.60893	308.3649
Probability	0.00714	0.00000	0.13309	0.00000	0.02038	0.26456	0.00000
Sum	126154.	322417	30156.1	91364.9	818.177	84.4937	3198.12
Sum Sq. Dev	7.26E+10	6.83E+13	7.57E+09	4.48E+1	33491.7	115.7672	1127077
OBS	30	30	30	30	30	30	30

Source: Authors Computation, 2020

The descriptive result shows that the averages of the money market instruments in Nigeria. The average treasury bill issued is #926'B worth with treasury certificate of #13'B. bank acceptance is #42'B with an average commercial paper issued within the period is #74'B while maintaining an average certificate of deposit of #3,906' B and development stock of N2,28'B to achieve an average GDP of N37,564'B within 30 years. The result of the standard deviation of Gross Domestic Product, treasury bills, treasury certificates, certificate of deposit, bank acceptances, development stock and commercial papers whose value exceeds the mean value indicates that the significant distance between the highest and lowest values hence values are dispersed and skewed. Also, since all the skewness of the variables is positive, this indicates that the data are positively skewed, meaning that the right tail of the distribution is longer than the left. The result further shows that GDP, TBS and BANKAC are all mesokurtic while certificate of deposits and commercial papers are leptokurtic and treasury certificate and development stock are platykurtic.

Table 2: Unit Root Test

VARIABLES	T_{STAT}	0.01	0.05	0.10	PROB	DECISION
GDP	-5.41279	-3.54975	-2.64224	-2.64224	0.009	1(0)
TBS$_{(-1)}$	-3.70840	-3.87386	-2.94584	-2.66055	0.001	1(0)
TCS$_{(-1)}$	-2.67871	-3.76959	-2.95671	-2.64224	0.008	1(1)
CDS$_{(-1)}$	-7.69005	-3.78803	-2.97663	-2.64619	0.001	1(1)
BANKAC$_{(-1)}$	-6.97512	-3.62679	-2.94584	-2.61553	0.000	1(0)
DSTOCK$_{(-1)}$	-2.87921	-3.62679	-2.94584	-2.61454	0.008	1(0)
COMPA$_{(-1)}$	-5.49882	-3.62679	-2.94584	-2.62351	0.0096	1(0)

Source: Authors Computation, 2020

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Table 3: Johansen Co-integration Test

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.05 critical value	Prob.**
None*	0.921172	222.6178	95.75366	0.0000
At most 1*	0.868313	131.1601	69.81889	0.0000
At most 2*	0.667803	68.48706	47.85613	0.0002
At most 3*	0.492754	30.75288	29.79707	0.0387
At most 4	0.292754	11.77611	15.49471	0.1680
At most 5	0.023171	0.843974	3.841466	0.3583
Trace test indicates four cointegrating eqn(s) at the 0.05 level				
*denotes rejection of the hypothesis at the 0.05 level				
**Mackinnon-Haug-Michelis (1999) p-values				

The result shows the long-run relationship between the money market instrument and gross domestic product. The result confirms the existence of a long –run relationship between money market and economic growth with at four cointegrating equations at the 0.05 level 0f significance.

Table 4: Causal Relationship Test

Null Hypothesis:	Obs	F-Statistic	Prob.
GDP does not Granger Cause TBS	28	1.05946	0.3589
TBS does not Granger Cause GDP		8.21251	0.0014
GDP does not Granger Cause TCS	28	0.04516	0.9560
TCS does not Granger Cause GDP		0.03657	0.9642
GDP does not Granger Cause CDS	28	5.37035	0.0138
CDS does not Granger Cause GDP		0.23900	0.7900
GDP does not Granger Cause BANKAC	28	0.18596	0.8312
BANKAC does not Granger Cause GDP		6.37033	0.0048
GDP does not Granger Cause DSTOCK	28	0.08692	0.9170
DSTOCK does not Granger Cause GDP		2.11919	0.1372
GDP does not Granger Cause COMPA	28	1.16468	0.3253
COMPA does not Granger Cause GDP		4.37708	0.2212

Source: Authors Computation, 2020

The result of the Granger causality test shows that GDP granger causes treasury bills and not treasury bill granger causing GDP. GDP granger causes treasury certificate and not treasury certificate granger causing GDP. GDP granger causes certificate of deposits and not certificate of deposits granger causing GDP. It shows that bank acceptance exhibit a unidirectional causal relationship with GDP. It implies that bank acceptance granger causes GDP and not GDP granger causing bank acceptance. Also there exist no granger causal relationship between GDP and Development stock. Commercial Papers also exhibit a unidirectional causal relationship with GDP. This implies that commercial papers granger cause GDP and not GDP granger causing commercial paper.

Table 5: Short Run Test
Vector Error Correction Model

Variables	Coefficient	Std. Error	t-Statistics	Prob
TBS$_{(-1)}$	11.87209	2.26192	5.2486	0.5061
TCS$_{(-1)}$	3.07588	1.80889	1.70004	0,1054
CDS$_{(-1)}$	7.95956	2.88346	2.76042	0.0125
BANKAC$_{(-1)}$	207.9118	39.7837	5.22606	0.0096
DSTOCK$_{(-1)}$	1510.210	452.416	3.33810	0.0765
COMPA$_{(-1)}$	0.90824	6.69820	0.13560	0.1054
C	220.3525	439.027	0.50191	0.0000

Source: Authors Computation, 2020

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The result shows the impact of money market instruments on GDP in the short run. The result further shows that the lag of treasury bills, treasury certificate, certificate of deposits, bank acceptances and development stock has a significant impact on the GDP in short run. In contrast, commercial paper has no significant impact on GDP in the short run.

Table 6: Long Run Coefficient Autoregressive Distributed Lag

Variables	Coefficient	Std. Error	t-statistic	Prob.
TBA	-0.026106	3.306216	-0.007896	0.9938
TCS	0.393525	0.843179	0.466776	0.6498
CDS	3.39472	1.295220	2.620847	0.0238
BANKAC	31.34966	42.530375	0.737112	0.4692
DSTOCK	-389.5183	504.9971	-0.771327	0.4491
COMPA	18.736461	9.57320	2.748255	0.0450
C	1742.930	2135.8421	0.822175	0.4202
R-squared	0.907562			
Adj. R-squared	0.820742			
Sum sq.resides	3.09E+10			
S.E of regression	53025.69			
Log likelihood	-251.4573			
F-statistic	21.39817			
Prob. (f-statistic)	0.0002			
Mean dependent	3646.70			
SD.dependent	4025.63			
Schwarz SC	19.3980			
Akaike info criteon	23.9002			
Hannan-Qunin crit	22.0084			

Source: Author's Computation, 2020

The result above shows that there exists a long run positive relationship treasury bill and the GDP in the long-run. This implies that as treasury bill is increasing so also will the GDP increase. However, this increase is not significant. The result of the ARDL also shows that bank acceptance and development stock has a positive relationship with GDP, but there effects are insignificant. But certificate of deposits and commercial papers has a positive and significant effect on GDP in the long run.

Policy Implication of the Study

From the result of the descriptive statistics shows N926'Billion worth of Treasury Bills, average Treasury of Certificate of N133'Billion, certificate of deposits of N390'Billion, Bank acceptance of N42'Billion, development stock of N2.2'Billion and commercial papers of N74'Billion to achieve an average GDP of N37,564'Billion within 30 years. Treasury bills has more subscription and development stock has the least subscription in Nigeria. This can be because of Treasury bill is more preferred because of its low costs, favourable tax treatment and security.

The result also shows the long run relationship between the money market instruments and gross domestic product. This conforms to the findings of Faith, Hakeem and Samuel (2020) which opines that a significant long-run relationship exists between economic growth and money market instruments as against a non-significant long-run relationship discovered by the findings of Akarara and Eniekezimene (2018). Furthermore, Bank acceptance and commercial papers granger cause Gross Domestic Product but not another way round but Gross Domestic Product granger cause Treasury bill, treasury certificate and development stock. This implies that a boost of the GDP will ensure an increase in the amount available for the Treasury bill.

In the short run, treasury bills, treasury ceritifcate, certificate of deposit, bank acceptance and development stock has a significant impact on the GDP. In contrast, commercial paper has no significant impact on GDP in the short run. This might not be unconnected with the fact that Commerical paper is not usually backed by any form of collateral, making it a form of unsecured debt. As a result, only firms with high-quality debt rating will easily find buyers without having to offer a substantial discount for debt issue.

The result of the ARDL shows that Treasury bills, treasury certificate, and commercial papers have a positive relationship with GDP, but its effect is insignificant in the long run. But Bank acceptance and certificate of deposit has a positive and significant effect on GDP in the long run. Therefore bank acceptances and certificate of deposit have a significant effect on GDP in the short run and the long run. This is conforms with the findings of Agbada and Odejimi (2015). The study find out that bank acceptances significantly influence economic growth in both the short-run and long-run respectively, while the value of treasury bills, treasury certificate, certificate of deposits and commercial papers have a significant impact on economic growth in the long-run. Further

findings revealed that development stock has no significant effect on GDP in the short-run and long-run and constitutes no granger causal relationship with GDP.

CONCLUSION AND RECOMMEDATION

Money market instruments has a significant effect in the short run but it effect in the long-run on GDP is not strong because it only commercial paper that has a significant effect on GDP. Therefore long-run relationship exists between the money market and economic growth of Nigeria. Still, the current state of the Nigerian money market does not have a significant on economic growth; hence Nigeria money market should be reformed in line with the current globalization trend and internationalization of the money market to allow a flow of foreign investment into the economy increase the number of tradable instruments in the market.

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Encouraging Popular Political Participation and Effective Election Monitoring Through Whatsapp Social Media Platforms

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ABSTRACT: Nigeria and Nigerians have witnessed different kinds of electoral frauds since the return to democracy in 1999. Counting from the 1999 general election in Nigeria, the 2019 general election is the 6th general elections conducted in the country. Unfortunately, none of these elections have been considered to be free and fair as there are always public outcries from one end to another against the results of the elections as a result of lack of transparency in the process. Drawing from this background, this study, examines whether heavy use of WhatsApp platforms by different political parties in the election encouraged popular participation and effective monitoring of the electoral processes. The study which examined a total of 318 respondents sampled from select WhatsApp groups of the two leading political parties adopted the survey research method with the social media engagement and technological acceptance theories as its theoretical framework to ascertain whether the use of WhatsApp platforms by political parties encouraged popular participation among the electorate and determine if WhatsApp platforms were helpful to parties in monitoring the 2019 general election as well as its processes. Findings revealed that WhatsApp use encouraged popular participation and electoral process monitoring. The researchers recommended that the political parties and the electoral umpire should engage more in the use of social media platforms in passing information during, on and after election to encourage transparency in leadership.

KEYWORDS: Monitoring, Democracy, electoral Frauds, social media.

BACKGROUND OF STUDY

As of 2018, WhatsApp is a significant component of the global communication and information dissemination application which is drastically replacing mainstream SMS, especially in developing countries of the world (Caetano, Magno, Cunha, Meira Jr., Marques-Neto and Almeida, 2018). Because of this height of penetration and popularity among the population of phone users, WhatsApp has turned out to be an important platform for political propaganda and election campaigns around the globe, having played significant roles in elections in Brazil, India (Vindu, 2018), Kenya, Malaysia, Mexico and Zimbabwe (Caetano, 2018). From personal observation, virtually, 80% of internet enabled phone users are WhatsApp subscribers. In this regard, these phones and their social media platforms encourage the sharing of information in all forms from one end to another irrespective of distance.

While investigating the way in which cell phones and social media platforms had penetrated political lives and activities of the people, a new national survey by the Pew Research Center cited in Smith (2014), confirmed that cell phones and social media platforms like Facebook and Twitter are playing an 'increasingly prominent' role in how voters get political information and follow election news. Given the high temperature of the 2019 general election and the level of social media awareness and consciousness, different WhatsApp groups were created by different political groups to hunt for voters, maintain voter/candidate relationship and monitor what INEC and other opponents are doing about the election.

Recent analysis on the use of cell phones in getting and sharing political news and activities shows that the proportion of Nigerians who use their cell phones in this capacity and campaign coverage has doubled compared with the last general election in the country (Nwangwu, Onah and Out, 2018; Melo, Messias, Resende, Garimella, Almeida, Benevenuto, 2019). In the 2019 general elections, it is common place to see or find voters of all ages joining different social media groups to gain and share information on the electoral process unlike what obtains in the previous elections in the country. Virtually all the primary elections conducted in the 2019 election across the participating political parties are well monitored and communicated in social media landscape (WhatsApp) (Melo, Messias, Resende, Garimella, Almeida, Benevenuto, 2019). Participation in this online campaign had a clear partisan direction because all the supporters of each participating political candidate express their overwhelming support using their persuasive techniques to win more voters online for their candidates. In Okoro and Adibe (2013), this is "social media war" spreading on

various WhatsApp groups where different political social media handlers adopted some kinds of abusive languages, all manner of attacks and counter attacks in a bid to protect their candidates from oppositions on one side and garner supports for their candidates on the other. This feature distinguished the 2019 general election from its 2015 counterpart which was classified to be the most credible election in Nigeria (National Democratic Institute (NDI, 2018). This may be probably because of its ability to produce the opposition party as the winner, a situation which had not been observed in Nigeria since the return to democracy in 1999.

In a bid to be on a safer side, most political party had their WhatsApp groups at various levels aimed at monitoring every part of the electoral process in the country. The reason for this is that it was believed that effective election monitoring can reduce the risk of manipulating the process. This will reduce high rate of occurrence of possible election-related violence which usually occur frequently in previous elections as recorded in literature (Schimpp & McKernan 2001, Binder 2009, Global Commission 2012). This claim is most commonly based on the assumption that since electoral fraud may likely encourage election-related violence; monitoring electoral processes will drastically reduce fraud and the risk of the election being manipulated and equally reduce violence (Global Commission 2012).

Unlike the 2015 election, the February 23rd, 2019, general elections result had been widely protested by different political parties on the basis of electoral irregularities witnessed during the election. This protest was occasioned by the act of declaration of some of the election's result inconclusive by the Independent National Electoral Commission (INEC) with observed height of electoral irregularities in the use of both manual and electronic verification methods in different parts of the countries. High in the list of the criticism was the selective use of electronic verification in some parts and manual verifications in the other parts which gave some political parties edge over the other. The election was characterized by massive pre-election voting which were spread through the social media for the people to see for themselves (AIT video documentary, 2019).

However, it is pertinent to state here that the body in charge of the election in their usual way did not accept that the ballot papers found to have been thumb printed in various WhatsApp videos was their true ballot papers designed for the election until it was disclosed that the contractor for the logistics and ballot paper printing is an APC senatorial candidate (BBC Pidgin, 2019). On the event of the above, various political parties were using their WhatsApp platforms to inform their supporters elsewhere on the position of things ranging from the INEC training of ad-hoc staff to publications of names of the shortlisted ad-hoc staff for the election through to the distribution of the electoral materials from Abuja to various polling stations. The essence of all these efforts is to monitor the process through social media platform and ensure it is not manipulated at any stage (Walton 2012). Parties and various candidates deemed it fit and normal for the electorates to be well informed so as to be able to do what they ought to do in order not to run into the problem of being rigged out or manipulated in the process (Kelley 2012).

Drawing from the observed massive reliance by parties on the use of WhatsApp social media platform in the mobilization of voters/supporters and monitoring of the 2019 general election in Nigeria, one then may ask, were the WhatsApp social media groups effectively mobilized voters/supporters and monitored the entire electoral processes? In the light of this background, this study examined whether WhatsApp had helped in mobilizing voters, connecting the electorates and the candidates together and monitored the 2019 general election in Nigeria.

STATEMENT OF THE PROBLEM
The rapid expansion of social media and the public's enthusiastic reception of its use in political activities promise an imminent revitalization of democracy in developing nations. Social media platforms are interactive channels of communication that allows people to get together, develop communicative communities and share information in different forms in a virtual public sphere (Grönlund, Strandberg & Himmelroos, 2009). While observers have focused on the use of social media, little is known about actors' perceptions of social media as a platform for political communication/mobilization and election monitoring. Earlier before the advent of social media platforms, it is often admitted that political communication and election monitoring are both compromised because it is uni-directional, flowing from the parties, leading candidates and INEC to the voters (Karlsen 2009). The reason is that those politicians, higher interest bidders and INEC never allowed the masses to gain access to the series of events concerning every bit of the election ranging from pre, on and post-election stages uninterrupted. Previous research has therefore, failed to reveal whether the use of social media platforms had impacted on the electoral process in Nigeria thereby increasing political consciousness and at the same time reducing the rate of electoral violence, post-election crisis and encouraging reasonable acceptance of electoral results among contestants and political parties. It was in the power of the last sentence that this study set to examine WhatsApp platform's use by political parties for voters' mobilization and election monitoring during the 2019 general election using PDP/Atiku and APC/Buhari WhatsApp groups in Anambra state.

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OBJECTIVES OF THE STUDY

The general objective of this study is to bring to lime light the use of WhatsApp social media platform for voter mobilization and election monitoring by political parties and candidates using the 2019 general election as case in point. The measurable research objectives guiding this study are: - To

1. Ascertain whether the use of WhatsApp in monitoring the 2019 presidential election exposed irregularities in the election.
2. Determine whether the use of WhatsApp increased political consciousness of the electorate in the election.
3. Ascertain how effective the respondents rated WhatsApp use in mobilizing voters and monitoring the 2019 presidential election in Nigeria.

SCOPE AND LIMITATIONS OF STUDY

This study covered only PDP/Atiku and APC/Buhari WhatsApp group chats and the members therein. The groups were those that were formed and operate in Anambra state. Any other WhatsApp groups formed in other states of the federations were not covered in the study. The study covered only three months ranging from January to March 2019. The choice of these three months was based on the fact they were the period that characterize heavy electoral activities concerning the 2019 presidential election. The constraint of this study is the possible disregard of participation request by some of the group members who were also part of the population for the study. Moreover, some of the contacts found in the WhatsApp groups are no longer members as of the time of distributing the research questionnaire. In a bid to control this problem, the researchers resolved to make use of the available participants who admitted to be part of the study. In this study, three groups each were selected purposively from several WhatsApp groups formed by supporters to the two political parties and their candidates. The criteria for the selection are that any group to be selected must have about two or three members operating from the national, zonal, states and local governments level. This means that all social media information at the national level gradually found their ways into the various branches at all level through those representatives. On the side of PDP and Atiku, were Vitaldi Anambra, Atiku/Obi 2019 and Atikulated platforms. On the part of APC and Buhari, were GMB support group Anambra branch, Anambra Youths4Buhari, and APGA4GMB, 2019 platforms.

Significance of the Study

This study is an insight into the influence of WhatsApp platform use in voter mobilization and election monitoring in Nigeria. Having seen that a good number of challenges are facing the country's electoral process, WhatsApp use reawakening political conscious minds and election monitoring can be a veritable tool for reducing electoral fraud and at the same time make the election results acceptable to all once the results are produced in a transparent way. The study also adds to literature that considers the sustenance of the nascent democracy in Nigeria. It will equally expose Nigerians to the role of WhatsApp social media in enhancing good governance by expunging candidates of bad characters who rely on electoral frauds to clinch to position of authorities. To INEC as the electoral umpire in Nigeria, this study will provide them with the need to also use this same platform in communicating the people on the realities on ground during election to encourage acceptance of results. To the judiciary, the study will help them in administration of justice during post-election litigations given the platform's ability to provide audio-visual evidences in court as exhibits in order to strengthen the country's political future.

Technological Acceptance Theory

According to Chen, Li and Li (2011), this theory originated from the fields of information systems. It is one of the most influential research theories in the studies of the determinants of information systems and information technology acceptance in predicting intentions to use by individuals. The theory explained the reasons why society or individuals accept a particular technological innovation and development from three different perspectives: namely (a) perceived ease of use, (b) perceived usefulness, and (c) attitude towards the technology (Suleman, Nusraningrum, & Ali, 2019). Advancing on the above perspectives, Chuttur (2009) affirmed that "the attitude of a user towards a system is the major determinant to whether the user will actually accept or reject the system". Here lies the basic objective of this study which is to examine WhatsApp platform use for voter mobilization and monitoring the 2019 presidential election.

In another development, it will be pertinent to acknowledge the fact that the attitude of the user is prone to being influenced by two other beliefs. These beliefs according to Ha, Yoon, and Choi (2007); López-Nicolás, Molina-Castillo, & Bouwman, (2008); Bouwman, López-Nicolás, Molina-Castillo, Van Hattum, (2012), are perceived usefulness and perceived ease of use. The import of this postulation to the current study is that the acceptance of WhatsApp use for voter mobilization and monitoring election processes is dependent on the individual beliefs and perception of usefulness of WhatsApp platform and their perceived ease of use which encouraged them to accept or reject the platform.

This study was basically on the perceived ability of the platform to satisfy the desired purpose for its adoption in voters' mobilization and election monitoring process by political parties and their candidate(s). If from the look of what had happened in the 2019 presidential elections that the parties did not get the gratifications sought in the use of WhatsApp for voters' mobilization and

election monitoring process, it will not be adopted for the same purpose in the next election. The reason for this is that there is no perceived usefulness of WhatsApp social media platform for voters' mobilization and election monitoring as expected by political parties. This theory was considered relevant to the study in respect to its ability to draw attention to the perceived ease of usefulness of the WhatsApp social media platform in voters' mobilization and election monitoring processes in the country.

Social Media Engagement theory
This theory came into existence through Prahalad and Ramaswamy's (2004) model of co-creation in the service sector. It centers on the ability of the social media users to create the contents that their followers consume and react to. According to Di Gangi & Wasko (2016), the model adapts the social media power to create cost-conscious news information that permeates the society through links and shared connectivity. The basic proposition of this theory is that through social media, users modify, share, and re-use contents, irrespective of the creators' original meaning or purpose (Di Gangi & Wasko, 2016). Drawing from the above scholarly view, the more the users in different WhatsApp platforms create, update and re-use contents, they open up different electoral frauds taking place against their political parties while at the same time countering any report that were published against their party and candidate(s).

Election Monitoring
Election monitoring is the observation of an election by one or more independent parties to assess its quality and usually focuses on judging whether the election meets international standards or not. The observation may focus on electoral administration, the participation of political parties, candidates and interest groups. Elections can be monitored by international observers (such as the European Commission or the OSCE's Office for Democratic Institutions and Human Rights (ODIHR), local observers, and as well all the parties in the contest so as to get first-hand information in the election where possible (Goldzweig, Lupion and Meyer-Resende, 2019). The essence of the participation of political actors and parties in election monitoring is to ensure that they were not compromised and as well get facts that can be used for post-election litigations (Bartlett, Krasodomski-Jones, Daniel, Fisher, and Jesperson, (2015). Election observers are mostly seen by the citizens of a country where they operate as impartial and that such observation is generally seen to boost transparency and enhance the accountability of election officers (Binder 2009; Bargiacchi *et al.* 2011).

Election monitoring has several advantages regarding the credibility of the process. It can build confidence in the minds of the people, prevent conflicts and violence, and legitimize elections (Anglin 1998) cited in Walton, (2012). Given the important of election monitoring in developing countries, international election observers are now present at more than four out of every five elections in the developing countries of the world including Nigeria (Hyde 2010). Most studies on election-related violence have identified a range of causes and advocate a range of interventions to address these causes (Schimpp & McKernan 2001; Sisk 2008; Haider 2011, Global Commission 2012). Causes of election-related violence as found in (Schimpp & McKernan 2001; Sisk 2008) include structural conditions, electoral system choice, the competence of electoral administration and the nature and functioning of the security sector. This scholarly position points more to the security networks and the electoral umpire in a particular country and their disposition to play by the rules.

Against these fraud encouraging challenges, all political parties have set their eye squarely on the ball by establishing social media groups as their situation room from where they monitor all that happens in and around INEC office. These WhatsApp groups however contain participants from all wards and polling units who report raw data of situation on ground. As a result, the literature generally suggests that electoral support interventions should address the whole electoral cycle and allow for specifically designed response measures to prevent, mitigate and/or resolve election-related violence (Haider 2011). Among the measures advocated for include reviewing the legal framework, building the capacity of election administration bodies, improving planning and budgeting, civic and voter education, strengthening electoral dispute resolution mechanisms, violence monitoring, non-violence training and improving evaluation (Schimpp & McKernan 2001; Haider 2011, Global Commission 2012).

Most studies acknowledge that fundamental transformation of the electoral systems can take time. In their view, Global Commission (2012) state that in many contexts long-term electoral security requires addressing rule of law issues and infusing the institutions of democracy with the ethos of democracy. The argument here is that effective election monitoring can provide a better understanding of what happened and as well reduce election violence and encourage legitimacy. This was supported by Atwood, (2011) cited in Walton, (2012) who argues that the primary goal of monitoring election is to assess elections and, perhaps, deter particularly egregious abuses noting that for some polls this might reduce the risks of violence.

Measuring the impact of election observation is complicated by the fact that these interventions are often poorly implemented and therefore ineffective. The Global Commission (2012) argues that international donors and democratic governments have not used election observation to its fullest effect. In particular, they have not fully taken advantage of pre-election observation reports to do more to prevent egregiously flawed elections and the political use of violence during elections. Nor have donors and democratic

governments done enough to use observer reports after elections to strengthen political processes of electoral integrity and democratic change throughout the electoral cycle in advance of the next election. This is really the major problem facing the Nigerian electoral system. Finally, donors and governments have not done enough to build up domestic electoral observation capacity (Global Commission 2012). This is why all political parties strategize and position themselves well starting from the pre-election activities, on the election activities to the post-election activities. The major target here is to gather enough fact for tribunal if the international observers had failed to do the needful.

Hyde and Kelley (2011) argue that observer missions often arrive late or are understaffed and that as a result, attention tends to be directed solely on the election day when most of the unlawful and irregularities must have been executed. Some governments around the world have learnt to shift their fraudulent activities and improper behavior to the pre-and post-election days since the observation handbook does not cover those days (Beaulieu & Hyde 2009). This was supported by Darnolf's (2011) claims that observation handbook failed to place priorities on non-election day activities in most countries of the world. Kelley (2010) argues that election observers may also be biased in certain circumstances. The author finds that there are multiple observer missions in most cases where external monitors observe elections, and that in roughly a third of the cases, monitoring missions disagreed with one another about their overall assessments (Kelley (2010, p. 162). This is the basic fact that renders international observation more or less useless.

However, these criticisms are disputed in the literature and have been challenged specifically by Stremlau and Carroll (2011) where they argue that serious election observation increasingly begins many months before voting and counting, and often continues after the elections to monitor the resolution of election disputes. They also state that observers are keenly aware of the dangers of renewed conflict or instability after elections and must weigh those concerns while conducting their missions. Still, credible observation organizations know that their most important asset is their record of impartiality (Stremlau & Carroll 2011). The Global Commission's (2012, p. 55) report also argues that "as early as 2005, the most experienced observer missions were much longer than they were in the early 1990s. This means that the strength of this mission is expected to increase by the day.

A recent study by Hyde and Marinov (2012) shows that post-election protests are more likely to last longer and gather more supporters following negative reports from international and party observers based on available data from their situation rooms. This implies that election monitoring make protest more likely in the short term, but increase incentives to hold democratic elections in the long term. One could infer from these findings that election monitoring may increase the risk of violence in the short term, while decreasing it in the long term. This assumption is confirmed by a recent study by Daxecker (2012) who examined post-election conflict events for African elections between 1997 and 2009. This study found that the presence of election fraud and international observers increases the likelihood of post-election violence. The study confirms the hypothesis that when elections are manipulated to deny citizens an opportunity for peaceful contestation and international and party monitors publicize such manipulation, violent interactions between incumbents, opposition parties, and citizens can ensue (Daxecker 2012).

From all indications, international observers reduce the potential for election-day violence, but creates incentives for political actors to engage in violent manipulation in parts of the electoral process receiving less international attention. This is the major reason why parties through WhatsApp social media platforms set their eye on the electoral process video, record and share unlawful activities suspected to be against their interest in the process. In another development, international election monitors most times get scared that reporting their findings from election assessments may encourage violence (Kelley 2012). This view is very common in contexts where pre-election violence has been widespread such as the 2019 general election in Nigeria where clips of videos showing where some political actors were thumb-printing ballot papers days before the election. The Global Commission (2012) report states that international actors rarely adopt punitive measures against countries whose elections fall below international standards partly due to fear of stoking instability. This very situation left the parties with nothing other than to devise a means of effective election monitoring which in this case is the use of WhatsApp situation room.

WhatsApp and election monitoring: A Brief SWOT analysis

In the present-day world community, WhatsApp is one of the most popular communication applications in many developing countries such as Brazil, India, Mexico and Nigeria where many people use it as an interface to the web (Melo, Messias, Resende, Garimella, Almeida, Benevenuto, 2019). WhatsApp is also being massively used for election campaigns and mobilization of supporters for a candidate in an election. For instance, it was used in America in 2016 by both Trump and Clinton; it was also used in 2018 Brazilian general election process to elect a new president, deputies, and governors. Resende *et al.* (2019) studied the use of WhatsApp during election campaign but found that WhatsApp was one of the sources of misinformation and has high potential to spread misleading information. Actually, this is the basic argument of the critics of WhatsApp use in election monitoring who capitalized on the tendency of the medium to encourage the spread of misleading information as its major flaw (Josemar, Gabriel, Evandro, Wagner, Humberto, Virgilio, 2018). Significantly, although that WhatsApp has been tagged a potential source of misinformation, it cannot be taken for granted that it encourages free flow of information. This view was captured more succinctly

in Nic, (2019) who argues that the platform was used to mislead voters in increasingly sophisticated ways but also shows that WhatsApp strengthened democracy in other areas. This implies that the use of the platform is not entirely disadvantageous to democracy.

However, it could be recalled that through WhatsApp, every internet enable phone is a reporter that can either stir people into action or drop a message that can keep the people awake to impending dangers. On the other hand, because WhatsApp has a strong penetration, particularly in political campaigns, political parties and politicians utilize it in several ways either separately or combined: to spread legitimate information about party activities and issues; to create a seemingly 'direct link' between politicians and voters; to shape political dialogues; to organize and mobilize people around a common issue; to spread misinformation or defamatory information; as a part of professional political marketing strategies (Open Media Network, 2019). From the scholarly postulations above, it could be seen that WhatsApp played a big role in the Nigerian election and not all of it was bad (Nic, 2019).

According to experts on digital marketing cited in Josemar, Gabriel, Evandro, Wagner, Humberto, Virgilio, (2018) information delivered through WhatsApp has higher influence than other platforms because it has more penetration and appears to come from known but not all reliable sources. WhatsApp is unlike having Facebook where people have 5,000 friends many of whom they don't know in person. WhatsApp messages come as personal single messages from specific contacts or enter into a group of friends in a group WhatsApp room with the phone numbers of all participants showing on their respective icon. Another advantage of the medium is its ability to share audio, video and images from any end to another. This adds to the height of acceptance of its contents and utilization among the people for different purposes. The import of this analysis is that WhatsApp medium can serve the purpose of election monitoring by instigating the urgent need of any political party to take a precautionary action before it is too late through its ability to transmit voices, images and sounds to their receivers whose action to save the situation on ground is needed. If fake news can come up through WhatsApp, it will serve as a wakeup call should anything like that happens or is about to happen. Again, pre-reporting of an impending evil can deter the perpetrator from accomplishing the idea.

CONCEPTUAL DISCOURSE

While maintaining social interaction among party faithful, WhatsApp platform provides a critical and helpful avenue for finding, creating and disseminating relevant information that the mainstream media may not be disposed to reveal. Relating this view to the current study, while engaging in social media use for monitoring 2019 presidential and national assembly election, parties were able to provide their faithful with relevant information that can help them stay well in the contest.

In Nigeria, and just like most other parts of the world, social media is playing vital role in the mobilization of people to participate actively in political events (Nic, 2019). For instance, turnout of events such as the occupy Nigeria movement that challenged the government over the hike in prices of petroleum products, and the recently conducted 2017 gubernatorial elections in some states point to the important role social media real-time reporting of the events can play in ensuring that the process turns out to be credible. The implication of all these, show that the electorate have abandoned traditional news channels and adopted social media to express themselves real-time as the news break, thus making it difficult for those bent on manipulating the electoral process or spinning events to favor particular parties or candidates.

Olabamiji (2014) explored the use of media in political communication in Nigeria's 4th Republic and revealed that though the media have enhanced political awareness and interaction, there are cases where it has been used to intimidate opponent and trigger conflicts. However, it is imperative to state that the popularity shared in social media does not necessarily translate into electoral victory in an election (Gomez, 2014).

Empirical literature

Vonderschmitt, Kaitlin, (2012) concluded that advance in technology which led to the evolution of the social media has created a more opportunity for citizens to participate in politics and as well learn more about each candidate and have easier access to the candidates themselves using their social media handles. This study confirmed the use of the social media in mobilization of support for electioneering purposes and its power to link the electorate to the candidates directly. The study did not look at the power of the social media in monitoring electoral processes which is the hallmark of the current study. Having confirmed the power of social media in linking the electorates and the candidates, it is necessary to also investigate if the social media can be an effective way of monitoring election as a means of protecting and promoting democracy in developing countries of the world.

In another study, Ayo, Oluranti, Duruji, and Omoregbe (2014) investigated the impact of political information diffusion among the Nigerian electorates and the extent of electorate's interactions in the course of the elections using social media platforms particularly Nairaland in 2014 Osun state gubernatorial election. Using qualitative approach in data gathering and analysis, findings revealed that the social media can effectively support free, fair and transparent elections in Nigeria. the researchers concluded that the use of various social media channels in not only transmitting real-time information but also in removing censorship by gatekeepers went a long way to prove to the Osun state electorate the transparency of the election result in the midst of the highly competitive tension-

soaked election. In the researcher's findings, the use of social media was able to provide the desired effect of making the people see what they wouldn't have seen if the mainstream media were left to do the job alone. It went a long way to support the claim that the social media is intrusive and penetrating with a high level of message acceptability because of its ability to transfer both audio-visual contents. This study differs from the current one in focusing on Nairaland and interactions by the electorates. It did not look at Nairaland as an agent of election monitoring for credibility and fairness.

In a related study, Bartlett, Krasodomski-Jones, Daniel, Fisher, and Jesperson, (2015) investigated the potential of social media for election monitoring and communication using the 2015 Nigerian elections as a case study. The study is set to develop an understanding of the effectiveness of social media use for communication and monitoring during the 2015 general election in Nigeria. The study which lasted from 18th March to 22nd examined 13.6 million tweets posted by 1.38 million unique users associated with the Nigerian Presidential and State elections held in 2015. Findings revealed that that Twitter was ten times more active over the election period than at 'normal' times. The study also found that with a significant volume of rumours being spread on Twitter, there were relatively few cases of ethnic or racial slurs being used. This implies that social media have the ability to spread information concerning elections in both real and fake dimensions. This study is related to the current one but differs in the method of data collection which in the case of the previous one depends on the posts from twitter.

In another study, Bagić, and Podobnik (2018) investigates how and why participants create contents at political social networking websites. The study adopted the content analysis method in investigating posts and comments published on Facebook during the 2015 general election campaign in Croatia. The study shows the consequences of the sudden transition from reliance on traditional to reliance social media sources for political campaigns. It also revealed the strength of social media in activating and shaping public opinion during the general election campaign. Building on empirical dataset from Croatia, the researchers found that different political parties implement different election campaign strategies on social media to influence citizens who, consequently, respond differently to each of them. The results indicate that political messages with positive emotions evocate positive response from citizens and verse versa. This study was basically on the use of social media in mobilizing the electorate in order to gain their support during election. This means that the current study is broader than the previous one having the intention to look at the influence of social media in monitoring elections in Nigeria.

In a review of the use of social media 2012 and 2016 presidential election, Garrett (2019) adopted a three-wave panel survey in examining representative sample of Americans during the elections in USA. The target of the study is to assess whether use of social media for political information promoted endorsement of falsehoods about major party candidates or important campaign issues. Fixed effects regression helps ensure that observed effects are not due to individual differences. The results demonstrate that social media can alter citizens' willingness to endorse falsehoods during an election, but the effects are often small. This study justifies the need for the social media use in monitoring and mobilizing electorate during election. The study is related to the current one given that the two are centered on the use of social media but differ in focus and area of study.

Drawing from the objectives and the findings of the above reviewed studies, there exist a gap in literature because none of the studies had examined the use of social media platforms in monitoring elections in any country talk more of its effectiveness in serving in that capacity. In this regard, it is the believe of the researchers in this study that investigating the use of social media in monitoring election as a means of protecting and promoting democracy is paramount in the political communication and accountability in government.

METHOD OF STUDY

This study adopted the survey research method and sampled the participants using the purposive sampling techniques. The study covered members of selected WhatsApp groups belonging to both Atiku and Buhari formed and used for the sake of voter mobilization and election monitoring in 2019. The study examined members of Vitaldi Anambra, Atiku/Obi 2019 and Atikulated platforms on the side of the PDP and GMB support group Anambra branch, Anambra Youths4Buhari, and APGA4GMB 2019 platforms were selected to cover the APC political party. The essence of selecting only these two political parties was that they were the only political parties that have grassroots' presence in Anambra state with the might to establish and sustain their supports to the grass root. Each of these groups is full to capacity during the period under study containing a total of 257 participants making a total of 1542 participants in all. From this population, the researchers sampled a total of 318 respondents using Rakesh 2013 sample determination formular. The instrument of data collection was the questionnaire which was disseminated through the participants E-mail address for responses. The questionnaire was constructed by the researchers and tested for reliability using the Test-retest method which produced a correlation coefficient value of .75 showing that the instrument is reliable.

DATA PRESENTATION

Below is the data obtained from the field survey on the 318 members of the select WhatsApp groups of the two leading political parties in the 2019 presidential election in Nigeria.

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Table 1: Does the use of WhatsApp in monitoring the 2019 presidential election helpful in exposing irregularities?

Variables	Frequency	Percentage
Yes	213	67
No	67	21
Can't say	38	12
Total	318	100

Source: Researchers' field survey, 2019

The table above revealed that the WhatsApp medium has been empirically confirmed very helpful in monitoring elections in Nigeria. This implies that future elections will experience more WhatsApp groups for the same purpose.

Table 2: Rating the effectiveness of WhatsApp platform use in mobilizing supports for political parties and their candidates in the 2019 presidential election in Nigeria

Variables	Frequency	Percentage
Very effectively in mobilizing supports and monitoring election	99	31
Effectively in mobilizing supports and monitoring election	89	28
Rather effectively in mobilizing supports and monitoring election	80	25
Not effectively in mobilizing supports and monitoring election	28	9
Very Less effectively in mobilizing supports and monitoring election	23	7
Total	318	100

Source: researchers' online survey, 2019

The data from the above table demonstrated that WhatsApp platform is a viable medium for the mobilizing supports for both parties and candidates in an election. From the information, the participant in the study considered WhatsApp use as an effective medium for securing supports. This implies that WhatsApp provides the desired effect of making the electorate knew their candidates and what they stand for in an election**.**

Table 3: 5-point Likert scale table

Variables	SA	A	UN	DA	SD	Total	X	Rmks
WhatsApp use in monitoring the 2019 presidential election was helpful to political parties	100	87	78	20	33	1,155	3.6	Accepted
	500	348	234	40	33			
WhatsApp helps the citizens to reach out to their representatives	80	56	64	56	62	990	3.1	Accepted
	400	224	192	112	62			
WhatsApp platform encourage political mobilization of the electorate	96	102	46	53	21	1,153	3.6	Accepted
	480	408	138	106	21			
WhatsApp also helps in spreading fake and misinformation about the election and its activities	90	70	86	52	20	1,112	3.4	Accepted
	450	280	258	104	20			
The fact the WhatsApp encourage fake and misinformation rules it out as a good mobilization and monitoring platform in the election	35	67	78	49	89	864	2.7	Rejected
	175	268	234	98	89			
WhatsApp use by political parties increased political consciousness of the electorate in the election	100	88	44	61	25	1,131	3.5	Accepted
	500	352	132	122	25			

Source: Researcher's field survey, 2019

From the 5-point Likert table, the researchers have examined the respondent's responses using the strongly agree, agree, undecided, disagree and strongly disagree in measuring the research objectives. In the table, one of the six hypothetical statements designed by the researchers to ascertain whether WhatsApp use had encouraged voter consciousness, mobilization and monitoring of the 2019 presidential election was rejected. This implies that WhatsApp medium is capable of instilling political consciousness in the citizens, mobilizing them to support candidates and as well encouraged proper monitoring of the election. The table also revealed that WhatsApp can encourage the spread of fake and misinformation on the electoral process but that reason was not considered destructive to the medium that it can be ruled out as a vibrant one in both mobilization and monitoring.

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DISCUSSION OF FINDINGS

On the first research question designed to ascertain whether the use of WhatsApp in monitoring the 2019 presidential election exposed irregularities in the election, the response from the participants revealed that majority opinion admitted that WhatsApp exposed irregularities in the election. By exposing irregularities, the medium had been found to encourage transparency in the Nigerian electoral process and democratic sustenance. This finding agrees with Ayo, *et al* (2014) who found that social media can effectively encourage free, fair and transparent elections in Nigeria. This finding also confirms that of Bartlett *et al*, (2015) which revealed that the power of WhatsApp in sharing audio visual information makes it very vibrant in monitoring the activities of desperate politicians. In so doing, the platform becomes important in the protection of the country's democracy (Hitchen, Hassan, Jonathan and Nic, 2019). In another development, this finding had confirmed that the WhatsApp platforms are very helpful to both the political parties and the entire Nigerians given that it has made the people to see beyond the mainstream media can expose to them about the election. This justifies the perceived usefulness of the platform in electioneering purposes in Nigeria. Given the confirmed usefulness, this finding lends more credence to the positions of the technological acceptance theory which according its proponents Chuttur (2009); Chen, Li and Li, 2011; Suleman, *et al,* 2019) holds that the reasons why society or individuals accept a particular technological innovation and development because of its perceived ease of use, perceived usefulness, and attitude towards the technology.

Considering the second research question investigating if the use of WhatsApp increased political consciousness of the electorate in the election, empirical data from field study confirmed that the use of WhatsApp had contributed to wider spread of political party's ideologies and candidates and at the same exposed the performance of political office holders who seek reelection. The ability of WhatsApp medium to reawaken the political consciousness of the citizens in the 2019 presidential election was largely due to its cheap cost, ability to dispatch messages of unlimited word counts, its immediacy and the capacity to disseminate audio-visual contents with many friends simultaneously (Bouhnik and Deshen, 2014; Belli, 2018).

The rate at which citizens of Nigeria access smart phones makes WhatsApp more popular among the citizens and in that same manner, the most vibrant means of spreading political information through getting frequently exposed to political messages and rhetoric (Belli, 2018; Digital 2019). On the other hand, the above finding disagrees with the previous findings among previous social media scholars (Resende *et al.* 2019; Josemar, *et al,* 2018) where it had been established that WhatsApp is a major source of misinformation and fake news dissemination during electioneering campaigns in developing countries of the world. The disagreement was in tandem with Hitchen, *et al* (2019) where it was noted that although studies (BBC News, 2018) have shown that WhatsApp is a source of fake news spread, it is still a vibrant tool for accountability, monitoring and improving the transparency of the electoral process in Nigeria.

Finally, this finding corroborates the position of the social media engagement theory which according to Di Gangi & Wasko (2016) maintains that by modification, creating and recreating, sharing, using and re-using contents in social media offers the people a viable opportunity to gain consciousness especially on the issues being frequently shared. This implies that the constant creation ns sharing of political messages on social media have encouraged the observed political consciousness that characterized the 2019 presidential election in Nigeria.

On the third research question set to ascertain the respondents' rating of effectiveness of WhatsApp use in mobilizing voters and monitoring the 2019 presidential election in Nigeria, it was found that the medium was rated to be eminently effective in both mobilization and monitoring the election (see table 3 for more). Significantly, this finding was in tandem with the provision of the social media engagement theory which looks at the platform from the point of view of what it can achieve for the people when put into use in the electioneering process. According the proponents of the theory, by using different WhatsApp platforms in creating, updating and sharing contents, political parties and their agents open up different electoral frauds taking place in their various locations against their political parties while at the same time countering reports that can ruin the chances of their success in the process.

However, some scholars (Yau, 2019; Garrett; 2019) have accused WhatsApp use of heating the polity through spreading fake and unverified contents. On the contrary, this study agrees with (John, 2019) who argue that that what some scholars called fake news dissemination are pre-active measures that contributes immensely in the proper monitoring of the election because it alerts the would-be victims and create an atmosphere of fear in the mind of the intended perpetrator. WhatsApp therefore, permeates the population, reveal what previous public offices had done and put them into check. It could be observed that the WhatsApp do not only serve as a platform for voter mobilization and election monitoring but all post-election activities that span throughout the stay of the elected officials in office.

CONCLUSION

Based on the research findings, the study concluded that WhatsApp platform created solid enabling environment for the mobilization of voters for political parties and monitoring of the elections. The research found that WhatsApp use in mobilizing and monitoring of the 2019 presidential election was rated to be effective among the respondents.

RECOMMENDATIONS

Drawing from the empirical data gathered from the field study, the researchers recommended as that:
1. Political parties should as a matter of necessity create and maintain their WhatsApp platforms earlier enough to monitor their candidates and candidates of the opposition parties in order to gain insight into what they do in their respective positions before the next election.
2. That INEC should as well make their situation room transparent through creating their own WhatsApp groups that will contain all parties' agents.
3. That citizens should aver themselves the opportunity to be on WhatsApp as that makes them know the happenings around them politically.

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Goal Setting Among Adolescents in Relation to Parental Involvement

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ABSTRACT: Background: Goal setting is an incredible strategy or instrument for assisting understudies with giving a strong establishment to upgrading their presentation. By understanding what he/she needs to accomplish throughout everyday life, understudies/youths may know where they need to think and what is to improve. On the off chance that teenagers/understudies can set very much characterized objectives, they can gauge and invest wholeheartedly in the accomplishment of those objectives. The main undertaking before an educator or instructor or parent is to help the understudies in defining transient objectives and long haul objectives. Objective setting gives self-assurance and inspiration to the understudy which is a fundamental key to improve or raise execution. Goal setting is a psychological cycle that includes setting up of explicit destinations, estimations and methodology to accomplish the objective, which likewise remembers the technique alteration for terms of the input or blunder made. The main objective of the study was to examine goal setting among adolescents in relation to parental involvement. To accomplish the objective, Goal Setting Scale developed by the investigator and Parental Involvement Scale by Dr. Sangeeta Tramma, 1998 were adopted.

Matrials and metods: The descriptive survey method was employed for the present investigation. The sample consists of 464 adolescents studied in CBSE affiliated schools of Ludhiana district of Punjab. Data has been collected from students of 9th and 10th class whose parents are graduates or undergraduates. The sample was further categorized into male and female students. Sample has been drawn by employing simple random sampling technique, Stratified random sampling technique, purposive sampling technique and systematic random sampling technique.

Results: Findings of the study reveal significant relationship between goal setting among adolescents and dimensions of parental involvement; significant relationship between goal setting among male adolescents and dimensions of parental involvement and significant relationship between goal setting among female adolescents and dimensions of parental involvement.

Conclusion: The study has practical implications for students to set goals before doing any educational and vocational tasks or activities; study also has practical implications for parents to provide such environment that will help their child in setting goals and it will also helpful for teachers and educational administrators in organizing such activities and programmes that ensures parent's involvement in their child's goal setting.

KEYWORDS: Goal Setting, Parental Involvement**,** Adolescents.

I. INTRODUCTION

Goal setting are crucial to human fulfillment and achievements in special areas of lifestyles. Goals act like a driving force which assists a character to continue within the hardest situations. An adolescent who appears to be a carrier of massive obligation on his shoulders can't be successful in his life till and except sets goals for himself. An individual who set goals earlier than doing any vital mission will routinely improve his overall performance due to the fact the ones goals continually direct him to stroll on that line and make him centered. Setting of goals proved to be foundation stone of taking effective decision toward actualization of the set desires. Goals have terrific contribution in success, efficiency or overall performance of an individual. Children of today are the future of the next day so; they must set their goals before doing any pastime or getting to know mission or deciding on career. To boom overall performance in any field whether it is instructional or vocational one must be deliberate and nicely guided. But aspect is to set realistic goals. Beginners who set practical dreams can be greater inspired than the ones newbie's who set unachievable goals (Ipaye, 2007).

Whilst students set their personal goals, they take duty and controller in their learning desires. Such goal directed behaviour that end result from goal placing is empowering and proactive (Elliot & Fryer, 2008). Placing practical and more practical goals ends in excellence but we cannot forget this truth that every person is not successful or mature enough for placing goal for him or taking right decision especially a teen due to the fact a teen is going through many physiological and psychological modifications at this

stage. A teenager is underneath strain and pressure and sometime cannot take proper choice for him or we can say that no longer capable of set desires for himself. Parents are the second God on the planet. Parent's involvement, their encouragement, aspirations, expectations and guidance work as a panacea for his or her child. A knowledgeable and involved figure can higher manual their baby in placing dreams.

Goal

A goal is the aim or object toward which an endeavour is directed. While a pupil sets a goal it proved to be a key factor in attaining achievement or enhance performance. For scholar a goal includes accomplishing centered rankings, marks, grades, progressing in skills and retaining motivation at some point of. The word goal has been defined as the object to which effort or ambition is directed; the destination of a adventure . . . An stop or result in the direction of which behaviour is consciously or unconsciously directed (Oxford English Dictionary, 2010). To set a goal is to plan for the future, to recognize a certain nation of being; it entails conscious behavioural goal that channels our energies or motivation to help us reap future targets (Muchinsky, 2000). In addition goal setting serves as a guide and evokes attempt towards development. Goals are defined because the cease in the direction of which attempt is directed (Webster Dictionary, 1995). A purpose is the goal of a movement or task that a person consciously wants to obtain or obtain (Locke & Latham, 2002; Locke & Latham, 2006).

Types of Goals

Goals are typically break down into corporations: "mastery" or "getting to know" dreams and "overall performance" goals. Mastery dreams contain displaying information, abilities, and content information while overall performance goals then again contain achieving a pre-described overall performance degree or outperforming others. Researchers have reliably located that understudies who have a mastery goal outlook display in addition mental system, plan the entire extra correctly, and are steadily versatile to challenges. Performance focused understudies show an increasing number of unfavorable effects to disappointment, see lesser connection among exertion and result, and more spotlight on their presentation comparative with the exhibition of others (Pintrich, 2003; Seifert, 2004). Subsequently from mental factor of view mastery desires have greater effect or they are more powerful than performance goals. The 2 college students can have different standpoint concerning goals in specific contexts, however; he or she may additionally have mastery in a single state of affairs and a performance in other. Researchers along with Bandura (1986) and Locke and Latham (1990 and 2002) have recognized specific goals properties and have explored how diverse goals interface with accomplishment outcomes. Elliot and Sheldon (1997) characterize four types of goals: (1) task-explicit goals for execution, as an instance, "Make this unfastened toss"; (2) circumstance explicit goals, for instance, "display my capability comparative with others in this condition"; (3) personal goals, for example, "Get passing marks"; and (4) self-standards goals for destiny conditions, for instance, "a while or another I might be a university alum".

Parental Involvement

A number of phrases and meanings were used to describe and explain the involvement of parents, and parental involvement is constantly felt a subject of studies and dialogue in youngsters' academic consequences. The phrases "Parental Engagement", "Parental Involvement", "Parental Advocacy" and "Parental representation" are some of the most commonly used expression; however researchers have unique views on what each of those surely mean. These terms are frequently used interchangeably and may have distinct meaning in different contexts.

Parental involvement is defined because the teacher's notion of the high-quality attitude of mother and father towards their child's education, instructor, and school (Webster-Stratton, 1998). Parental involvement in schooling as parental behaviour with, or on behalf of kids, at domestic or at school, in addition to the expectancies that father and mother hold for youngster's future education (Berthelsen and Walker, 2008).

Hoover, Kathleen and Sandler wrote article on parent involvement in children's training: Why does it make a difference? Which turned into posted in 1995 defined parental involvement broadly to encompass domestic-based totally sports (e.g., supporting with homework, discussing college occasions or guides) and faculty-based activities (e.g., volunteering at faculty, coming to high school activities). They opined that parental involvement is a fabricated from a determine beliefs approximately their roles and obligations, a figure's experience that they can assist her kids reach school, and the possibilities for involvement supplied by using the school or instructor. They similarly explored whilst parents get worried, child's training or success is affected through their acquisition of information, capabilities, and through confidence. Peters (2012) said that on the point whilst colleges have received notoriety for being fruitful, they for the most component have loads of dedication from guardians. (Nihat, Sad& Gurbuzturk 2013) mentioned that accomplishment at faculty is ensured if college-primarily based steering is bolstered with the aid of guardians' inclusion at domestic. Inclusive of guardians in education has been stated to yield fine outcomes in numerous regards consisting of pupil participation, higher scholarly accomplishment, notion, faculty connection, responsibility and certainty, better social adjustment and much less order troubles. Consistent with Sapungan and Sapungan (2014) if we consist of the guardians in education in their youngsters, it deserves saying that the faculty is proactive in actualizing modifications or advancement among the college students. As parent's association is expanded nature of guidance may be advanced.

Goal Setting Among Adolescents in Relation to Parental Involvement

By analyzing the studies associated with goal setting and parental involvement, the researcher has come to the conclusion that there is no observe at once link with the goal setting and parental involvement amongst youth in the subject of education. They are associated with parental assist or parental involvement or parental impacts, parenting patterns, own family structure and function of own family in profession picks, profession choices, and occupational aspirations as concluded from the studies of Hairston, 2000; Taylor, Harris and Taylor, 2004; Dietrich and Salmela-Aro, 2013. Look at of Baharudin, Hong and Zulkefly, 2010 suggests there may be courting among parenting practices and academic purpose of unmarried father and unmarried mother while observe of Ruholt, Gore and Dukes, 2015 showed association between parental involvement and academic self-efficacy or academic well-being. Researcher similarly concluded that once mother and father are supportive and actively concerned of their adolescent's lifestyles and training they feel much less stress at home and feature a tremendous attitude closer to college as indicated from the have a look at of Brown and Iyengar, 2008. It has additionally been concluded by way of the investigator that father became greater associated in profession related desires than moms as supported by means of Tynkkynen (2013).

Objectives

1. To find out the relationship between Goal Setting among adolescents and dimensions of Parental Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour).
2. To find out the relationship between Goal Setting among male adolescents and dimensions of Parental Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour).
3. To find out the relationship between Goal Setting among female adolescents and dimensions of Parental Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour).

Hypotheses

1. There exists significant relationship between Goal Setting among adolescents and dimensions of Parental
2. Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour).
3. There exists significant relationship between Goal Setting among male adolescents and dimensions of Parental Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour).
4. There exists significant relationship between Goal Setting among female adolescents and dimensions of Parental Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour).

II. RESEARCH DESIGN

Inside the current research, a quantitative, descriptive and correlation survey method was employed. The main objective of the look at was to take a look at the intention amongst young people in terms of Parental Involvement. The studies method used inside the present examine is quantitative as this approach of studies is used to quantify the hassle with the aid of generating numerical records that may be converted into useable facts.

Target Population

In the present research population constituted the students of 9th and 10th studying in C.B.S.E. affiliated public schools of Ludhiana district of Punjab has been taken. However, due to huge size of population, researchers regularly cannot test every man or woman in the population because it's miles too steeply-priced and time consuming. That is why researcher is predicated on sampling strategies.

Procedure

A previous appointment was fixed with school authorities after decided on aforementioned (schools of Ludhiana district) to apprise them of the objectives of the present study and to achieve their permission for statistics series. A tentative time table for facts series changed into then organized in discussion with the authorities. Records were acquired after sharing the objectives of the examination and reassuring the participants approximately their anonymity and the confidentiality of facts they could be imparting. Data became amassed with the assist of Goal Setting Scale developed by the investigator and Parental Involvement Scale by Tramma, 1998. The tools used to acquire facts have been administered in one session. To ensure genuineness of the records, investigator requested the students to be honest in giving responses. Enough time become given to allow the students to complete their paintings at his/ her convenience. After the test turned into over, sheets were accrued and the records changed into statistically analyzed.

Sample and Sampling Method

Within the present study simple random sampling approach, stratified random sampling technique, systematic random sampling method and purposive sampling strategies had been adopted. Initially, list of the public schools affiliated to C.B.S.E. changed into downloaded from website (www.justdial.com). There were 188 colleges in wide variety. After that 10 schools were decided on by using lottery technique of easy random sampling technique. By employing purposive sampling technique the researcher selected adolescents on the basis of educational qualification of the father and mother (graduate or under-graduate). After that a list was organized on the basis of gender. For the reason that goal of the researcher was to acquire a sample of 464 adolescents. Stratified random sampling technique and systematic random sampling changed into used to select the favored quantity of sample.

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Tools Used for Data Collection
- Goal Setting Scale was developed by the investigator.
- Parental Involvement Scale by Tramma (1998).

Statistical Techniques Employed
Karl Pearson coefficient of Correlation was employed to see the relationship between the variables under study.

III. STATISTICAL ANALYSIS

Table 1: Coefficient of Correlation between Goal Setting among Adolescents and Dimensions of Parental Involvement

Variables	Category	N	r	Sig./Not Sig.
Goal Setting and Personal Involvement	Adolescents	464	0.34	Sig. at .01
Goal Setting and Cognitive Stimulation	Adolescents	464	0.32	Sig. at .01
Goal Setting and Behaviour Involvement	Adolescents	464	-0.24	Sig. at .01
Goal Setting and Cognitive Behaviour	Adolescents	464	0.16	Sig. at .01

Table 1 shows that

➢ The coefficient of correlation between Goal Setting among adolescents and Personal Involvement dimension of Parental Involvement is 0.34 which is significant at 0.01 level. Table further shows that there exist a positive relationship between Goal setting among adolescents and dimension of Parental Involvement.

➢ The coefficient of correlation between Goal Setting among adolescents and Cognitive Stimulation dimension of Parental Involvement is 0.32 which is significant at 0.01 level which further shows that there exist a positive relationship between Goal setting among adolescents and Cognitive Stimulation dimension of Parental Involvement.

➢ The coefficient of correlation between Goal Setting among adolescents and Behaviour Involvement dimension of Parental Involvement is -0.24 which is significant at 0.01 level which shows that there exist negative relationship between Goal setting among adolescents and Behaviour Involvement dimension of Parental Involvement.

➢ The coefficient of correlation between Goal Setting among adolescents and Cognitive Behaviour dimension of Parental Involvement is 0.16 which is significant at 0.01 level which shows that there exist positive relationship between Goal Setting among adolescents and Cognitive Behaviour dimension of Parental Involvement.

Therefore hypothesis 1 stating that "There exists significant relationship between Goal Setting among adolescents and dimensions of Parental Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour)," stands accepted. The findings of the study are in consistent with the result of Baharudin, Hong and Zulkefly, 2010 that shows there is relationship between parenting practices and educational goal of single father and single mother; study of Ruholt, Gore and Dukes, 2015 shows association between parental involvement and academic self-efficacy or academic well-being.

Results further indicate that personal involvement of parents i.e. affective and emotional experiences towards their child, their involvement in academics and social life of the child; Cognitive stimulation to adolescents thoughts and feelings and cognitive behaviour of parents like reading books, magazines, newspaper etc. are positively correlated with goal setting of adolescents which means that more parental involvement leads to more goal setting among adolescents as far as the behaviour involvement of parents is concerned i.e. going to the child's school, meetings his teachers, attending parent-teacher meetings is negatively correlated with goal setting of adolescents which means that more behaviour involvement of parents leads to less goal settings among adolescents.

Table 2: Coefficient of Correlation between Goal Setting among Male adolescents and Dimensions of Parental Involvement

Variables	Category	N	r	Sig./Not Sig.
Goal Setting and Personal Involvement	Male adolescents	232	0.31	Sig. at .01
Goal Setting and Cognitive Stimulation	Male Adolescents	232	0.27	Sig. at .01
Goal Setting and Behaviour Involvement	Male Adolescents	232	-0.21	Sig. at .01
Goal Setting and Cognitive Behaviour	Male adolescents	232	0.18	Sig. at .01

Goal Setting Among Adolescents in Relation to Parental Involvement

Table 2 shows that

➤ The coefficient of correlation between Goal Setting among male adolescents and Personal Involvement dimension of Parental Involvement is 0.31 which is significant at 0.01 level. Table further shows that there exists a positive relationship between Goal Setting among male adolescents and Personal Involvement dimension of Parental Involvement.

➤ The coefficient of correlation between Goal Setting among male adolescents and Cognitive Stimulation dimension of Parental Involvement is 0.27 which is significant at 0.01 level which further shows that there exists a positive relationship between Goal Setting among male adolescents and Cognitive Stimulation dimension of Parental Involvement.

➤ The coefficient of correlation between Goal Setting among male adolescents and Behaviour Involvement dimension of Parental Involvement is -0.21 which is significant at 0.01level which further shows that there exists negative relationship between Goal Setting among male adolescents and Behaviour Involvement dimension of Parental Involvement.

➤ The coefficient of correlation between Goal Setting among male adolescents and Cognitive Behaviour dimension of Parental Involvement is 0.18 which is significant at 0.01 level which shows that there exist positive relationship between Goal Setting among male adolescents and Cognitive Behaviour dimension of Parental Involvement.

Therefore hypothesis 2 stating that "There exists significant relationship between Goal Setting among male adolescents and dimensions of Parental Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour)," stands accepted.

Results further explore that parents personal involvement, their cognitive stimulation to adolescents thoughts and feelings and Cognitive Behaviour is positively correlated with Goal Setting among male adolescents which means that more personal involvement of parents, more cognitive stimulation and their cognitive behaviour leads to more goal setting among male adolescents; as far as the behaviour involvement of parents is concerned it is negatively correlated with goal setting of male adolescents which means that when parents are more behaviourally involved there is found to be less Goal setting among male adolescents.

Table 3: Coefficient of Correlation between Goal Setting among Female adolescents and Dimensions of Parental Involvement

Variables	Category	N	R	Sig./Not Sig.
Goal Setting and Personal Involvement	Female adolescents	232	0.38	Sig. at .01
Goal Setting and Cognitive Stimulation	Female Adolescents	232	0.38	Sig. at .01
Goal Setting and Behaviour Involvement	Female Adolescents	232	-0.27	Sig. at .01
Goal Setting and Cognitive Behaviour	Female Adolescents	232	0.14	Sig. at .05

Table 3 shows that

➤ The coefficient of correlation between Goal Setting among female adolescents and Personal Involvement dimension of Parental Involvement is 0.38 which is significant at 0.01 level. Table further shows that there exists a positive relationship between Goal Setting among female adolescents and Personal Involvement dimension of Parental Involvement.

➤ The coefficient of correlation between Goal Setting among female adolescents and Cognitive Stimulation dimension of Parental Involvement is 0.38 which is significant at 0.01 level which further shows that there exist a positive relationship between Goal Setting among female adolescents and Cognitive Stimulation dimension of Parental Involvement.

➤ The coefficient of correlation between Goal Setting among female adolescents and Behaviour Involvement dimension of Parental Involvement is -0.27 which is significant at 0.01levelwhich further shows that there exist negative relationship between Goal Setting among female adolescents and Behaviour Involvement dimension of Parental Involvement.

➤ The coefficient of correlation between Goal Setting among female adolescents and Cognitive Behaviour dimension of Parental Involvement is 0.14 which is significant at 0.05 level which shows that there exist positive relationship between Goal Setting among female adolescents and Cognitive Behaviour dimension of Parental Involvement.

Therefore hypothesis 3 stating that "There exists significant relationship between Goal Setting among female adolescents and dimensions of Parental Involvement (Personal Involvement, Cognitive Stimulation, Behaviour Involvement and Cognitive Behaviour)," stands accepted.

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The findings of the study further indicate that parents personal involvement, their cognitive stimulation to adolescents thoughts and feelings and cognitive behaviour is positively correlated with goal setting of female adolescents which means that more personal involvement, cognitive stimulation and cognitive behaviour leads to more goal setting of female adolescents; as far as the behaviour involvement of parents is concerned it is negatively correlated with goal setting of female adolescents which shows that where there is more behaviour involvement there is less goal setting among female adolescents.

IV. FINDINGS
1. Findings of the correlational analysis between the variable Goal Setting among adolescents and dimensions of Parental Involvement
a) There exists a significant positive relationship between Goal Setting among adolescents and Personal Involvement dimension of Parental Involvement.
(b) There exists a significant positive relationship between Goal Setting among adolescents and Cognitive Stimulation dimension of Parental Involvement.
(c) There exists a significant negative relationship between Goal Setting among adolescents and Behaviour Involvement dimension of Parental Involvement.
(d) There exists a significant positive relationship between Goal Setting among adolescents and Cognitive Behaviour dimension of Parental Involvement.

2. Findings of the correlational analysis between the variable Goal Setting among male adolescents and dimensions of Parental Involvement
(a) There exists a significant positive relationship between Goal Setting among male adolescents and Personal Involvement dimension of Parental Involvement.
(b) There exists a significant positive relationship between Goal Setting among male adolescents and Cognitive Stimulation dimension of Parental Involvement.
(c) There exists a significant negative relationship between Goal Setting among male adolescents and Behaviour Involvement dimension of Parental Involvement.
(d) There exists a significant positive relationship between Goal Setting among male adolescents and Cognitive Behaviour dimension of Parental Involvement.

3. Findings of the correlational analysis between the variable Goal Setting among female adolescents and dimensions of Parental Involvement
(a) There exists a significant positive relationship between Goal Setting among female adolescents and Personal Involvement dimension of Parental Involvement.
(b) There exists a significant positive relationship between Goal Setting among female adolescents and Cognitive Stimulation dimension of Parental Involvement.
(c) There exists a significant negative relationship between Goal Setting among female adolescents and Behaviour Involvement dimension of Parental Involvement.
(d) There exists a significant positive relationship between Goal setting among female adolescents and Cognitive Behaviour dimension of Parental Involvement.

V. EDUCATIONAL IMPLICATIONS
A study painting will not whole in itself unless and till the research findings have a few applicability or realistic implications. The findings of the present look at may be used as guidelines to encourage parental involvement in setting of goals, top-rated motivation amongst young people and academic overall performance of the teens. The present take a look at reveals sizable fine relationship among goal setting amongst adolescents and dimensions of Parental Involvement which indicates discern's personal involvement, their cognitive behaviour and cognitive stimulation performs an essential function in placing of educational and vocational goals in their youngsters. The existing study can be useful for parents to manual their child in deciding on proper subject or profession as they involve themselves in education of their children and offer appropriate platform and congenial environment at home that might assist their wards in placing sensible, meaningful, measurable and handy goals. As Behaviour Involvement of Parental Involvement is concerned it indicates negative but vast courting with goal setting which courses the mother and father that their children do now not like they could come to high school to satisfy their teachers and attend parent teacher meetings; it is very a good deal herbal at this level as we realize at this stage a teen is growing intellectually, emotionally and socially. They need independence and prefer much less interference especially in public. The study might have practical implication for adolescents in setting of educational and vocational goals to reap fulfillment.

The present endeavour additionally reveals extensive relationship among goal setting amongst male children and dimensions of Parental Involvement i.e. private, Cognitive Behaviour and Cognitive Stimulation. The findings also indicates that parents need

to more involve themselves within the education in their male youngsters as adolescent stage is a crucial one their right involvement and steering positioned their children on proper course and makes their future brilliant and relaxed. The current research might assist the parents to recognize early life is the period of independence and transferring toward maturity so they should admire that feeling of male children. The result of the look at similarly explores that there's enormous courting between goals setting among female adolescents and Personal, Cognitive Stimulation and Cognitive Behaviour dimensions of Parental Involvement. Parental involvement is great for setting of goals for girl teens. The observe study would additionally assist within the feel that female training and career is critical in these days' situation so, parent ought to contain themselves in schooling of their female toddler so they can face hard stages and demanding situations of the existence. The observe study will also guides the mother and father and instructors to apprehend what the female at this level needs and they need to apprehend their feelings as behaviour involvement shows poor however big courting with goal setting. The observe study will also helpful for college students or youngsters to realize the importance of goals and to set significant, purposeful and long time goals for achievement in academic and vocational field.

VI. CONCLUSION
Under the light of above discussion and analysis the investigator come to the conclusion that parents involvement have great impact on educational and vocational goal setting of adolescents whether they are male adolescents or female adolescents. Parents' personal involvement, cognitive behavior, motivation, cognitive stimulation provided by them as well as   their involvement in academic activities or in school programmes assists their children in setting goals.

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The Importance of Social Sciences in Arming the Student Youth Consciousness with Noble Virtues

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ABSTRACT: The article examines the issues of understanding national identity, the formation of national unity, greatness and purity of our ancestry, assessing the place of our wise people among the peoples of the world, wider use of its rich life experience, the importance of the social sciences in the consistent study and further enrichment of the noble, freedom-loving and liberal traditions of our people, in short, in the creation of a harmonious, real human personality.

KEYWORDS: Intellectual ability, independence, worldview, national cadre, education system, harmoniously developed generation, reform, national independence, noble character, social sciences, religious tolerance, ideological immunity.

INTRODUCTION

It is known that the power of this or that state, the level of development depends on the intellectual abilities, knowledge and skills of the citizens of this state. Only a country with a mature and well-developed staff that meets the requirements of the times will face development. Therefore, from the first days of independence, special attention was paid to the training of highly qualified and innovative national cadres, radical reform of the education system, among the most important issues in our lives, Raising it to the level of modern requirements, upbringing and bringing up a harmoniously developed generation has been in the focus of the state leadership, because, as the first President Islam Karimov said, "in the event of reforms in all spheres of life in our country, It is important to change the worldview of the people, to train personnel that meet the requirements of the times in the realization of our noble dream of building a great state". In our country, the upbringing of a mature and harmoniously developed person has always been an urgent task. In this sense, today in the framework of practical work, special attention is paid to educating the younger generation in the spirit of firm beliefs and views on life and bringing them up on the basis of national and universal values that can withstand harmful social evils alien to our mentality. "All these works, all our reforms are aimed at a great and unique goal. It is to preserve the peace and tranquility of our people, to increase the welfare of the population, to bring up our children as healthy and harmonious people"[13].

The power of any country depends on its independence, the inviolability of its borders, the fact that the citizens of that country are brought up with love for their country, and have such noble qualities as readiness to sacrifice their lives in the struggle for national independence. The role and opportunities of the social sciences in the decision-making and formation of these qualities in our people, and most importantly, the future of our country - the minds of young people are endless.

As a result of the policy pursued by the Communist Party during the years of Soviet rule, the issue of teaching the history of our country in schools, secondary special and higher education institutions of Uzbekistan has not received much attention. In those years, the real history of our country was not created objectively. Textbooks and literature taught in schools and educational institutions have falsified our history. As a result, the spiritual life of the Uzbek people has deteriorated, the political consciousness of the people has faded, the feeling of indifference and indifference to socio-political events has increased. Because it was possible to establish domination over the enslaved peoples by keeping them in political darkness and obscurity.

THE MAIN FINDINGS AND RESULTS

A. Augustine said, "To awaken a nation lying in ignorance, first awaken its history"[14.8]. Today, a true, literal history of our native people has been created. We have had the opportunity to study history objectively - as it is in practice. History helps to determine the direction of programmatic actions based on the analysis of all events and happenings, thinking and drawing vital conclusions from them.

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In understanding the national identity, in the formation of national unity, in knowing the greatness and purity of our family tree, in assessing the place of our wise people among the peoples of the world, in the wider use of its rich life experiences, The role of the social sciences in the consistent study and further enrichment of the noble, freedom-loving and liberal traditions of our people, in short, in the creation of a harmonious, true human personality, is enormous.

The first President of the Republic of Uzbekistan, the Islam Karimov, said "We are creating conditions for all our people, including our youth, to enjoy the sacred heritage of our thinkers, to grow up in a spiritual environment, and for the humane philosophy and great ideas of Islam to take root in the hearts of the younger generation". In other words, we are educating our children on the basis of the Hadiths, the teachings of Naqshbandi, the teachings of Tirmidhi, the Wisdoms of Yassavi, collected by Imam Bukhari, as well as secular knowledge",he said.

World-famous and well-known thinkers have written their views on the education of young people in their works.

In the philosophical and pedagogical views of the ancient Greek philosopher Socrates, the expected goal of upbringing is to achieve the acquisition of knowledge by man, to perfect him as a high moral being. In his teaching, he defines the concepts of courage, wisdom, moderation, justice. According to him, courage is to repel fear, wisdom is to follow the laws of society, moderation is not to give free rein to one's feelings.

According to the teachings of Socrates, man must first and foremost possess the general moral standards, the qualities that are sacred to man.

The famous Greek philosopher Platon expressed his views on the organization of education in his works "The State and the Laws". In his view, the influence of adults on children is reflected in the content of moral qualities in children. He believes that affecting emotions is the basis of raising young children.

According to the teachings of the ancient Greek thinker Aristotle, upbringing should be carried out taking into account the age characteristics of children. Aristotle defined the period of upbringing as 21 years - from birth to 7 years, from 7 to 14 years, from 14 to 21 years. It shows the specificity of each period of the child, describes the purpose, content and methods of education carried out in each period.

Farobi emphasizes the need to pay special attention to mental and moral education in educating young people to be perfect human beings, in his opinion, knowledge, enlightenment must be adorned with good morals, otherwise the expected goal will not be achieved, the child will not mature.

Ibn Sina says in his views on the moral upbringing of the child that the most important means is to have a one-on-one conversation, to admonish him, without touching the child's instincts and pride. Ibn Sina considers the formation of moral qualities in the child in unity with labor, physical and mental upbringing, as a key factor in his development as a human being.

According to Yusuf Khas Hajib, everyone should be worthy of society and develop. To do this, he must receive the necessary upbringing from the day of birth.

Mirzo Ulugbek's views on raising a healthy generation in a family environment are based on the fact that, according to the scientist, the environment in which a child is brought up plays an important role in increasing his interest in education. In the family, parents, especially educated parents, should pay special attention to the development of their children into real human beings. He paid great attention to the intellectual and enlightenment upbringing of the younger generation and encouraged them to acquire worldly knowledge. Only advanced science and culture believe that human thinking can be perfected.

Alisher Navoi pays special attention to the power and strength of upbringing in the development of a child. He believes that as a result of upbringing, the child will grow into a useful and mature person.

In his pedagogical views, the preacher Al-Kashifi pays special attention to the development of children's ability to think independently. The child should be brought up to be truthful, faithful to promises, and well-behaved.

Jaloliddin Davoni Parents' equal, equal participation of the child, the rules of good behavior of the child, assistance in the acquisition of a certain profession should be attractive to.

According to Muslihiddin Sadi Sherozi, one of the great representatives of Eastern classical literature, a child can be gifted and incompetent. Ability does not develop spontaneously. For its development it is necessary to bring up the child, without upbringing the ability in the child will disappear. There are 3 main types of education - mental, sophisticated and physical.

In his works, Kamil Khorezimi promoted the ideas of enlightenment, moral maturity and patriotism. He also expresses his pedagogical views on the welfare of the people, society, the role of man in the development of morality, the integral unity of moral and ethical education.

The effective use of the heritage of Central Asian thinkers in the formation of an objective worldview of religion among young people is also effective. Consequently, their unique spiritual heritage will lead to a further increase in their interest in the fields of science by educating our youth.

Therefore, we need to intensify educational work to promote the scientific, spiritual, religious and enlightenment heritage of our great ancestors, to preserve the material and spiritual property created today.

The Eastern thinker Abu Nasr al-Farabi, in his teaching, dwelled on education and upbringing, describing the circumstances of these two processes, and arguing that where they come together, man's interest in the profession arises: "Education is about

words and learning.Education, on the other hand, is the study of practical work and experience, that is, the fact that this people, this nation, is committed to the profession of labor, which consists of practical skills. If they are devoted to work, to the profession, if they are interested in the profession, if this interest attracts them to the profession, then they will be a true lover of the profession".

The social sciences are able to take an active part in the social life of our independent state, to understand their historical roots, to develop a generation full of boundless love for their country, motherland and people, to instill in their minds the ideas of national independence and military patriotism. In this regard, the First President of Uzbekistan Islam Karimov has paid great attention to the study of the history of Uzbekistan, teaching it to young people, from kindergartens to universities. Islam Karimov – "The path traversed by a nation with a fully restored sense of historical memory will be true history only if it is studied objectively and truthfully with all its successes and victories, losses and victims, joys and sorrows"[15.97], – his views are of immense importance.

As a logical continuation of this noble work, great reforms have been carried out in our country in a short period of time. The head of our state Shavkat Mirziyoyev pays special attention to the appreciation of the spiritual heritage of our people and the development of enlightened Islam.

It is important for both teachers and students to master the subjects, to supplement, repeat, reinforce the knowledge given in the course, to correctly introduce rating control. Teachers and educators need to ensure the effective use of students' time budget, to avoid unrealistic, biased, superficial, formal, liberal in the assessment of their knowledge, to teach students consistently, they are required to perform their duties responsibly, such as imparting thorough knowledge, and to work on themselves on a regular basis. Students should master the knowledge set out in the curriculum.

Physical, mental, physiological, spiritual and moral processes also play an important role in the acquisition of noble qualities by young people. It is no coincidence that all judges and doctors have always paid attention to physical education. Because physical health provides mental, intellectual, and moral health. So the acceptance of upbringing also depends on physical upbringing. Physical training is physical training. When the body is physically strong, it brings out the qualities of courage and perseverance in a person. There are certain goals in physical education. That is, maintaining and strengthening good health, strengthening the human organs, ensuring physical strength. In the family, in kindergarten, at school, paying attention to the height of children, its correct formation also affects the upbringing. Strengthening the bone joints, muscles, cardiovascular system, respiratory organs, all nerve fibers in the body is a guarantee of human health. To do this, each person must be in constant motion. According to the scholar Abu Ali ibn Sina, physical training is a glorious way of maintaining good health. Yes, whoever is on the move will always be blessed by it. Movement is also an exercise. In order to acquire knowledge, one also reads more, because exercise ensures the health of the body.

It has been found that many students achieve low scores in completing test assignments in the social sciences for admission to higher education after vocational college or academic lyceum education. It is very difficult for young people to read, study, work on a book, think logically about problematic issues, analyze, summarize the details of events, evaluate them, express their attitude to this or that historical event, draw appropriate conclusions, connect with everyday life and time. This situation is also strongly influenced by the lack of control and demands on students, the damage caused to the educational process due to the fact that various public events are held at the expense of lessons and other activities.

It is necessary to bring the knowledge of young people to the required level of knowledge, to raise the level of knowledge, to inculcate in them the knowledge of these subjects within the framework of the State Educational Standard, to achieve the formation of thorough knowledge in science. They need to be taught the latest history of our country on the eve of independence. They need to feel from the bottom of their hearts that our people did not achieve independence easily.

Today, modern, new forms of information and pedagogical technologies have been introduced to help young people to take a firm stand against attacks under the guise of "mass culture", religious extremism, international terrorism, the "export" of ideas and values alien to our people. Naturally, in this regard, it is important to widely promote and propagate the high masterpieces of real works of art against the low-level, light-hearted examples of "popular culture".

The issue of raising a spiritually and physically harmoniously developed generation is a national task for us.

It is well known that one of the individuals who form an integral part of life, formed as a doctrine of life, is man. Man cannot live in isolation from biological processes as well as outside society. "Man was created for society. He is not fit to live alone and does not dare to live alone" (U. Blackstone).

One of the important characteristics of man is that he is a social being. One of the important characteristics of a person is that he is a social being. In sociology, there is a concept of 'socialization of the individual. As the individual is formed under the influence of the social environment, the concept of 'socialization' is used to describe this process. The socialization of an individual is the process by which a social being (human being) assimilates social norms and cultural values throughout his or her life in the family, kindergarten, educational institutions, community, and finally in society. The concept of "socialization" is related to the concepts of "nurturing the individual", "shaping the individual", but it is broader and encompasses all the influences directed at the person.

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The socialization of man acquires an artificial character, and he as a person can be formed only among other people. If he is free from human relations, he cannot get rid of his evil or animal nature. Abu Nasr al-Farabi describes this natural feature in man as follows: "Everyone is structured by his nature in such a way that he needs a lot of things to live and achieve a high level of maturity, he cannot achieve such things alone, there is a need for a community of people to have them ... Therefore, it is only through the necessities of life, the supply of people to one another, and mutual assistance, that man can attain the maturity he aspires to by nature. The activities of such team members as a whole provide each of them with the things they need to live and mature. Therefore, human beings multiplied and settled in the inhabited part of the earth, and as a result, a human community was formed"[16.186].

The modern task of every educator is to raise the spiritual maturity of young people, to form in them religious tolerance, political-legal, environmental knowledge and culture, ideological immunity and ideological struggle, to create a healthy spiritual and socio-psychological worldview, a healthy lifestyle, to propagate and inculcate in them physical culture, morals. To train them to meet the highest spiritual and moral requirements, to understand the domestic and foreign policies of the state, to be patriotic and nationalistic, enterprising and entrepreneurial, armed with modern knowledge and high human qualities, strong-willed, faithful and conscientious. It is to protect students from the vices of human trafficking, various other destructive threats and religious extremist influences alien to us, from attacks of inferior "mass culture", to prevent any actions aimed at promoting violence, shamelessness and cruelty in society.

The reforms being carried out in our country, the achievements in various fields, the work being done to educate the younger generation, which is an important part of society, the solution of some problems, along with the creative work, is to increase awareness and vigilance.

❖ It is advisable to further develop activities in the following areas:
✓ to protect our youth from the threat of biased information that harms their spiritual and moral development;
✓ Further promotion of educational issues in the works of Central Asian thinkers, extensive use of their educational teachings;
✓ to highlight the great goals of the works of thinkers in the life of society, the great creativity behind it, the upbringing of a harmoniously developed generation, to disseminate the developments aimed at promoting their works to the general public;
✓ formation of skills and potential in each young generation living in our country to understand the changes taking place in the environment and to express their views on them;
✓ raising the socio-political and ideological worldview among students, forming a sense of respect for our spirituality, national values and traditions, the hearts and minds of young people, to pay special attention to spiritual and educational work, which requires the struggle for common sense, to focus on new methods and mechanisms of inculcating spirituality in the minds of young people;
✓ Thirty years - to widely disseminate among our youth the results of development and progress achieved during the years of independence in the political sphere, state and society building, economy and spirituality, social life, judiciary, foreign policy and security; to inculcate in the hearts and minds of the younger generation the incomparable importance of independence, that it is a source of great opportunities, to instill in them a sense of love and devotion to the Motherland;
✓ The greatest wealth we have achieved during the years of independence is the noble qualities of our people, such as the peaceful and serene life, mutual respect, kindness and tolerance in society, achieving an understanding that the principle of living in accordance with national and universal values is becoming stronger is an important part of the future plan of educational work.

There are a number of problems in education. It is very difficult for young people to read, study, work on a book, think logically, analyze problematic issues, summarize the details of events, evaluate them, express their attitude to a particular historical event, draw appropriate conclusions, connect with everyday life and time. This situation is also strongly influenced by the lack of control and demands on students, the damage caused to the educational process due to the fact that various public events are held at the expense of lessons and other activities.

Strict control should be exercised over the observance of ethical principles, rules of conduct and obligations by the student in relation to the educational institution. Adherence to them will help to create a healthy spiritual and socio-psychological environment in the school, to preserve its prestige and prestige, to help prepare a harmoniously developed generation that meets the highest spiritual and moral requirements, serves to further enhance the prestige of the school in society and in the education system. The main tasks of educational institutions are to have high moral and ethical qualities, to feel their responsibility to society, the state and the family, to bring up young people with a strong will, strong faith and a clear conscience, who have a correct understanding of the domestic and foreign policy of the state, who are patriotic and nationalistic, enterprising and enterprising, armed with modern knowledge and high human qualities, to form, maintain and protect their spiritual immunity, including the prevention of any conduct aimed at violating morals among young people, including the promotion of violence, immorality and cruelty; it should never be forgotten that it consists in helping to protect young people from the evils of alcoholism and drug abuse, various other destructive threats, and from religious extremist influences that are alien to us.

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CONCLUSION

On the basis of the political teachings of Islam Karimov and Shavkat Mirziyoyev, Uzbekistan has built a democratic state governed by the rule of law, fulfilling the centuries-old aspirations of our people, and forming a civil society. Our efforts to bring up our children on the basis of high spiritual values, to equip their minds with high human qualities will take their place among the great work being done in our country for the welfare of our people.

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The Effect of Excessive Use of Virtual Social Networks on the Academic Performance of Bamyan University Students: The Mediating Role of Qualityof Sleep

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ABSTRACT: Background: The social networks are used today as one of the important tools in establishing communication between people. In addition to the advantages, it can also have several disadvantages and problems, the negative effects of which can be seen on the academic performance of students.

Objective: This study was designed to investigate the role of excessive use of virtual social networks on the academic performance of Bamyan University students with a mediating role of quality of sleep.

Methodology: The present study has a descriptive-correlational design. A total of 180 Bamyan University students (90 male and 90 female) were selected by convenience sampling method and responded to the Pittsburgh Sleep Quality Questionnaire (Buysee et al., 1989), Yang Internet and Social Network Addiction Questionnaire, Demographic Questions, and GPA of last semester. Data were analyzed using Pearson correlation test and hierarchical regression analysis by means of SPSS-24.

Results: The results showed that the excessive use of social networks had a significant negative correlation with academic performance and predicts it inversely (T = -9.338, ß = - 730) and There is also a significant relationship between excessive use of social networks and quality of sleep (T = 15.726, ß = .763). There was a significant relationship between social and sleep quality (T = 15.726, ß = .763). But sleep quality could not play a mediating role between excessive use of social networks and students' academic achievement and showed that this relationship is not significant (T = -. 174, ß = -. 014).

Conclusion: Excessive use of social networks has negative effects on students' academic achievement and quality of sleep. For this purpose, it is necessary to manage the use of social networks for optimal use in order to achieve high academic achievement and good quality of sleep.

KEYWORDS: Excessive use, social networks, academic achievement, quality of sleep

INTRODUCTION

Due to the rapid advancement of technology in the contemporary world, tools like the Internet, social networks such as Facebook, YouTube, Viber, as well as smartphones that have provided the use of the above tools, have profoundly affected people's normal lives[1]. On the one hand, these tools and instruments have caused speed and accuracy in work and expansion of communication, in such a way that the globe has become a global village [2]. On the other hand, it has profoundly affected the normal life and daily functioning of individuals (Jupta, Garg and Aurora, 2016).

Social networks such as Facebook, YouTube, Twitter, Skype, Viber, We chat, etc. are among the most widely used social networks in recent years in Afghanistan, although they do not have a very long life, but have been able to have a tremendous impact on different communities[3]. The Arab Spring and the overthrow of several powerful Middle Eastern governments are good examples, that were of origing like Facebook, making friends around the world, meeting new people, staying up to date on any events are things that raised optimism about the network[4].

Others disagree, focusing more on the vulnerable parts of the networks, which they say both alienate people from reading books and create panic among the people about Afghanistan's future. However, communication experts say that the issues raised on social media are related to the perceptions and culture of each community and are very useful for Afghanistan. On the other hand, new research shows that social media are addictive and hundreds of patients addicted to these networks refer to specialized clinics for treatment every year [5].

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Usually, people who spend more than 5 hours on social networks, this action somehow leads them to become addicted to these social networks. Children and adolescents, and even adults over the age of 35, rely too much on game nets or the Internet, which can eventually lead to addiction. According to doctors, most girls are addicted due to high competition with their peers[6].

Social networks are made up of individuals or organizations, each of which is present in the network as an individual or group and can have direct or indirect contact with a number of other individuals and groups. These networks have been used by many users due to the multiplicity and variety of content and various software and internet capabilities. At the same time, social networks create an emotional-cognitive channel by creating a sense of trust, which has a high impact on the relationships between users of these networks and such websites. The formation of trust is very important due to its pervasiveness, since in this way, it causes the tendency to expand social networks to a wide range of people in the community and is constantly increasing[7].

Research shows that excessive use of mobile phones causes a kind of dependence and in severe cases causes users to go about their daily lives. This dependence gradually becomes a habit, thus leading to a kind of addiction in users[8]. One of the problems that may arise for students as the most talented and intelligent sections of society as a result of high employment with this device is poor academic performance[9].

Given that students have an important role in the future and excellence of the country, explaining the factors related to students' academic success is a significant research issue in the field of research related to higher education. Academic success is an important dimension for university studies[10]. Excessive use of mobile phones by students paves the ground for creating an emotional dependence on mobile phones, and in this way, in addition to creating high mental employment and loss of concentration, ultimately leads to a decline in academic performance[10].

Research results indicate that excessive use of information and communication technology and mobile phones has a negative impact on academic achievement of high school students[11].

Although mobile internet can be used as an educational tool due to its numerous capabilities, unfortunately, instead of doing educational activities, students often visit irrelevant sites and have less time to study, which leads to their academic decline. Leap, Barkley & Karpinski in a study aimed at investigating the effect of cell phone use and text messaging on academic performance, anxiety and life satisfaction in 143 general mobile user students and 140 text users, showed that students frequent use of cell phones is associated with lower GPA, higher anxiety, and lower life satisfaction compared to peers who use cell phones less frequently[12].

Fore In a study entitled "The Impact of Social Networking Sites on the Academic Achievement of Engineering Students at the University of Maiduguri, Brno, Nigeria", concluded that social networking sites have no effect on academic performance[13]. But in a study conducted by Madaiah et al. On medical students, they concluded that medical students who used virtual social networks had poorer academic performance than others who did not use them[14].

On the other hand, excessive cell phone use is associated with certain behavioral patterns such as waking up at night, engaging in text messaging, and emotional attachment. Adolescents who spend more time using technology spend less time sleeping and experience lower levels of academic achievement[15].

The Sleep Disorders Research Center emphasizes that adequate sleep is essential for healthy functioning. Inadequate sleep and unhealthy sleep patterns are especially common among adolescents[16]. Reducing sleep time causes nursing students to feel drowsy during the day[17]. Lack of sleep, increased sleep fragmentation, waking up early and late sleep seriously affect learning capacity, academic performance and neuro-behavioral performance[18]. The National Sleep Foundation USA states that in adults, 8 to 4 hours of sleep are necessary for useful alertness, memory, and problem solving and overall health, as well as reducing the risk of accidents[19]. Sleep is defined as an active, operational, reversible, and cyclical phenomenon with behaviors such as relative immobility and a decrease in the threshold for responding to external stimuli that cause biological and psychological changes[20]. Sleep is a basic human need for health and a physical regeneration to protect the individual against natural erosion during waking hours[21]. However, college students often have irregular sleep. A very high percentage of undergraduate students in the late stages of adolescence suffer from sleep problems due to staying up late at night and sleeping late into the morning or irregular sleep patterns[22]. These behaviors lead to circadian rhythm disturbances and decreased quality of life, including reduced productivity due to daytime sleepiness.

In general, the results of numerous studies have shown that excessive cell phone use is associated with physical and mental problems and poor sleep patterns[23]. Sleep deprivation leads to excessive daily fatigue and drowsiness and consequently reduces cognitive function and academic achievement[24].

The results of Mohammadbeigi research showed that mobile phone addiction affects the quality of medical students' sleep due to the high use of social networks. Excessive use of technology by students, including mobile phones, seems to have a negative effect on their attention, which is manifested by a lack of sleep[25].

As it was observed, the studies conducted in this field have focused on the use of social networks and the use of widely used social networks such as WhatsApp and Telegram has been less studied today. Therefore, considering the above, the present study aims to investigate the effect of addiction to virtual social networks on students' academic achievement. We mean the virtual social networks like Facebook, WhatsApp, Telegram and Instagram.

The Effect of Excessive Use of Virtual Social Networks on the Academic Performance of Bamyan University Students: The Mediating Role of Quality of Sleep

PROCEDURE

The research method in this research is descriptive with correlation design. The statistical population of the present study included all students studying at Bamyan University in the academic year 2020. Based on the Cochran's formula, 180 students (including 90 male and 90 female) studying at Bamyan University were selected using stratified random sampling method (gender appropriate) and responded to a researcher-made questionnaire based on the Yang Internet and Social Network Addiction Questionnaire, Pittsburgh Quality of Sleep, Demographic Questions and Total GPA by the end of the previous semester.

The researcher-made questionnaire consists of 20 items, each of which is scored on a Likert scale from 1 to 5. Finally, the scores of the whole person are added together and according to that, the person is placed in one of these three categories. The normal user of virtual networks is the person who gets a score of 20 to 39. And the user with mild virtual network addiction is the person who gets a score of 49 to 69, and the user with severe virtual network addiction is the person who gets a score of 70 to 100. In order to confirm the validity, the questionnaire was given to 6 faculty members of Bamyan University and its validity was confirmed. In order to determine its reliability, it was first provided to 25 students and using the retest method, its reliability coefficient was calculated to be about 93%. The Pittsburgh Sleep Quality Questionnaire was developed by Buysse et al. To measure the quality and patterns of sleep in adults[14]. This questionnaire differentiates the quality of bad sleep from good one. The Quality of Sleep Questionnaire has seven subscales: 1. Quality of Sleep 2. Delayed Sleep 3. Sleep Duration 4. Useful (Real) Sleep 5. Sleep Disorder 6. Sleeping Medications and 7. Daily Dysfunction. This questionnaire consists of 18 items. The first four items relate to bedtime, hours spent in bed, waking time, and actual sleep time. The next 14 items are scored in a range of 0 to 3, with scores of 0, 1, 2, and 3 on each scale indicating normal status, mild, moderate, and severe problems, respectively, and the total score of the questionnaire varies from 0 to 21. A total score greater than 5 indicates that the participant is a person with poor sleep quality and severe problems in at least two areas or moderate problems in more than 3 areas. The higher the sleep quality scores, the poorer is the sleep quality. In other words, a score of 21 indicates the worst sleep quality and zero indicates the best sleep quality.

The authors of this questionnaire obtained the internal consistency of the questionnaire as 0.83 through Cronbach's alpha[18]. In the study, Afkham Ebrahimi et al. First translated the Pittsburgh Sleep Quality Scale by a psychiatrist and a clinical psychologist who were fluent in English and then edited and modified by a language translator with a master's degree, and the final questionnaire was prepared [22]. To dfine the reliability of the Pittsburgh questionnaire in the study sample, Cronbach's alpha obtained equal to 0.79 by the responses of 30 patients, which accounted for 10% of the total sample. In the present study, the validity coefficient of this questionnaire using internal consistency coefficient through Cronbach's alpha was equal to 0.80. Students' GPA of previous semester used to measure their academic achievement.

The questionnaires were administered individually and the verbal consent of all participants was obtained and they were assured that the questionnaires were anonymous and confidential and the data would be analyzed in groups. The appropriate time for the implementation of the questionnaires was considered. Data were collected over two weeks and analyzed using Pearson correlation test and hierarchical regression analysis using SPSS software.

INSTRUMENTS

The instruments used in this study are a researcher-made questionnaire based on the Yang Internet and Social Network Addiction Questionnaire and the Pittsburgh Sleep Quality Questionnaire. In addition to the two questionnaires, the total GPA of the student up to the end of the previous semester and demographic questions were also used.

The researcher-made questionnaire consists of 20 questions, each of which is scored on a Likert scale from 1 to 5. Finally, the scores of the whole person are added together and according to that, the person is placed in one of these three categories. The normal user of virtual networks is the person who gets a score of 20 to 39. And the user with mild virtual network addiction is a person who gets a score of 49 to 69 and the user with severe virtual network addiction is a person who gets a score of 70 to 100[6]. In order to confirm the validity, the questionnaire was given to 6 faculty members of Bamyan University and its validity was confirmed. In order to determine its reliability, it was first provided to 25 students and using the retest method, its reliability coefficient was calculated to be about 93%.

The Pittsburgh Sleep Quality Questionnaire was developed by Buysse et al. To measure the quality and patterns of sleep in adults[10]. This questionnaire differentiates the quality of bad sleep from good. The Quality of Sleep Questionnaire has seven subscales: 1. Quality of Sleep 2. Delayed Sleep 3. Sleep Duration 4. Useful (Real) Sleep 5. Sleep Disorder 6. Sleeping Medications and 7. Daily Dysfunction. This questionnaire consists of 18 items. The first four terms relate to bedtime, hours spent in bed, waking time, and actual sleep time. The next 14 questions are scored in a range of 0 to 3, with scores of 0, 1, 2, and 3 on each scale indicating normal status, mild, moderate, and severe problems, respectively, and the total score of the questionnaire varies from 0 to 21. A total score greater than 5 indicates that the subject is a person with poor sleep quality and severe problems in at least two areas or moderate problems in more than 3 areas. The higher the sleep quality scores, the poorer is the sleep quality. In other words, a score of 21 indicates the worst sleep quality and zero indicates the best sleep quality. The authors of this questionnaire obtained the internal consistency of the questionnaire through Cronbach's alpha, equal to 0.83[17].

The Effect of Excessive Use of Virtual Social Networks on the Academic Performance of Bamyan University Students: The Mediating Role of Quality of Sleep

RESEARCH DATA ANALYSIS

In this study, data collected from 180 people (90 male and 90 female) were analyzed with SPSS24 software. Table 1 shows the results of descriptive statistics on demographic variables.

Table 1. Demographic variables

Variable	levels	F	percent
Father's education	Diploma	25	13.9
	middle	50	27.8
	No education	105	58.3
Mother's education	Diploma	5	2.8
	middle	52	28.9
	No education	123	68.3
Residential place	Dormitory	138	76.7
	Family	42	23.3
media	Facebook	136	75.6
	telegram	26	14.4
	WhatsApp	14	7.8
	messenger	4	2.2
Marital status	single	149	82.8
	married	31	17.2
Family economical status	high	8	4.4
	middle	107	59.4
	low	65	36.1

Table 2 shows the mean, standard deviation and also the correlation matrix of the research model variables.

Table2. Medium, Standard Variation and Inter-Item Correlation Matrix

	M	SD	1	2	3
Total educational score	75.8889	9.54664	1.000		
Internet Addiction score	69.1389	21.64461	-.740**	1.000	
Sleep problems score	69.6578	31.72554	-.570**	.763**	1.000

In this matrix, it was shown that there is a significant relationships between all three research variables and the research hypotheses presuming a significant relationship between Internet addiction and academic score, a significant relationship between quality of sleep and academic score, and a significant relationship between internet addiction and sleep quality was confirmed. Figure 1 is assumed as a structural model. In the following, by examining the direct relationships of variables, we will examine this assumption..
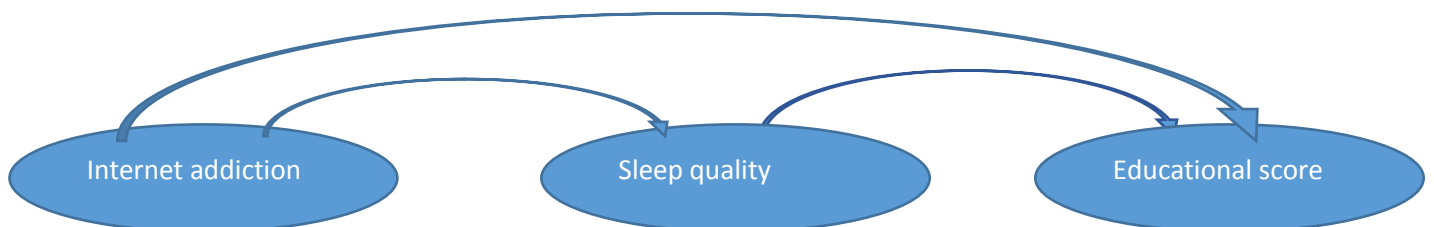
Figure 1. Presumed structural model of the research

Table 3. Investigating the direct relationships of variables

predictor	Dependent variable	Unstandardized Coefficients	Standardized Coefficients (ß)	T	P
Internet Addiction score	Total educational score	-.322	-.730	-9.338	.000
Sleep problems score	Total educational score	-.004	-.014	-.174	.862
Internet Addiction score	Sleep problems score	1.118	.763	15.726	.000

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Table 3 shows that the direct path to Internet addiction and academic score is significant.
(T = -9.338, ß = -. 730)
And this linear relationship has a negative direction, and with the increase of Internet addiction, the academic score decreases.
The direct link between Internet addiction and sleep problems is also significant.
(T = 15.726, ß = .763)
And this linear relationship has a positive direction, and with the increase of Internet addiction, sleep problems also increase.

Although, a significant linear relationship between academic score and sleep problems, shows a negative direction, this linear relationship was not confirmed.
(T = -. 174, ß = -. 014)

The following figure shows the final structural model obtained from the present study.

Figure 2. final structural model of the research

DISCUSSION

According to statistical indicators related to the main hypothesis of the study, quality of sleep can not play a mediating role in the relationship between Internet addiction and academic score. In the structural model (Figure 2) we see that the direct effect of Internet addiction on academic score, and the direct effect of Internet addiction on sleep quality is significant. But the direct effect of sleep quality on academic score is not significant. As a result, sleep quality can not indirectly affect academic score, but the relationship between excessive use of social networks and reduced academic achievement and the relationship between excessive use of social networks and sleep quality is significant.

The results of this study showed that there is an inverse and significant relationship between excessive use of the Internet and social networks with students' academic achievement. These findings are in line with the results of research by Atadokht et al., Saxena et al., And Li J et al. The present study is also in line with the findings of Madiah, Samaha, and Stollak et al. Their research showed that students who are members of virtual networks study less hours, and Kirschner & Karpinski stated that students who use social networks spend less time studying and have lower academic performance, and by studying Javadinia et al. Which showed that students with lower academic performance are more likely to use Facebook[14].

In general, the Internet and virtual networks can be used as educational tools, but sometimes they are misused by students, so they have less time for their academic activities. As a result, Lepp, Karpinski, and Barkley conducted a study to investigate the effects of cell phone use and text messaging on academic performance, anxiety, and life satisfaction among 496 cellphone general users and 490 SMS users, showed that students use mobile phones more often than their peers who use mobile phones less is associated with low GPA, high anxiety and lower life satisfaction[21]. It can be explicitly claimed that the present study is consistent with these findings.

A study by Stollak et al. Found that students who regularly use Facebook read one to five hours a week, while students who are not members of virtual networks read 11 to 15 hours a week. Javadinia et al. Conducted a study on the effect of social networks on the academic performance of students of Birjand University of Medical Sciences and concluded that students with lower GPA and academic performance use Facebook more than students with higher GPA and performanvce[4]. This study seems to be almost in line with the present findings, because these findings also indicate that students who use more social networks have poorer academic performance.

The findings of this study also show that excessive use of social networks reduces the students' quality of sleep. These findings are consistent with research findings by Oz F et al., Tomee S et al., And Mohammadbeeigi et al. Their findings show that excessive use of social networks has reduced the quality of sleep in students, for example, increased cell phone use is associated with poor sleep quality of medical students [9]. Excessive use of mobile phones and social networks leads to delayed sleep time, which is the biggest reason for poor sleep quality and leads to negative effects on students' daily activities[18]. This finding seems to be in line with the

findings of the present study in many ways. Because in the present study, it was clearly observed that students who use social networks and mobile phones more, fall asleep later, and this causes the normal sleep order to be disturbed.

The results of Saxena Singh and Shrivastava also showed that using mobile phone for more than two hours a day may deprive medical students of sleep and drowsiness on a daily basis, which affects their cognitive and learning abilities [16]. These findings are in line with the findings of the present study because the findings of the present study showed that students who used social networks too much had a lower quality of sleep.

CONCLUSION

Many students, due to the attractiveness and various applications of social networks, do not pay attention to its negative aspects such as wasting time, occupying cognitive and psychological capacity and losing useful study time, dependence on social networks and the resulting anxiety. In addition to direct negative effects, excessive use of social networks has indirect negative effects on academic performance. The results of the present study show that the harmful and extreme use of social networks is a strong risk factor for the quality of students' sleep. Therefore, in order to reduce the negative effects of excessive use of social networks on students' sleep and academic performance, it is necessary to inform students about the direct and indirect negative effects of excessive use of social networks on academic performance.

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The Use of Numbers in the Novels of Pu Sunlin

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ABSTRACT: Creating literary creations in ancient China, writers often intentionally used numbers in poems, paired inscriptions, idiomatic expressions, and Proverbs. Skilful use of numbers makes it possible to tell in even more vivid and expressive form, in more detail and accurately about the situation, the problem, and the theory. This can not only enhance the impact of a literary work, but also leave readers with a deep impression and allow them to get aesthetic pleasure. Of course, there are cases when numbers are needed to create techniques in literature, that is, paronomasia, but it is often fascinating and has its own charm.

In classical Chinese poetry and prose, numerals are often used. Skilful use of numbers creates an original effect, figuratively expresses the idea and draws the writer's mental perception. Numbers not only increase the impact of the work, but also make a deep impression on readers.

PU songlin is the author of an extensive work "Liao-Zhai-Zhi-Yi"("Description of the miraculous from Liao's study"), 16 volumes of which contain more than 400 short stories that do not represent the original genre, but are only a brilliant stylization of traditional Chinese short stories of the VIII—XVI centuries in the style of "xiaoshuo".

KEYWORDS: PU Songling, China, numbers, literature, poems, shot stories.

INTRODUCTION

In classical Chinese poetry and prose, numbers are often used. The skillful use of numbers creates an original effect, figuratively expresses the idea and draws the writer's mental perception. Numbers not only increase the impact of the work, but also make a deep impression on the readers.

In classical poetry, there are poems in which the authors deliberately use the uppercase spelling of the numbers from 1 to 10 at the beginning of each line before they were called "numerical poems"("数诗" "shu shi"). For example, in China, there is still a tradition that the legendary Emperor Yu, the founder of the prehistoric Xia Dynasty, drained the territory of China after a flood and divided it into nine regions. Therefore, in literary sources, you can find the name "Nine Clouds" as a figurative designation of China. For example, the singer of Chinese antiquity Qu Yuan (340-278). In the poem "Lisao" ("The Grief of the Exile"), he calls his country " the nine kingdoms»:

因九王国棒—每个知, yīn jiǔ wáng guó bàng měi gè zhī,
不仅美女住在这里, bù jǐn měi nǚ zhù zà izhè lǐ,
向前走 并逃避怀疑, xiàng qián zǒu bìng táo bì huái yí,
寻求美丽的会找你.xún qiú měi lì de huì zhǎo nǐ.
Everyone knows how huge the nine realms are.
It is not only here that the beauties live.
Go ahead and chase away your doubts.
Whoever is looking for beauty will find you. [1, p. 58].

THE MAIN RESULTS AND FINDINGS

In paired inscriptions, the use of numbers also creates an unexpected meaning and aesthetic pleasure , for example, in paired inscriptions pasted on the gate of the Han Xin temple on Mount Hoshan in Anhui province:

A close friend will spoil ten years of effort.
A man's life and death depend on two women.

Only 13 hieroglyphs. However, the lines accurately and artfully summarized the important events in Han Xin's life. Han ' Xin fled to Liu Ban, but the latter did not appreciate Han Xin. Angry, Han Xin left. After hearing that Han Xin had left, Xiao He immediately followed him and persuaded him to return. He knew that Liu Bang couldn't win the war without Han Xin's help. Xiao

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He then did his best to persuade Liu Bang to appoint Han Xin as a general. Then Han Xin repeatedly performed feats, thanks to which he was granted the title of prince. After Liu Bang became emperor, he became suspicious of Han Xin. Han Xin, along with Chen Xi, were forced to secretly plot a rebellion against Liu Bang. However, Xiao He found out about their plan. Xiao He lured the rioters to Changleg Palace, where Han Xin was killed by Empress Liu. Therefore, the descendants say: "The helper was Xiao He, the destroyer was also Xiao He." Before entering the military, Han Xin lived in a poor family. Because of the poverty, he almost starved to death. He was lucky, he was rescued by a laundress (Pyaomu). Thus, he managed to survive. But in the end, he was killed by Empress Liu, so the inscription says that his life and death depend on two women.[2, p. 167].

The Chenyu idioms originated from long-term communication between people. These are a kind of phrases that reflect customs and customs. They express a subtle and comprehensive meaning in a concise form. Usually chengyu consist of 4 characters arranged in a clear sequence, and it is impossible to change the order and number of characters arbitrarily. Idiomatic expressions in Chinese are quite diverse, and among them there are many that contain numbers. For example: 五花花-letters. five flowers, eight gates, "diverse, all kinds". Five flowers were five rows of battle positions, and eight gates were two types of troop dispositions that allowed for active changes in military tactics. The "five rows" symbolize variations of the mutual position and mutual suppression of the five elements-gold, wood, water, fire and earth. [3, p. 170]

In classical Chinese prose, for example, in short stories, numerals are also often used. The skillful use of numbers creates an original effect, figuratively expresses the idea and draws the writer's mental perception. Numbers not only increase the impact of the work, but also make a deep impression on the readers.

A brilliant writer, the author of the world—famous collection of short stories "Liao Zhai's Stories about the Extraordinary" "聊斋志志" which consists of 16 volumes of which contain more than 400 short stories that do not represent the original genre, but are only a brilliant stylization of traditional Chinese short stories of the VIII-XVI centuries in the style of "小 说"("xiaosho") Pu Songling (蒲松龄 pú sōng líng) (1640-1715) lived all his life in the Chinese province of Shandong, where he usually the action of his stories takes place. A true Confucian scholar, with a fine literary style, he managed to combine the high style of Chinese classics and simple spoken language in his work. The short stories in this collection are mostly filled with extraordinary events. At the same time, Pu Songling wittily ridicules the practice of selling ranks, the system of state examinations, allegorically tells about the violence of the Manchus in China, etc.

However, the writer speaks not only about social injustice and the suffering of the people. Despite the hardships, such moral qualities as courage, responsiveness, courage and resourcefulness, honesty, trust, did not disappear, thanks to which people were able to see hope and light.

The collection "Liao Zhai's Stories of the Extraordinary" includes more than four hundred short stories. Liao Zhai, on whose behalf the narrative is conducted , is a highly educated, fluent literary language and high style author-narrator, who makes brief conclusions-summaries about the characters and events of the novels. The first handwritten edition of Liao Zhai's Tales of the Extraordinary dates back to 1679, and the printed edition was first published only in 1766. However, when comparing this edition with the facsimile edition of the author's manuscript of the XVII century, a significant editorial edit was found: the removal of 25 short stories, the change of titles and afterwords, the removal and replacement of lines, phrases and words. Only fourteen short stories remain in their original form. It is believed that the reason for this treatment of the original was the topicality of the contents of the collection, due to its anti-Manchu sentiments.[4, p. 26.].

The collection of short stories "Liao Zhai's Stories about the Extraordinary" was not created from scratch. Pu Songlin, of course, was not the originator of the genre of the novel about the extraordinary. China is a classic country of short stories, developed on the basis of the interaction of literary and folklore.Why, in the era of prosperity of folk novels, Pu Songling, going against society, creates his collection of short stories in the classical language, which became the highest achievement in the history of the Chinese classical novel, remaining in the centuries? The language of Pu Songlin's short stories is characterized by "duality": simplified classical language and stylized colloquial speech. When forming this language, he, as a writer from the class of scientists, brought up in the Confucian traditions, chose the classical language. However, during the late Ming period, under the influence of popular literature, Pu Songlin had to turn to the spoken language, and thus simplify Wenyan.

His short stories have gained huge popularity, spreading in lists and private publications. Educated people read them, street storytellers translated them into a living colloquial language, their stories were embodied on stage, in painting, etc. Many believe that "Liao Zhai's Stories of the Extraordinary" reached such heights due to the close relationship and combination of simplified Wenyan and stylized colloquial speech. Pu Songling, using the most simplified and easy-to-understand Wenyan and a large number of literarily processed colloquial speech of the people, created a special language that combines esoteric sophistication and, at the same time, humor and brightness of a simple language, reached perfection in the presentation of simple things in a refined literary language. The writer managed to combine the talent of an observer who notices the smallest nuances and subtleties of people's lives and the human soul itself, with an extraordinary literary skill. [5, p. 76.].

The Confucian scholar Pu Songling, who lived among ordinary people and was familiar with the folk language firsthand, who chose mysticism, which Confucius and the classics tried not to talk about, as a topic for his stories, managed to escape from

the established attitude to the literary language as the language of traditional topics. He took the language of learning and let it out into the world, enabling people to learn to use the language of the learned, and thus contributing in a remarkable way to the spread of education among the people. Applying all his scientific, literary and philological knowledge and using a rich life experience, the writer created an amazing work-a collection of short stories "Liao Zhai's Stories about the extraordinary", which gained popularity among literally all social strata of the Middle Kingdom, regardless of education.

The highly sophisticated language of Liao Zhai Zhi Yi, saturated with literary conventions and quotations, was designed, of course, not for the general public, but for a very narrow circle of readers, and the whole interest of the book for connoisseurs of the classics lay precisely in this literary sophistication, which turned the material of the essentially popular epic into a book for a few aesthetes from among the educated upper echelons of the feudal bureaucracy.

Pu Songlin's collection, Liao zhai zhi yi, diverged in manuscript until its first woodcut edition in 1766. The only surviving complete list dates back to 1752.

In 1955, the first original author's manuscript, Liao Zhai Zhi Yi, was published in the People's Republic of China. It was found in 1948, after the liberation of Xifeng County in northeast China, in a peasant's house. The comparison of the inscription made by Pu Songlin on his famous portrait with the signs of the manuscript confirmed that the latter belonged to the author himself, who also wrote in his own hand the remarks of the prominent critic of the XVII — early XVIII century, Wang Shizhen. Unfortunately, only a part of the manuscript has been found, containing about half of the stories of miracles. In 1962, a new, three-volume edition of Liao-zhai-zhi-yi, prepared by Zhang Yuhe, was published, in which all the available comments were brought together, and the texts were compared with the author's manuscript. [6, p. 84].

Being popular in old Qing China, the short stories "Liao Zhai" were repeatedly translated into foreign languages.

The most successful Russian translation is the translation of the famous Russian philologist-sinologist Academician V. M. Alekseev, published in separate collections in 1922 ("Fox Charms"), 1923 ("Monks-Magicians"), 1928 ("Strange Stories") and 1937 ("Stories about Extraordinary People"), and then repeatedly reprinted by the Soviet publishing house "Fiction" under the editorship of V. M. Alekseev's student orientalist N. F. Fedorenko,etc. [7, p. 76.].

Of more than 400 short stories by Pu Songlin, many of which have frivolous content, which is why their collections were officially banned from publication in China in the XVIII century, V. M. Alekseev translated about half, published only 158. In 2000, the Center "St. Petersburg Oriental Studies" released the only complete one-volume collection of all translations of Pu Songlin's short stories by V. M. Alekseev, which, however, does not reflect, as mentioned above, absolutely all the work of the famous Chinese writer.

In 1961, the publishing house "Fiction" published under the editorship of the famous sinologist L. D. Pozdneeva, new translations of 49 short stories by Pu Songlin (Liao Zhai), made by P. M. Ustin and A. A. Faingar, 48 of which had not been published in Russian before.

It was thanks to "Liao Zhai's Stories about the Extraordinary" (although he is the author of other works) that Pu Songling became widely known, gained love and respect in his homeland, and subsequently throughout the world. [8, p. 160.] He skillfully used in his stories and short stories both common subjects from Chinese classical literature and folk folklore, as well as elements of detective and science fiction.

CONCLUSION

Pu Songling used numbers very often in his novels. For example, when describing the age of the hero, the measure of length, weight, time, and so on . Here are some examples from Pu Sunlin's short stories:

1. In the novel " The Emperor "("The Emperor")») he writes: "你自从当官以来,贪污受贿,不知有多少？那六十万两镜子, 我已经都收下.你应当从你贪污的镜子里，重新拿出六十万两交到京成." "Ever since you became an officer , you are all the time engaged in bribery. That's compared to the 600,000 liang of silver I have on my hands. Do not be stingy, you will not die if you add 600,000 liang from yourself to the central treasury. " We remind you that the liang is a measure of weight, as well as a monetary unit in Southeast Asia. It originated in China, under the rule of the Han Dynasty. Then it spread to Japan, Korea, Vietnam and other countries. Silver bars, whose weight was measured in liangs, served as currency at that time.[8, p. 29.].

2. In the short story "婴宁" ("Ying Ning"), the author skillfully describes a measure of length: "王生很生气, 心想, 三十里地不算远何必靠别人?" "Van Sang very offended, thought 30ли it is not very far and why you need to rely on others." Here, when using "里 li", we mean measuring a distance that is 300 or 360 steps (the standardized metric value is 500 meters). [9, p. 77].

3. In the short story "白秋练" ("Bai Liang chew") PU Songling wrote:"秋练说:明天下午一点到三点,你看到一个道士立即向他跪下；如果他跳进水里,你赶快跟着下水". Accurately describing the time he writes: "Chu Liang said: tomorrow afternoon from one to three, at the lake you will meet a candle-bearer , if he jumps into the water, then you will also jump into the water with him."[10, p. 56].

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from one to three, at the lake you will meet a candle-bearer , if he jumps into the water, then you will also jump into the water with him."[10,p. 56].

4.In the same novel describing a young age heroine he writes: "莫生非常奇怪, 急忙出门偷偷观望, 原来一个十五六岁的女子在偷听他读书, 那女子长得非常美丽 ". "Mo Sheng was very surprised, hurried to the porch and quietly watched and saw that a girl of 15-16 years old was listening to his reading , that girl was very beautiful." [11, p. 58].

In novels, the deliberate use of certain numerals creates an unusual effect. The skillful use of numbers creates an original shade, figuratively expresses the idea and draws the writer's mental perception. Numbers not only increase the impact of the work, but also produce a deep impression on the readers.

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The Factors Affecting the Effectiveness of Controlling Green Credit Operations at Vietnamese Commercial Banks

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ABSTRACT: In this paper, factors affecting the effectiveness of controlling green credit operations at Vietnamese commercial banks are investigated based on the COSO Committee's internal control framework as well as related theories and expert interviews in the research field. With 511 valid respondents, the obtained results show that the factors "Risk Management", "Macroeconomic Factors", "Monitoring Activities" and "Information and Communication" affect the effectiveness of controlling green credit operations at Vietnamese commercial banks, in which "Risk Management" was formed by three components including "Control Environment", "Risk Assessment" and "Control Activities". Additionally, "Risk Management" was the most influencing factor, followed by "Macroeconomic Factors", "Monitoring Activities" and "Information and Communication". From this research, recommendations are proposed to promote the effectiveness of controlling green credit operations at Vietnamese commercial banks.

KEYWORDS: effectiveness, internal control, green credit, risk management, control environment, risk assessment, control activities, monitoring activities, information and communication, macroeconomic factors

I. INTRODUCTION

Vietnamese economy has been transformed from a centrally planned economic model to a socialist-oriented market economy one coupled with strong scientific and technological advancements, which have contributed to boosting the development of Vietnam's economy. From 2002 to 2018, Vietnam's gross domestic product per capita (GDP per capita) was increased by 2.7 times, reaching over USD 2,700 in 2019 and more than USD 3,500 by 2020, and the percentage of the poor fell drastically from over 70% to less than 6% with more than 45 million people who have been lifted out of poverty (World Bank, 2020). However, the rapid growth and industrialization, along with the passive focus on economic development and pursuing the immediate economic profit target have brought serious consequences that negatively affect the living environment as well as worsen environmental pollution. Therefore, one of the effective solutions to protect the environment while sustainably ensuring economic development is green growth. Credit is one of the activities where most potential risks arise. Therefore, with the aim of ensuring that credit operations at commercial banks are developed efficiently and stably as well as minimizing risks, increasing the effectiveness of internal control at commercial banks is an urgent solution. Inheriting the characteristics of ordinary credit operations, green credit is a new field but has brought about many benefits to banks in particular and the society in general. Therefore, to maximize the effectiveness of this activity, it is imperative to increase the effectiveness of controlling green credit operations. In this paper, factors affecting the effectiveness of controlling green credit operations at Vietnamese commercial banks are investigated.

II. THEORETICAL BASIS AND RESEARCH HYPOTHESIS

A. Theoretical Basis

As reported by the COSO 2013, internal control is a process dominated by an entity's managers, board of directors and employees. It is designed to provide reasonable reassurance to fulfill aims including ensuring the reliability of financial statements, compliance with laws and regulations, and effective execution of operations. The internal control is found to be effective when it meets two standards at the same time. First, the five factors of internal control (including control environment, risk assessment, control activities, information and communication, and monitoring activities) and related control principles must both exist and function in practice. Second, the five factors must work together as one.

Accordingly, the effectiveness of green credit control is assessed through three criteria. The first criterion is to evaluate the effectiveness of the five components that make up the internal control system in green credit practice. The second criterion is to evaluate whether the five factors operate consistently and in compliance with their functions. The third criterion is to ensure the

objectives in green credit practice including the reliability of financial statements, conformity with laws, especially with environmental safety regulations, outstanding debt target, bad debt target, profit target being implemented according to plan. That green credit control is effectively applied in practice will contribute to reducing negative impacts on the environment, improving the quality of the ecosystem as well as improving the effectiveness of green credit practice such as credit growth, reduction of the ratio of bad debts, overdue debts,...

Approaching the COSO 2013 report in improving the effectiveness of green credit control, the author builds up five factors constituting the effectiveness of controlling green credit operations that are control environment, risk assessment, control activities, communication and information, and monitoring activities. In addition, the authors proposed a new factor which is a macroeconomic factor to keep a tight rein on group interest, add diverse forms of encouragement and assess the impact of factors in the macro-environment on control activities, thereby encouraging employees to best fulfill their assigned tasks as well as improving the effectiveness in internal control of green credit practice.

According to Ramos (2004), control environment is the foundation of consciousness and culture of an organization, which reflects its general nuances and impacts the sense of control of all members in the organization. It is the foundation for other parts of the internal control system to develop the right principles and operating structures. Establishing and maintaining a tough control environment will contribute to improving the bank's resilience to internal and external pressures. Simultaneously, the lack of a control environment will be a favorable condition for fraud to develop (Noland & partners, 2013). Therefore, establishing a strong control environment is foundational for building effective internal control, and the proposed research hypothesis is as follows: The control environment has a positive impact on the effectiveness of controlling green credit operations at Vietnamese commercial banks (denoted by hypothesis H1).

According to Lannoye (1999), risk assessment is the identification, analysis and management of potential risks that can threaten the achievement of organization's objectives so that risk management can be controlled. A management board cannot eliminate the risk, but can only put the risk to an acceptable level and try its best to alleviate it. The research team found that the management board regularly assesses risks; analyzing existing and potential risks is a prerequisite for reducing credit risks and improving the effectiveness of controlling green credit operations. Therefore, the proposed research hypothesis is as follows: Risk assessment has a positive impact on the effectiveness of controlling green credit operations at commercial banks in Vietnam (denoted by hypothesis H2).

As reported by COSO, control activities are a set of supporting policies and procedures that help ensure that the management board's instructions are implemented. Control activities exist in all units of every level and every activity. Without exception, green credit is still a new field in the bank's credit operations, so there are many unpredictable risks leading to the ineffectiveness of green credit control. Therefore, through risk assessment, the development of appropriate control policies and procedures is a measure to enhance the effectiveness of this activity, and the proposed research hypothesis is as follows: Control activities have a positive impact on the effectiveness of controlling green credit operations at Vietnamese commercial banks (denoted by hypothesis H3).

An information system is a centralized data warehouse, containing a full range of information including internal regulations, State Bank's provisions and relevant laws (Truong Nguyen Tuong Vy, 2018). Hevesi's research (2005) identified media as a significant factor affecting the effectiveness of internal control practice. Specifically, within the green credit control's area, the information and communication system plays the role of providing data and basis to support staff in the process of appraisal and approval to issue green credit, and at the same time identifying, evaluating and managing risks in green credit practice. Therefore, constructing a complete, accurate, timely and up-to-date information and communication system will contribute to improving the effectiveness of controlling green credit operations and the proposed research hypothesis is as follows: Information and Communication has a positive impact on the effectiveness of controlling green credit operations at Vietnamese commercial banks (denoted by hypothesis H4).

According to Springer (2004), monitoring is the final process of the internal control system. Monitoring and control activities always have a close relationship with each other. The monitoring activities is performed to evaluate the establishment and implementation of control procedures and is a process of evaluating the quality of the internal control system over time. In such a process, detected deficiencies will be reported to higher levels and adjusted as needed. Therefore, monitoring plays a very crucial and active role in ensuring the effectiveness of internal control practice and the proposed research hypothesis is as follows: Monitoring Activities have a positive impact on the effectiveness of controlling green credit operations at Vietnamese commercial banks (denoted by hypothesis H5).

According to PEST analysis, macro factors include factors related to legal institutions (political), economics, social culture, technology. All activities of organizations are influenced by macro environmental factors. These factors can have both positive and negative impacts on green credit operations. However, in the research, the macro factors will be evaluated based on positive criteria. Specifically, macro factors that directly affect green credit operations could include awareness of environmental protection and green consumption demand. When these factors are enhanced, the effectiveness of controlling green credit will be ensured and the

proposed research hypothesis is as follows: Macroeconomic Factors have a positive impact on the effectiveness of controlling green credit operations at Vietnamese commercial banks (denoted by hypothesis H6).

Figure 1 shows the proposed research model with the affecting factors considered
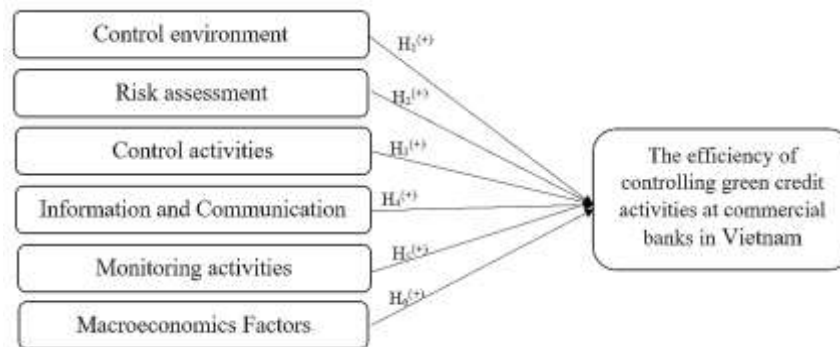
Figure 1. Proposed research model
Source: Authors, 2021

B. Research Methods

The survey was conducted at Vietnamese commercial banks throughout the country territory from February 8, 2021 to February 28, 2021. In this research, the overall respondents are employees and leaders who are working in divisions and departments in charge of credit operations, especially green credit. Additionally, the authors also target lecturers in the fields of banking and green credit. Survey data was collected through online questionnaires. Also, the questionnaires were distributed on social networking platforms and at the same time, emailed to the employees and leaders working at the branches and head offices of Vietnamese commercial banks. The obtained results were 531 respondents, of which 511 were valid and officially put into data processing.

The raw processed data will be processed in SPSS 20.0 software. Descriptive statistical methods are used to analyze frequency statistics and describe the characteristics of the sample, including: gender, age, position and group of banks. Data of the remaining variables of the study are analyzed through the following steps: scale reliability test (Cronbach's Alpha), exploratory factor analysis (EFA), correlation analysis and linear regression analysis.

III. RESEARCH RESULTS

A. Current Situation Of Controlling Green Credit Operations At Vietnamese Commercial Bank

In Vietnam, according to Directive No. 03/CT-NHNN dated March 24, 2015 on promoting green credit growth and managing environmental and social risks in credit operations, the State Bank requests commercial banks to promote green credit for projects with clear objectives on environmental protection and to encourage eco-friendly business activities. Thanks to the orientation and direction from the State Bank as well as efforts made by credit institutions, green credit has been receiving more and more attention through noticeable credit packages and investment limits that are improved day by day.

According to the State Bank's data, although the proportion of green credit outstanding in Vietnam is quite small in the total outstanding credit, it tends to increase rapidly and promote remarkable efficiency, contributing to sustainable growth and environmental protection. To be more specific, in 2015, green credit scale accounted for only 1.5% of the total outstanding credit. By 2019, the scale of green credit had increased to 4.1%. In addition, by the end of the second quarter of 2019, green credit balance had reached VND 317,600 billion, having increased by 29% compared to the end of 2018, of which, medium and long-term loans accounted for 76% of outstanding loans in green credit (The State Bank's Department of Credit for Economic Sectors, 2019). Specifically, the green agriculture sector was accounted for 46% of the total green credit balance; renewable energy and clean energy sectors accounted for 15%; sustainable water management sector in urban and rural areas for 11%; sustainable forestry sector for 5%; and other sectors for 23%. Besides, the interest rate is very attractive which represents 5% to 8% per year for short-term green sectors and 9% to 12% per year for medium and long-term sectors.

B. Sample Descriptive Statistics

The research samples used to analyze frequency statistics and describe the characteristics of the sample are shown in Table 1

Table 1. Descriptive Statistics for the Research Samples

Characteristics		Frequency	Percentage (%)
Gender	Male	226	44.2
	Female	285	55.8

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Age	18 - 22 years old	22	4.31
	23 - 30 years old	108	21.14
	31 - 40 years old	240	46.97
	41 - 50 years old	126	24.66
	51 - 59 years old	15	2.94
Position	Head office leader	77	15.07
	Branch leader	93	18.20
	Head office staff	106	20.74
	Brand staff	200	39.14
	Others	35	6.85
Group of banks	State commercial bank	99	19.4
	Joint-stock commercial bank	412	80.6

Source: Investigated by authors in 2021

C. Evaluate The Scale By Cronbach's Alpha Confidence Coefficient

Table 2 shows the Cronbach's Alpha analysis results in which all the Cronbach's Alpha coefficients are greater than 0.6 so that the scale used in the research is well evaluated. The variable correlation coefficient is checked to eliminate variables with unsatisfactory correlation coefficients. In addition, the results show that all variables have the correlation coefficients greater than 0.3. Therefore, the authors conclude that the scale can be evaluated and suitable for further analysis and evaluation.

Table 2. Results of Reliabilit.

Factors	Items	Cronbach's Alpha	The minimum value of corrected item-total correlation
Control Environment	6	0,928	0,718
Risk Assessment	4	0,912	0,783
Control Activities	4	0,895	0,741
Monitoring Activities	4	0.913	0.735
Information and Communication	4	0,904	0,710
Macroeconomics Factor	8	0,926	0,676

Source: Investigated by authors in 2021

D. Explore Factor Analysis EFA
EFA factor analysis for independent variables:
The results of the KMO and Bartlett's Test showed that the value of the KMO coefficient was equal to 0.950 and the Bartlett's Test was 17269.874 with the coefficient Sig. equal to 0.000. The obtained values of the extraction sums of squared loadings as well as those of the initial eigenvalues were larger one. The cumulative value of the extraction sums of squared loadings for four components was 74.559% which satisfies the requirement of greater than 50%. In addition, all the variables used have the values of factor loadings greater than 0.5, indicating a practical significance.

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The results obtained after analyzing twice showed that the observed variables in the original model had the elimination and the aggregation of a few observed variables, which lead to the formation of four variables. Specifically, the observed variable MF2 in the factor "Macroeconomics" is excluded from the model because the loading coefficient is smaller than the standard loading coefficient. "Control Environment", "Control Activities" and "Risk Assessment" have been merged into a group called "Risk Management".

EFA factor analysis for dependent variables:
The results of the KMO and Bartlett's Test showed that the value of the KMO coefficient was equal to 0.860 and the Bartlett's Test was 1669,244 with the coefficient Sig. equal to 0.000. The cumulative value of the extraction sums of squared loadings for four components was 72.925% which satisfies the requirement of greater than 50%. In addition, all the variables used have the values of factor loadings greater than 0.5, indicating a practical significance.

The results of exploratory factor analysis to evaluate among 29 initial observed variables showed that there is a separation and aggregation of a few variables of different components, leading to the formation of four new groups of factors affect the effectiveness of controlling green credit operations so that the authors will continue to analyze, explain and name the new groups of factors.

E. Correlation Analysis

Table 3 shows that most of the independent variables are correlated with the dependent variable. Specifically, the correlation coefficients of the variable "Risk management", "Macroeconomic Factors", "Monitoring Activities" and "Information Communication" are 0.750, 0.682, 0.580 and 0.601, respectively. At below 1%, it showed that positive correlation is pretty close between independent variables and dependent variable "Effectiveness". There is a relatively high correlation between the independent variables but not exceeding 0.8.

F. Regression Analysis
Table 3. Statistical Analysis of Regression Coefficient

Independent variable	Unstandardized coefficients		Standardized coefficients	T-value	Sig.	Multi-collinearity	
	B	Standard deviation	Beta			Multi-collinearity	VIF
Constant	0.184	0.135		1.367	0.172		
RM	0.394	0.039	0.396	10.060	0.000	0.390	2.562
MF	0.324	0.034	0.308	9.672	0.000	0.596	1.679
MA	0.073	0.033	0.075	2.235	0.026	0.542	1.846
IC	0.079	0.030	0.090	2.628	0.009	0.521	1.918

Source: Investigated by authors in 2021

Table 3 shows the results of statistical analysis of regression coefficients for fourvariables "Risk Management" (RM), "Macroeconomics Factors" (MF), "Monitoring Activities" (MA) and "Information and Communication" (IC). As a result, all four variables have their standard deviations less than 0.05 which indicates that the variables are significantly correlated with the effectiveness of controlling green credit at Vietnamese commercial banks.

From the obtained results, we can obtain the Effectiveness Factor (EF) that directly affects the effectiveness of green credit control at Vietnamese commercial banks through standardized linear regression equations as follows: EF = 0.396 RM + 0.308 MF + 0.075 MA + 0.090 IC.

IV. CONCLUSIONS AND RECOMMENDATIONS
Through the research process, the authors have realized that all four factors affect the effectiveness of controlling green credit operations at commercial banks; however, risk management is the highest positive impact factor. This shows that improving green credit control has become an imperative issue that Vietnamese commercial banks need to pay attention in order to ensure effective implementation of credit packages for the environment as well as to contribute to improving the quality of management in the commercial banks.

The Factors Affecting the Effectiveness of Controlling Green Credit Operations at Vietnamese Commercial Banks

Some commercial banks have learned about regulations and guidelines of the government, ministries and sectors related to green growth or green credit, and there are also banks that have implemented green credit issue policies. Nevertheless, this remains a novel activity in the banking and finance sector which means that there is a high chance of rising credit risks. In addition, most commercial banks do not have a separate green credit appraisal process or set up a department responsible for environmental risk management and green credit development. More importantly, projects having environmental impacts and developing towards environmental sustainability have not yet been identified as green credit by banks.

From the research results obtained, the authors would like to recommend several possible solutions for Vietnamese commercial banks as follows:

First, the commercial banks need to establish and use quality information systems to support controlling green credit operations. There should be at least one department with primary responsibility in synthesizing, screening and processing data from the inside and outside into appropriate information to meet the needs, and support each of the staff because the quality of information affects the effectiveness of the internal control system on the whole. Modernizing information technology, developing internal management systems to serve the selection and management of appropriate and useful information sources in accordance with the objectives and operation modes of commercial banks are extremely essential.

Second, for the reason that green credit practice is highly risky, the internal control system should be continuously monitored and examined through the close supervision from the remote monitoring department and by the management staff, periodic monitoring department. In addition, the commercial banks need to strengthen control procedures and control activities in the control system to maintain the effectiveness of green credit operations.

Third, in order to promote green credit operations at commercial banks, some environmentally safe solutions can be suggested such as raising the community's awareness of environmental protection, building green consumption habits of households, saving energy, actively using renewable energy and natural energy. Furthermore, increasing people's income will help improve the general economic potential of society, and people will also pay more attention to green consumption. Preferential policies on capital sources or support for domestic commercial banks in accessing preferential capital sources, financing green projects should be supplemented so that manufacturers will not compromise the ecological environment.

Fourth, because commercial banks still identify "green" policies as credit operations, the General Meeting of Shareholders needs to clearly quantify the plan targets and responsibilities for green credit operations. Next, commercial banks need to have policies to recruit and train qualified human resources, in which it is necessary to focus on resources serving green credit practice. Based on the success of issuing bank credit handbooks, the State bank needs to continue to study and complete legal regulations guiding environmental risk assessment for the field of green credit.

Apart from the scientific and practical gains, certain limitations remain in the research. For example, the scale of the components of controlling green credit was based on a one-time interview with experts in the banking sector, in addition to being built according to the COSO and BASEL models as well as previous studies. Moreover, some employees participating in the inquiry into green credit practice did not understand the questions and answered hurriedly, having little consideration or were not in consistency with their thoughts when conducting the quantitative research. For the scope of the study, the authors only work on commercial banks and have not yet expanded to branches of foreign banks, policy banks, cooperative banks, people's credit funds, so the research result may only be of practical value at Vietnamese commercial banks.

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The Concept of Pedagogical Education in the Family

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ABSTRACT: The article discusses the concept of pedagogical education in the family of Abdurauf Fitrat and draws methodological conclusions.

KEYWORDS: Education, pedagogy, family, upbringing, knowledge, approach, theory, practice, experience, skill, knowledge.

INTRODUCTION

In the present period of new development of Uzbekistan, the development of pedagogical education, along with all other areas, plays an significant role. The Resolution of the President of the Republic of Uzbekistan dated February 23, 2020 "On measures to strengthen the training of teachers" sets the task "... to expand the scope of pedagogical research and increase their effectiveness."[1] In this regard, it is important to analyze the concept of pedagogical education in the family and assimilate its content in the views of the first enlightened teacher, the first Uzbek professor Abdurauf Abdurahim ugli Fitrat (1886-1938).

Fitrat was an active contemporary educator and reformer of his time. He has a "scientific heritage spanning over a dozen disciplines." In this regard, according to Fitrat, the problem of pedagogical education in the family is unambiguously present. As mentioned above, in our research we understand the concept of "teacher education" in the form of transferring knowledge to a person, his training and direction to the profession [2] Fitrat's understanding of the problem of pedagogical education in the family was formed in accordance with the pedagogical conditions of his time, the social conditions of the first quarter of the 20th century, the requirements of space and time. It is known that the renewal of public life and the reform of the education system were priorities during this period. In this regard, Fitrat's concept of the implementation of teacher education in the family is unique, in which the concept of upbringing is emphasized. Among enlightened Jadid allies, he poses the question "Jadid" (new), and his approach to this issue is reflected in the 1914 pamphlet "The Family or Family Management Procedures."

THE MAIN FINDINGS AND RESULTS

Fitrat's concept of implementing teacher education in the family includes the following three important components:
1) understanding the phenomenon of the family;
2) knowledge of the responsibilities of family education;
3) have an idea of the basics of family education.

These questions are within the framework of the "education-demand-education" concept, which reflects the individual approach of a scientist.

Understanding the family phenomenon. This issue is part of Fitrat's teacher education, which is one of the features of Family Pedagogy. According to him, every adult should have a sufficient understanding of the phenomenon of the family and its role in human life. because over time he can be involved in teaching and education in the family. Fitrat proceeds from this approach and understands it as a pedagogical requirement for each person to understand the phenomenon of the family. In his first major scientific pamphlet by Munozar, written in 1909, he noted that at the beginning of the twentieth century, the Bukhara Emirate had a population of 10 million, while the capital of the country, Bukhara, had 70,000 inhabitants, which was the product of a "strong family". "In his second major treatise, The Statement of an Indian Traveler", written in 1912, it is said that this population, which was the product of a strong family, which emphasizes the categorization was divided into ulema (intellectuals), umaro (from God) and citizens (population).[3. 98] In this regard, according to Fitrat, the first step towards understanding the phenomenon of the family is to determine the size of the population of the society in which a person lives and its social category. This question was relevant to the life of Turkestan at the beginning of the twentieth century. Because the issues of the development of public life and the modernization of the education system depend on this. It is known that the family plays an important role in population size, social categories and their development as a person. Fitrat deeply understands this and recommends to start understanding the family phenomenon with its reproductive function.

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According to Fitrat, the second question in understanding the family phenomenon has to do with understanding the social role of the family in human life. The teacher reflects on this in his third major pamphlet, The Family and the Family Order, and states: according to him, the family is a structure that unites a person into a cultural class: "People did not know the need to live as a community before they became a nation, they lived alone, like wild animals, and therefore suffered from natural hardships. Eventually, people realized that they should live as a community ... Starting a family or the foundation of family management is the foundation of Bani Person culture.[4] In this respect, the family performs social functions that unite, develop and lead to happiness in the life of a person and society. Fitrat's approach was socially and pedagogically important to public life in the first quarter of the twentieth century. In this sense, he writes: "The family consists of a husband, wife and children. A family is a group of people living in one house under the leadership of one person ... The happiness and dignity of any people, of course, depends on the inner discipline and harmony of this people. Peace and harmony are based on the discipline of the families of this nation" [4. 8]. This is an understanding of the social function of the family, and for this Fitrat recommends "reading books written by Farang (European) scholars." Thus, Fitrat's approach to social issues of the family is consistent with the Uzbek-Islamic and European approaches to the family[5.13-14].

According to the enlightened teacher, the third question in understanding the phenomenon of the family is the awareness of the importance of marriage. He discusses this issue in detail in the booklet Family or Family Management. First of all, it should be noted that Fitrat, as a devout Muslim educator, accepts the foundations of marriage as an ideal factor in Islam: "I am convinced that the most acceptable law for the happiness and importance of the family will be Islamic law. ... "At the same time, the educator recognizes the Belgians and the British as role models for the education, hard work and mobility of family members.[5. 13]

According to Fitrat, marriage is governed by five important natural laws:

First, the family ensures the individual and social existence of the individual. It is a family that provides individual needs such as food, drink, respiration, clothing, childbearing, and community. These two categories of needs lead to the vices of filth, loneliness, and depravity that form outside the family. Fitrat therefore presents marriage as one of the sunnahs of the Prophet;

secondly, building a family means regulating the power of lust. The educational scientist considers prostitution, adultery and illegal marriage to be the most heinous crimes, emphasizing that the regulation of lust, which is the basis for maintaining a person's longevity, is carried out only through the family;

thirdly, only the family ensures the survival of the nation. Fitrat points out here that the enlightened family system was the basis for the coverage of the population of the English nation of 44 million and the Belgians of 7.5 million (of course, these figures belong to the Sh.A. of the early twentieth century);

fourthly, the family is the basis of the education and upbringing of the individual;[5. 14]

fifth, the family is the basis for solving natural and social difficulties and problems;[5. 15]

These five laws of nature show the harm of marriage.

Indeed, Fitrat's approach to understanding the family phenomenon is to understand these three issues.

Knowledge of the responsibilities of family education. This issue is one of the foundations of the concept of pedagogical education in the family, according to which every adult family member should have sufficient knowledge about the responsibilities of family education. First, husband and wife are mutually literate. Respect for women, respect for her rights and the complementarity of husband and wife in terms of knowledge are part of this literacy system. It is for this reason that Fitrat sharply criticizes the fact that in his time women were completely excluded from the sphere of knowledge and activity. "Women in our country," he writes, "are being mistreated and tortured every minute. We, Turkestanis, think that our women transcend humanity ... We do not consider them worthy of blessing, justice and compassion"[5. 15]. although this was the case in public life in Turkestan in the early twentieth century, it reflected Fitrat's approach to equal participation of women in family education. Because, according to the scientist, "a person receives the first upbringing in the hands of the mother, and the first upbringing is inevitably the most important of upbringing; his influence is firmly rooted in human nature." In this regard, women are required to be equally literate in the field of family education, like everyone else.

According to the enlightened teacher, the second issue in understanding the educational responsibilities of the family is the creation of a learning environment. According to him, parents and older family members should be able to create such an environment in the family to receive education and upbringing at the expected level. When a certain initial pedagogical environment is created in the family, that is, the goal of learning, certain conditions and purposeful actions, then it is possible to establish pedagogical education. Fitrat sees this as one of the main problems and sees its basis in the relationship between husband and wife. According to the scientist, if the relationship between husband and wife, which forms the basis of the family, is based on the principles of morality, spirituality and religion, it will be possible to create the expected educational environment in the family. In this regard, he said, depending on the circumstances, the relationship between husband and wife should be "based on the rules of the Koran".[5. 35] According to modern scholars, one of the strong and reliable foundations of the relationship between husband and wife is described in the Quran. This is because the Qur'an defines the duties, duties, obligations and responsibilities of the husband, wife and family members in an equal and reasonable manner. Fitrat sees the basis for this in love: "Our modern

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(early 20th century - Sh.A.) scientists and sages came to the conclusion that all particles and descendants in the Universe cannot coexist without love. The relationship between humans and animals is also based on the principle of love [5. 35].

Thus, Fitrat believes that the key to creating an educational environment in the family is a loving (mutual understanding) relationship between husband and wife. At first glance, this approach seems primitive. Actually, the scientist-teacher focused on the psychological side of the issue in accordance with his time. It is no secret that even today, when the material and spiritual well-being of the family is high, the weakness of the educational environment, the persistence of "satiety" and the fact that educational work in the family often does not give the expected results is a product of the husband and wife.

The third problem in understanding educational responsibilities in the family is responsibility. According to Fitrat's approach, parents, adults in the family and adults in the family should feel responsible for the education (training) of the younger generation. To do this, you must follow the rules of family, procreation and morality. In particular, Fitrat writes: "In our country there are people who, in the face of their false opinions and delusions, abandon their wives and children ... In fact, Islam does not accept their actions, but applies them". Or: "Another bad habit in our country is that we deprive our girls of the privilege of getting an education. That is why our women do not know about faith, prayer and Islamic morality". Or: "I need to know that moral qualities such as religion and honor are necessary not only for happiness and discipline in the family, but also for the happiness and stability of the whole country. Today the peoples of Europe, relying on such moral and natural forces, have raised their science and art to an amazing level" [5. 41].

All this forces fathers, mothers and older family members to instill family, childbearing and moral values, which leads to responsibility for the education they receive in the family.

Thus, Fitrat points to the mutual literacy of the couple, the creation of an educational environment and the responsibility of those involved in family education as the level of knowledge of educational tasks performed in the family. These are pedagogical, psychological and social factors.

Have an understanding of the basics of family education. This important component of pedagogical education in the family plays an important role in Fitrat's views. According to him, parents and senior family members need to know to a certain extent the basics of family education. The first question is childbirth. Fitrat has a very deep scientific understanding of this issue, in his opinion, a child is a gift from God, but its achievement should take place on an enlightened basis. In this regard, the scientist-teacher is thinking about pregnancy, which is an important event for the beginning of the twentieth century. He says: "The mother must know how to take care of the baby in the womb ... After the baby is born in the womb, his life and death depend on the parents. This is why they should not do anything that could lead to the death of the child. For example, many mothers have a miscarriage between the second and fourth months of pregnancy. The reasons for this are fear, weakness, hard work, being together (inappropriate sex - Sh.A.) and a lot of grief [5. 41].These ideas are familiar to us today, but they were an unusual approach to life in our country in the early twentieth century. Therefore, Fitrat offers medical and psychological advice on this matter: "It is wrong to leave pregnant women alone in the room, to force them to engage in hard work" From two to four months, pregnant women can be very gentle. They get upset and sad about various excuses. Because of these severe disorders, a miscarriage of the child is possible. "In this regard, according to the approach of an enlightened teacher," the first condition for learning the basics of family education is reproductive literacy. The possession of reproductive knowledge leads to a scientific approach to the problem of childbirth, and thus Fitrat points out that parenting begins during pregnancy.

The second important point is that parents and adults in the family know the basics of raising children at an early stage. Fitrat writes: "I complained that the couple's first target was a child. The care and upbringing of the child will be the honor of the parents ...

The judges divide human life into the following eight periods:
1) infancy;
2) childhood;
3) adolescence;
4) the period of development;
5) the period of maturity;
6) the period of finality (maturity - Sh.A.);
7) the first period of old age;
8) the second period of old age" [5. 43-44] 43

Family upbringing is lifelong, says Fitrat. However, in this case, the scientist-teacher is more interested in the beauty, childhood and adolescence of care. in this respect, "the period of beauty lasts from the birth of a child to the age of eight, during which the organs of a person (organism) develop and sexual sensations are unknown; the period of childhood - from eight to fourteen years, by the end of which sexual sensations begin to manifest; puberty occurs between the ages of fourteen and twenty, during which the number of sexual contacts increases [5. 65]. Using this approach, which is new in the early twentieth century, Fitrat aims to introduce family educators - fathers, mothers, and older family members - to the basics of family education. He approached this approach based on the rulings of the Qur'an and hadith, as well as the scientific findings of Abu Ali ibn Sina

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(11th century), Abu Bakr al-Razi (12th century) and the English physician Emelian Janner. (18th century). The goal is to involve family educators in raising children.

The third issue in understanding the foundations of family education of parents, parents and adults in the family is the awareness of specific styles. According to him, a person involved in family education should know simple, convenient and easy methods of raising children. This knowledge is realized through family, education and life realities. In this respect, Fitrat prefers methods such as reading, teaching, learning, teaching, encouraging, explaining, adapting, knowing, understanding, expressing, acting and compromising. Take the compromise method, for example. According to him, an important effect of upbringing is a compromise, that is, a person who is raising a parent must be a compromise. This means that the whims, nervousness, excitement and laziness of the child in the process of his upbringing must be patiently accepted, and the child must be accustomed to the rules of upbringing. For this reason, Fitrat concludes: "Let one side take what it does not hear and swallow its anger." [6. 45]

CONCLUSION

Thus, Fitrat was of the opinion that those involved in family education should at the first level know the basics of childbearing, childcare and family education. In this respect, he thinks from pedagogical, psychological, medical, social and ethical points of view, and these were important approaches to public life in the early twentieth century.

Thus, in the views of Abdurauf Fitrat, the concept of "pedagogical education in the family" has significant features.

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The Development of Python's Basic Programming Material for Vocational High School Students

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ABSTRACT: The development of teaching materials is based on students 'confusion in essential programming subjects in Vocational High School (SMK) grade X. So far, the learning process has minimal interesting materials to improve student literacy students' programming knowledge is not maximal. This research aims to make teaching material products with an interactive approach to introduce students to primary programming languages that are attractive and easy to understand. The research method uses the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The results of this study were (1) the process of developing basic programming teaching materials was designed through five stages, namely analysis, design, development, application, and evaluation (2) the quality of basic programming teaching materials that were tested through validity and effectiveness criteria. Design experts have validated the media with a score of 94%, content experts with a value of 88%, media experts with a value of 84%, and peer-to-peer teachers with a value of 90%. The data on the effectiveness of student activity observation teaching materials was 86.00. The teacher obtained the results of 85.67 in the feasible category. Based on all the received results, it can show that the product is in a feasible category as a Python's basic programming learning media.

KEYWORDS: Python's Basic Programming, teaching materials, ADDIE, Vocational High School.

I. INTRODUCTION

The implementation of the learning curriculum program must be synchronized with the needs of the workforce. The world of work time is experiencing technology following human necessities to accelerate work. Technological changes will provide modification of the learning process in educational institutions. The learning process cannot be separated from the needs of learning resources offered by education instead. Learning sources are essential to meet student needs, especially in increasing student literacy. Besides, textbooks can be used to facilitate the learning process (Habibi et al., 2016). According to Prastowo, teaching materials are a learning material demanded to create an effective learning atmosphere. Teaching materials have a principal role in the teaching and learning process in books as the primary source or book as supporting, examples such as modules, textbooks, handouts, models, interactive teaching materials, audio teaching materials, and so on (Rohmah, 2020).

In a learning process for making innovations is very necessary, especially in technology and media development. Technology is an enabling tool created as a learning media needed for the learning process can be carried out effectively (Kiryakova et al., 2018). One effort to improve learning by applying a flexible teaching approach by making universal designs for learning. Ronald Mace, a study designer, proclaims the term Universal Design (UD). The application of Universal Design for Learning (UDL) in the field of education is still new. Universal learning design can be applied to statistical learning or related to the eye of the exact student (Rufii & Rochmawati, 2019).

In the current era of technology, the world of education is required to equip students with increasingly sophisticated 21st-century skills. The skills of students must be able to think critically and innovatively to solve problems. Creative and innovative, including skills that must be given since they are still in school. Some of the abilities that must be owned in the 21st century include leadership, technology literacy, social communication, character intelligence, and teamwork. The development of the world of education begins to lead to digital technology learning. The occurrence of technological developments started with changes in the industrial revolution because indirect changes also contributed to the education order in a country (Risdianto, 2019).

A. Programming Technology

Technology can help the work process easier, fast, and efficient. The development of popular technology is the development of computer programming languages using special commands in computer languages. Computer programming languages are intelligential engineering or artificial intelligence engineering to help to solve problems using algorithm languages. Algorithms are a collection of instructions defined step by step properly to resolve existing problems (Kadir & Abdul, 2019).

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The development of the use of Python Memrogrman has been carried out in foreign education, such as research conducted by (Srinath, 2017) who researched the characteristics of Python programming languages , including high-scale language languages used to carry out dynamic type systems and automatic memory management. The use of programming languages can be used for science presented in computer simulations providing an exciting and more interactive display that makes users efficiently provide the input value of the appropriate parameters (Dewantara et al., 2020).

Examples of changes that exist are globalization of communication between humans, and organizations, to fellow countries, occur without limitation of space and time. Experts explain changes as dimensions of time due to a virtual wall. Changes are a reality in human life now or will come. Changes in the phase of human life are marked by many things, one of which is a change in the industrial era. Industrial development must be described to students given knowledge theory and have to study skills and knowledge, mainly leading to the development of the technology experienced by the students (Yahya, 2018).

B. *Interactive Learning*

An interactive approach is a learning approach that refers to the conscriptivity or building polypir think in capturing lessons. The interactive learning model focuses on student questions as a central characteristic by digging questions that build polypirer students mentally and physically. Interactive Multimedia Advantages According to (Rizki et al., 2020), interactivity is traceable to force users to interact with material both physically and mentally to encourage users to be active in learning given during learning.

The interactive approach has been made by Nur & Ahmad in increasing interest in students to learn English. The study results (Nur & Ahmad, 2017) showed that the implementation of the interactive approach was successful because the success criteria were achieved. The first criterion is 70% of students graduated from the target value of 70 based on KKM. The results showed that 74.57 students did it reach the target score. Besides, the second criterion is students who become more actively involved in the teaching and learning process.

C. *Job Opportunities*

Labor needs in the field of programming expertise in the next few years. Data taken from the United States Labor needs for the Big Data field, and the current processing reaches three million people. The data shows work opportunities in processing big data very much. The US Labor Statistics Bureau predicts that the workforce is more than 8 million in the field of IT and computing, including 1 million Siber's security needs, during the next five years (Fagan & Payne, 2018).

Making the syntax code from the popular programming language today can give a feeling of confusion for new students to know to program and provide coding art. The biggest problem for beginner programmers does not seem to understand the basic concepts but more in practice. Learning while doing must be part of the lesson all the time (Micah & Bibu, 2019)

II. RESEARCH METHODS

The methods for developing teaching materials use Research and Development (R & D) approach. Research and Development (R & D) Research Methods are research methods used to produce a product by testing product effectiveness (Zulfadli, 2017). The Addie model consists of five stages, namely (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) evaluation. (Habibi et al., 2016).
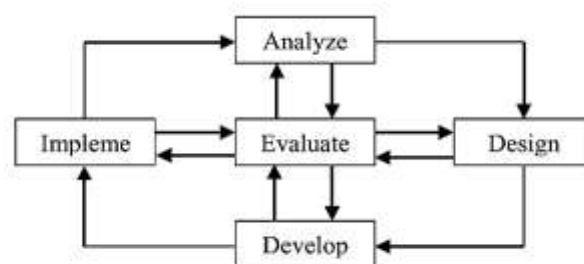
Image 1. ADDIE Research and Development Theory

The analysis phase describes what students learn when submitting material, namely conducting needs analysis, conducting task analysis, and identifying problems. Therefore, what we will produce is a fundamental understanding of the material (Sasongko & Suswanto, 2017). The design stage uses centralized and effectiveness as the formation of a teaching material format. The development stage to identify and reduce errors through expert assessment as a product validator and trial. The implementation phase by conducting direct learning to students to determine the level of effectiveness. The evaluation stage of revising the product when there is a shortage of validator or when the trial.

The proposed learning plan adopts the teaching method "Learning by Example" with an interactive learning approach. Students study the written programs and then try writing other similar programs from the concepts they have learned. Therefore, the proposed system will work with the following features:

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- Coding Environment where students must be able to write the basic code of the Python program.
- The medical tutorial platform students must be able to learn the basics of programming. Students must be able to learn to write their own code or with the help of illustrated explanations.
- (Micah & Bibu, 2019).
- Techniques for data collection development in the following formula:

$$Presentage = \frac{Total\ Score}{Highest\ Score} x\ 100\%$$

- Submit a validity sheet of design experts, expert validation of contents, media expert validation, and colleagues (teachers).

Table 1. Likert Scale used for Validator

Score Range	Criteria	Conclusion
86% - 100%	Very Good	The media is ready to use
76% - 85%	Good	The media is ready to use
66% - 75%	Sufficient	The media can be used with a revision
56% - 64%	Not Good	The media needs major revision
0% - 55%	Failed	The media is not applicable

Beside the learning media, the validator will also evaluate:
- Syllabus assessment and semester learning plans
- Effectiveness data is obtained from observing the activity of teachers and students in learning.

III. RESULTS AND DISCUSSION

Product Development of basic programming materials using physics formulas with an interactive approach to class X Vocational students produce learning book products in the form of independent textbooks. Picture learning media help meet student learning resources needs. Interactive teaching materials Basic programming is equipped with steps that are in accordance with the basic learning order of python coding. Python's programing knowledge will help students follow changes to the learning needs of digital technology, especially in coding. Utilization of computer technology in providing an experience for teachers and students can bridge the gap of practical and theoretical learning. It is practically done with real components in the form of computers. Theoretically side by side with the logic developed to process student determinations.

A. Python Basic Programming Development Module

Basic programming is one of the materials studied by SMK students as fields of specialization expert majors. In this study develop the basic Python programming language because it includes programming which is in great demand for technology developers, especially science data. The results of teaching materials that have been made in the form of student learning material modules that can be studied both at school and home. The link of the book can be accessed by visiting this link:
https://drive.google.com/file/d/1tDPnQnzXMvL2sg-8XfrHqgxDp6mUT7G9/view?usp=sharing

Image 2. Student's Module Footage
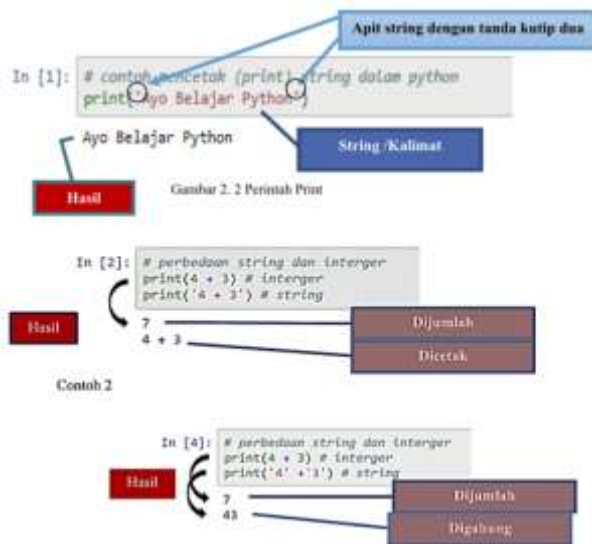
Image 3. A simple program made in the form of a picture dialog

Image 4. Example of Python's modest program

The results of the study were presented in the form of the presentation of validation data obtained from three experts, namely (1) design experts, (2) experts of content / material, and (3) media experts.

B. *Validation Score*

Below, you can find the validation score after the validation process by qualified Subject Matter Experts:

Table 2. Validation Results

Validator	Score	Criteria	Conclusion
Instructional Design Expert	94 %	Very Good	The media is ready to use
Content Expert	88 %	Very Good	The media is ready to use
Media Expert	84 %	Good	The media is ready to use

Table 3. Recapitulation of Assessment Results

Assessment Type	Average Score	Criteria
Syllabus	91.00 %	Very Good
Lesson Plan	86.00 %	Very Good
Validator	88.67 %	Very Good

Table 4.

Questions	Score	Criteria
Do instructions for using teaching materials clearly delivered?	86 %	Very Good
Does the picture of the practice instructions in attractive and applicative teaching materials in understanding the material?	84 %	Good
Is the language used in easy to understand readings?	82 %	Good
Is the material been displayed in order?	83 %	Good
Is the exercise sheet that is clear enough to do?	84 %	Good
Do using this teaching material, you understand the material?	84 %	Good
Do these teaching materials make you more enthusiastic in exploring programming?	84 %	Good
Do these teaching materials make you more curiosity about programming material?	84 %	Good
Do you feel the benefits of learning programming material with this book?	86 %	Very Good
Does this book greatly provide additional insight into programming?	84 %	Good

IV. CONCLUSIONS

The product developed in this research is a module that shows Basic Programming Materials for grade X Vocational High School Nahdhotul Ulama 1 Kedungpring in textbooks. The criteria obtained are very good and ready to use learning. The agency is seen from the results of expert validation, so it is suitable for use in classroom learning. The assessment results that have been validated by design experts with a value of 94%, for experts fill with a value of 88%, a media expert with a value of 84%, and the opinion of colleagues with fellow teachers with a value of 90%. Data on the development of fundamental programming materials based on the average validator of design experts, material experts, and media experts obtained the percentage results (89%) with very good criteria. The syllabus assessment and lesson plan results got an average score of 91.00 and 86.00 with very good criteria.

Data on the effectiveness of teaching materials based on observations of student activities obtained 86.00 and the teacher obtained by the result of 85.67 with effective categories so that students are able to learn independently now to get good feedback. Of all the results that have been obtained can show that the product is included in the category very well, thus having a positive impact on students.

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Utopian Feminism in the Background of Revolutionary Europe

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ABSTRACT: While sociology as a discipline prides in explaining the intricacies of gender and how the various gender roles play out in our society, it is ultimately the chronology and course of history that platters the ideas and events as they ought to have taken place, to fuel the food for thought in other disciplines. Role of women or studies on women have always assumed some special importance in the light of the inherent patriarchy to which womenfolk often found themselves to be subordinated, excluded from the public life and academics, writing. Notwithstanding, the force and tide of time did lead to many upheavals in Europe in the early 19th Century and significance of women although not actively but passively grew up to take a very prominent place in modern History. This paper focuses chiefly on women and their movements in early 19th Century – the coinage of the term Utopian feminism and how revolutionary times call for unprecedented changes both in society and gender role orders.

KEYWORDS: Feminism, Utopia, Gender, Movements, Europe, 19th century, Revolution

SCOPE
The scope of this paper is limited to Europe in the early 19th century, limiting the time frame from 1815 to 1850 and the subsequent developments during this period.

LITERATURE REVIEW
1. Brigitte Remy-Hébert's book The first women's movement Suffragist struggles in the 19th and early 20th centuries has given a deep insight into the struggles towards identifying a position in society.
2. UTOPIAN DREAMS IN THE NEW WORLD AND FOR THE NEW WOMAN: THE INFLUENCE OF UTOPIAN SOCIALISM IN FIRST WAVE FEMINISM. THE CASE OF MARIE HOWLAND AND TOPOLOBAMBO'S COMMUNITY. – by Macarena Iribarne discuses at length about ideas of newfound economic independence of women, free love and utopia with some case studies in specific.
3. The convergence of Feminism and Socialism in Europe in the 1830s' by Olivia Tolaini is a vibrant discussion of the various socio political upheavals of Europe and how feminist movements shaped out of them.
4. Gender and Revolution in Europe, 19th to 20th Centuries by Gabriella Hauch provides some useful insights into how the ideas and the concepts of Revolution had affected the will of women in the contemporary period.

The phenomenon called Women
During the Enlightenment the "Rights of Man" were under discussion in England and in France. Mary Wollstonecraft has been called the Mother of Feminism and the first feminist. 2 She identified with the revolutionaries of 1789. She proposed to apply enlightened ideas to women. To her, women were rational creatures who were no less capable of intellectual achievement than men.[1] Her book "Vindications of the Rights of Women" was a landmark in itself as it gave a clarion call to all women and declared how they were no less, talked about their deprivation of opportunity to join the French Revolution and their exclusion from having an equal footing with the men. While French Revolution had denied the political rights to women, but the new liberal wave soon impacted new civil rights for them. Numerous rights, including the right to a divorce, family property, in addition to the equality of girls and boys in matters of inheritance and instruction were impacted on women. It also imposed on fathers the obligation to pay alimony for their illegitimate children. These rights were gradually challenged after the Revolution.[2] This throws light on the Post Napoleonic orthodox and conservative turns of the polity and state. This only shows how the subject of women was struggling to

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[1] Remy-Hébert, Brigitte , The first women's movement Suffragist struggles in the 19th and early 20th centuries
[2] Gabriella Hauch , « Gender and revolution in Europe, 19th-20th centuries », Encyclopédie pour une histoire numérique de l'Europe [online], ISSN 2677-6588, published on 22/06/20, consulted on 06/03/2021. Permalink : https://ehne.fr/en/node/12343

get some limelight and recognition in the face of growing neglect and subjugation of women. The conceptions of an ideal women being meek and submissive, an apposite fit only in household chores began propagating as a plausible excuse of this domination by males. A politically engaged woman would be neglecting her family, thereby endangering the functioning of the state. Moreover, the erotic power of women would disturb the masculine and rational space of politics.[3] With ideas such as these , it is evident how women could not participate in the growing revolutionary stage that had been set up in Europe.

However the state of affairs changed considerably. Ideological tide of liberalism and the cult of protest soon engulfed women into seeking a new definition and a gender role for themselves in the society. One of the first movements which witnessed a serious involvement of women was the Female seminary Movement dated at 1815.[4]The notable leaders like Emma Willard and Catherine E. Beecher started advocating the right of women to get educated and rejected the status of domination. Although they accepted the separate sphere theory around women and wanted separate educational establishments for women, the movement was still important as an immediate cause of the outburst of the upcoming feminist agitations to follow. Seminary movement proved to women that they need to start protesting against the prevailing social order to gain something substantial.

Beyond the designated housewife

Victorian era in English history marked a well laid definition of the gender role for women. With Queen Victoria and her imperial Regina, her devotion to Prince Albert, Her domestic life became the ideal family like that spread over the 19th century. Women were subjected to the notions of serving the family and children only and were discouraged any public life. The example of the Queen made it easy to morally impose an order upon all women and across colonial countries of this subjugated and compromised position of women , ironically being led by a Woman. The separate sphere ideology garnered some importance with omen being described physically weak and incompetent for the roles designated for men, and how fertility was God's mission , pain during childbirth assigned by God and how women's duty was to impart moral education to the next generation. Sir William 6 Blackstone's Commentaries ,1756 gives an insight into the compromised status of women -"By marriage, the husband and wife are one person in law: that is, the very being or legal existence of the woman is suspended during the marriage, or at least is incorporated and consolidated into that of the husband: under whose wing, protection and cover, she performs everything…"[5] Women were denied the basic human right of a legal entity, subsumed completely by their husbands and chained to the domestic lives.

The biggest revolution after the French upheaval was the Industrial Revolution that had gradually mounted on the shoulders of expanding labour force and ever increasing demand for labour. It was a moment of metamorphosis for the entire nation as the families no longer continued to be production units and no the family members started venturing out to find work in other places. This induced a change in the hierarchy of relations in the society and culminated in disbalancing the existing gender roles of the society. While women ventured out in the face of rising employment opportunities, the new world which was shunned for them now welcomed them. For the period 1787 to 1815, 66 percent of married women in working-class households had either a recorded occupation or positive earnings. For the period 1816-20 the rate fell to 49 percent, but in 1821-40 it recovered to 62 percent.[6]

The increasing involvement of women in bread earning impacted the monopoly enjoyed by men in this area[7], and hence this came to be perceived as a threat to the men folk in general. The rising gender tension was somewhat similar to the counter agitations post French revolution, and the same happened as laws were tightened and women could no longer take part in agitations or gatherings. However the advent of women in the rising tide of social transformation had many positive benefits for them. Women trade unions and the spirit of sisterhood in factories came into existence. The women's labor unions which were formed worked mostly for better pay and better working conditions. The Female Labor Reform Association in New England, begun in 1844, was one of the nation's most significant.[8]

In the eighteenth century women were apprenticed to a wide variety of trades, including butchery, bookbinding, brush making, carpentry, ropemaking and silversmithing.[9]Widows were often favoured by these guilds on the presumption that they were familiar with the nature of the trade which their late husband's practised. However with the decline in the power of guilds the

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[3] Hauch , « Gender and revolution in Europe, 19th-20th centuries

[4] Keith E. Melder, *Beginnings of Sisterhood: The American Woman's Rights Movement, 1800-1850* (New York: Schocken Books, 1977), p. 15.

[5] Blackstone, William, (1756), Commentaries on the Laws of England, Bell, Susan G., 7 and Offen, Karen M., Women, the Family, and Freedom: The Debate in Documents, Volume One, 1750-1880, p. 3

[6] Sara Horrell and Jane Humphries, "Women's Labour Force Participation and the Transition to the male-Breadwinner Family, 1790-1865," Economic History Review 48 (February 1995): 89-117

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[8] Keith E. Melder, *Beginnings of Sisterhood: The American Woman's Rights Movement, 1800-1850* (New York: Schocken Books, 1977), pg 46 -47

[9] David Landes , On the technology of the Industrial Revolution, , The Unbound Prometheus, Cambridge Univ. Press, 1969, and Joel Mokyr, The Lever of Riches, Oxford Univ. Press, 1990.

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position of women became critical yet again.But the newly gained allowed women to realise that they were no less as compared to their male counterparts in society.

New tides and Women

Industrialisation directly led to the birth of the working classes and this class was the precursor the biggest revolution that the society was to witness very shortly. With oppressions on these classes and a rising tide of social equality different movements started in society –

Chartist Movement which as arguably the first movement of agitation by the working class, shared ideological similarities with Saint Simonians, and the Owenites. All these three contributed to the shaping of utopian feminism. However the Saint Simonians often patronised women, Chartists were themselves threatened[10] with the growing women workforce and limited their demands of suffrage to males only and Owenites were too radical in demanding abolition of families totally to begin the life in communes. However it would be very wrong to say that women did not benefit, as has been argued by David Jones[11] that it was remarkable how women had participated in such numbers, although the role of women was passive and in favour of their male family members and bound by their concerns for their families' upliftment. The female authors amongst the Saint-Simonians, once they became an orbital group, were prolific. They established their own journal written by women for women called the Tribunes des Femmes.[12] It is precisely the collective influence of the various activities of women during this phase that marks the significance of the term Utopian feminism. The contributors of these writings were particularly degraded in the eyes of the society to the point of being branded as 'unsexed' and many of them denounced their surnames as a mark of protest against the patriarchal social order. It was seen more as a rejection of gender and rather an improvement of gender status. However it was remarkable that the working class women had achieved so much of self esteem and confidence. One rhetoric which is of particular importance in reference to women's participation is that of the role of militant motherhood which is -⁻

Women although continued to be in their domestic spheres carrying out assigned roles, but there was an improvement in their evaluations about themselves and a positive self image developed among them, with greater moralising power and authority , they were no mentally prepared for full scale revolutions and it was all in a very unthreatening way. They understood that it was up to them to speak up against their deprivation as the men will not do that. They had sort of packaged their sexuality into a restrained middle class domesticity. It was a period of little change in status but greater ideological reformations rather. This can also be witnessed in the role women played in the 1848 upheavals which began in Sicily and soon spread through most of Europe. Although women were banned from these too, but we have legends of many women who had cross dressed and took part in the protest marches. The various demands of women in 1848—the right to vote, bear arms, complete university studies, or peacefully frequent a cafe in the evening without male company—demonstrate to what extent they were aware of the inherent contradiction in the bourgeois and liberal conception of liberty and equality.[13]The stereotypical domestic image of the women was shattered in the light of a new, aggressive revolutionary image that also established a complimentarity of genders.

The Marxian Wave

The impact of Marxian ideals and the growing dissatisfaction of capitalist too shredded their own colours to the feminist evolution in such that the rise of class conflict gave a political colour to the agitations. The already ideologically empowered women now inflames with the growing dissatisfaction of the class conflict and waged full scale agitations towards the betterment of their lot as well. One direct impact was the recognition of gender parity with the demand for suffrage by women. The developments in Europe had still not guaranteed or even recognise the right of women to vote and become actively involved in the political affairs of the state. Marxian ideology had been the upholder of the dignity of class as a whole – supporting the right of emancipation which they are entitled to.

The growth of class consciousness particularly manifested in the class action and collective efforts in improving their lot had a profound impact on women as well. Not only was the liberal floodgate of the century an aggravating force towards women gaining the collective spirit to fight, it was the consciousness that fuelled them to stand up in protest too. The biggest contributor in this case would also be the opening up of work avenues for women, that especially empowered them with a taste of public life beyond the household domain.

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[10] Rendall, Jane, (1985), The Origins of Modern Feminism: Women in Britain, France 24 and the United States, 1780-1860, London: The MacMillan Press Ltd, p.241

[11] Jones, David, (1983), 'Women and Chartism', History, vol. 68, (222), p.5

[12] Moses, Claire G., 'Saint-Simonian Men/Saint-Simonian Women: The Transformation 46 of Feminist Thought in 1830s France', p. 260

[13] Hauch, Gabriella, "Women's Spaces in the Men's Revolution of 1848," in Dieter Dowe, Heinz-Gerhard Haupt, Dieter Langewiesche and Jonathan Sperber, Europe in 1848. Revolution and Reform (New York/Oxford: Berghahn Books, 2001), 639-693

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Family unit

19th Century saw a particular emphasis on the family life that came to be portrayed as fundamental and most important in the life of an individual person. This conception however had an implied overtone for defining and restricting the role of women.

Holcombe shows that although mid-Victorian ideologies about women's place and women's dependent position in the patriarchal family were still being publicized, middle class women were increasingly entering the labour force. The reasons lie in demographic and economic realities, not ideology. The first of these was the surplus of unmarried or 'redundant women', in Harriet Martineau's phrase. These women, to whom the sex ratio denied husbands and for whom male mortality denied fathers and brothers, had to work. Furthermore, the expansion of the tertiary sector in England provided jobs for these women and for working class women who could take advantage of increased educational opportunities. In Holcombe's analysis, the development of feminist ideology about women's work accompanied change and justified it. It did not precede it or cause it in any sense.[14]

All theories of society – liberal, republican or conservative – defined the family as the foundation of the community and the cornerstone of the state, principles that served to legitimate women's exclusion from the political sphere and to reinforce their responsibility for everything to do with children and the family. Starting in mid-century, the law massively contributed to lending new legitimating the man's predominance in the couple and this on an international scale. By making marriage into an institution, it even laid the foundations for a system based on sexual hierarchy and a new "bourgeois patriarchy" in civil law.[15]

CONCLUSION

While feminist movements were not yet ready in their best form but the early 19th Century Utopian Feminism was the harbinger to the crusades to follow. It was an opportunist spurt in a ripe time, relying on a world that was waging physical and ideological wars on domestic and international fronts. Women were still reeling under subjugation but they had already mobilised an ideological revolution. The already revolutionary Europe had quite impliedly set the stage for feminism to develop. Women realised that their exclusion was not the norm, but rather a hurdle they need to get away with. They sought political, social and economic mainstream roles for themselves and they got the perfect impetus in the later 19th Century world that witnessed transnational women organisations - International Congress of Women's Rights in Paris in 1878 , International Women's Suffrage Alliance (IWSA), that were soon to shape the movement in a different empowered path.

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4) Moses, Claire G., 'Saint-Simonian Men/Saint-Simonian Women: The Transformation 46 of Feminist Thought in 1830s France'
5) Holcombe, Lee, *Victorian Ladies at Work*

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[14] Holcombe, Lee, *Victorian Ladies at Work* (Hamden, Conn., 1973), 216.
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The Concept of Resilience in Adults

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ABSTRACT: Individual always experiences both pleasant and unpleasant events. Resilience is an individual's capacity to deal with unpleasant events, through developing ways to transform stressful circumstances into an opportunity for personal development. Increasing resilience is an important task to provide capacity in facing life's challenges and difficulties. This literature review aims to identify and provide an overview of the concept of resilience in adults. The research was conducted by reviewing research results published from 2008 to 2018 that obtained from Google Scholar and also several journal databases such as Science Direct, SAGE, and Elsevier. Data search was done using keywords, including resilience and adult. The concept of resilience consists of understanding, influencing factors, aspects or dimensions, scales to measure resilience and therapy or interventions to increase resilience.

KEYWORDS: Adults, Individual Capacity, Resilience

INTRODUCTION

The changes and events which cause stress must be experienced by adults in everyday life [1].Unpleasant events will growa challenge for humans. This challenge triggers humans' ability to have a high effort, enthusiasm and courage in facing challenges and willingness to change. Individuals apply several strategies related to change that can help them adapt with the adverse situation. One of the strategies is resilience which is one of the studies in positive psychology [2]

Keyes' research shows that good mental and physical is not only finding none of pathology or disease, but also individuals' welfare. One of the individuals' welfare is resilience, which is the ability to deal with stress and problems[3].Resilience is defined as a process of significant adaptation from various sources of stress or trauma[4].International research shows that there is a substantial increase in the research of resilience over the past two decades in relation to its influences in quality of life and health, especially mental health [5]

Richardson found that high resilience can also be determined from a strong social network, which consists of the support of friends[6].This can affect good mental and physical health status. Some resilience studies show that there is a relation of strong mental health status which is also affecting individuals' resilience. The research found that optimism is that having confidence in faith can lead individuals to be resilient so they are able to adapt and arise feelings of optimism. Optimism is an important factor in growing resilience in individuals. On the contrary, the feeling of not accepting the reality causes a feeling of pessimism that makes the individuals will be less able to adapt to the faced [7]

A quasi-experimental research of CBT therapy to increase resilience. The construction phase of the resilience model is the main goal of this therapy because by using this model the individuals will be easy to remember who they are and what strength which they have when they are facing difficult times. Resilience is related to effective use of cognitive abilities in dealing with stress [8].Individuals who are resilient in facing difficult times will use their cognitive abilities effectively. Empirically positive emotions will be connected with the increase of emotional resources such as life welfare and resilience.

The purpose of this article is to conduct a systematic literature review of resilience findings. The topics to be discussed are about the definition of resilience, aspects of resilience and interventions conducted to increase resilience in young adults to the elderly.

METHOD

The searching method conducted by researchers in making this literature review is through Google scholar with keywords of resilience and adults. From Google Scholar, there were 689,000 journals, and then from Google Scholar, researchers looked for two databases namely science direct, which found 22,067 journals that were matched to the the keywords, while in Sagepub database found 14,775 journals. The researcher sorted by reading the title and selecting 50 journals. After reading the title, the researcher sorted the journals again by reading the abstract and selecting 30 journals. From the 30 journals the researchers chose 17 journals.

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        │ 22,067 journals  │            │ 14,775 journals  │
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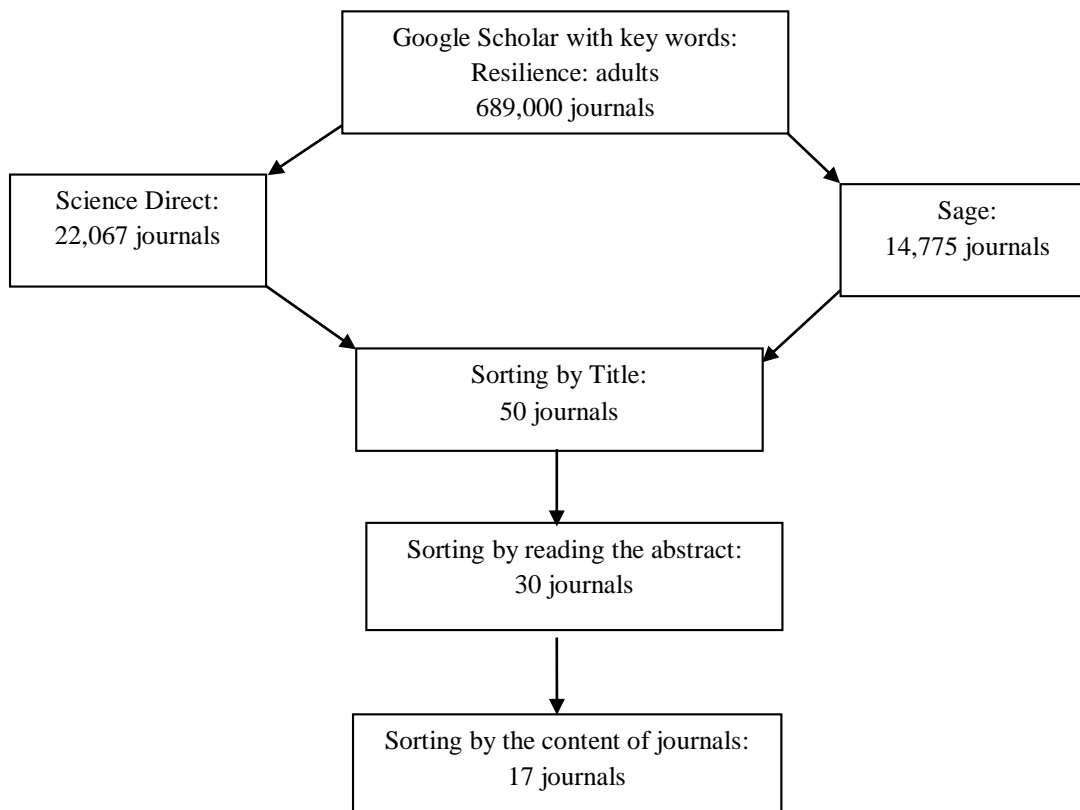
RESULTS

From the review process of 17 articles obtained, there are 5 themes related to resilience in young adults to the elderly, namely the definition of resilience, factors that affect resilience, aspects of resilience, scale of resilience measurement and therapy to increase resilience. The five themes will be described sequentially in the following paragraphs.

A. Definition of Resilience

The etymological derivation of the word 'resilience' comes from Latin which means softening, which means 'bouncing, jumping / stomping'. These adverse or traumatic events can put individuals at risk to sacrifice their ability to deal with pressure. Many consequences of resilience have emerged in the literature, such as integration, personal control, psychological adjustment, personal growth, and solving problems effectively, but integration and solving problems effectively will clearly shows the results of higher resilience [9]

Resilience is a dynamic capacity and adaptation process in facing the stress and adversity, while maintaining physical and psychological function. The stressful condition that occurs is responded by resilience which is a form of positive emotion to be more resistant to a stressor. Stress can lead to the development of mental disorders, so resilience appears to help individuals positively deal with differences or life experiences and difficulties [10]

Resilience is the ability of individuals to make positive adaptations to achieve better results in terms of behavior, achievement and social relationships and the level of individual resilience when facing adverse conditions. Resilience in individuals will make individuals to be able to overcome the difficulties faced in their lives that are influenced by environmental [11]

Life skills such as how to communicate with others, the realistic ability to plan the life can be formed by developing self-resilience. Unexpected human life creates an endurance to be able to take another perspective from each event. Humans will develop ways to transform stressful circumstances into an opportunity for personal development. Increasing resilience is an important task because it can provide experience for humans in facing life's challenges and difficulties [12]

B. Factors that affect resilience

Research shows the results that middle-aged adults have more resilience than early adults. In early adulthood, social support was an important factor to build resilience, whereas in the middle adulthood, the ability to regulate emotions and solve problems well became influential predictors[10]. Other factors that arise in increasing resilience are education level, gender and cultural background [13]and some research shows that women have higher resilience than men [14]

Banaag states that resilience is a process of interaction between individual factors and environmental factors. These individual factors function to resist self-destruction and conduct self-construction positively, while environmental factors function to protect individuals and "soften" the difficulties of individuals' life[15]. Identifying resilience requires two conditions, which is the first is a

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significant threat to the individuals (*high risk*) or be stricken by adversity and chronic trauma and the second is the quality of adaptation or individual development is classified as good.

Meanwhile according to Grothberg (1995) there are 3 factors that influence individual resilience[16]

1) *I a*m, that is the power that comes from the individual itself. This factor is divided into several parts, namely pride in self-ability, self-love, altruistic empathy and independence

2) *I have*, where individual resilience is influenced by external factors, namely rules at home, role models, and relationships with other people.

3) *I can*, where individuals relate to one's social and interpersonal competencies such as establishing trustworthy relationships, communication skills, problem solving skills, and measuring temperament in both themselves and others.

C. Dimensions of Resilience

Wagnild and Young describe the dimensions of resilience into 5 [17], namely:

1) Equanimity

Balance of views about various experiences in life. Individuals who have equanimity understand when life is like a wheel, there is a time above and there are times when it is difficult.

2) Perseverance

Individuals who have perseverance will continue to advance even though they are experiencing difficulties or despair in facing problems, but still discipline to continue their struggle

3) Self Reliant

Self reliant is the ability to depend on themselves and recognize their strengths and limitations. People who have self reliant, then they are confident in their ability to solve various problems

4) Meaningfulness

The meaning of life believed to have goals and values. People who have meaningfulness will do various things based on goals and give meaningful value in their life.

5) Existential aloneness

Existential aloneness is the fact that everyone has a unique way of life. A person who has existential aloneness will feel unique and different from the others.

In addition to the above dimensions, resilience consists of several factors, Connor and Davidson stated that there are five factors that are found in resilience[18], namely:

1) Personal competence

Someone who has resilience will identify a problem to be a challenge that must be resolved and has maximum confidence to find a way out of the problem

2) A person's trust in others and tolerance for negative impacts

Individuals will seek support from the closest person to help receive the impact of the problem and involve other people in solving the problem

3) Positive self-acceptance of change

When experiencing a problem or traumatic event, individuals will try to accept it patiently. After accepting the condition, the individual will have clearer goals or thoughts to get back up and be sure that everything can be controlled properly

4) Ability to control

Resilient individuals can control their emotions when facing the traumatic and stressful events that occur in their lives and are more realistic about the sense of control itself.

5) Spiritual

Individuals who are resilient or firm of having a high faith and belief and they are easier to get up and be able to adapt to difficulties.

D. Scale for measuring resilience

The scale to uncover resilience is divided into several, namely:

1) CD-RISC which was published by O'Çonnor& Davidson in 2003 which consisted of 25 items. The results of previous research confirm that the RS and CD-RISC appear to only assess the cognitive aspects of individuals by ignoring social / interpersonal factors from resilience.

2) CD-RISC that has been modified by Dong et al (2013)

Modified CD-RISC instruments can be useful in assessing the resistance of psychiatric patients because they manage diseases such as PTSD, depression, and anxiety. There are 2 items added and changed to 27 items [13]

3) Social / interpersonal subscales from SPF

The SPF-24 social scale appears to assess the quality of social support and beliefs in social skills and does not measure the number of friends or frequency using social skills. Likewise, the scale of SPF-24 measures the level of one's confidence in

achieving the highest goals in life. The SPF-24 allows people to identify the improvement field and allows the development of treatments or intervention plans and measures the possibility of someone is lacking of social support. This information can be used to help young people build social cohesion and increase social support in everyday life [19]

4) RS-25 & RS-14

One of the most widely used tools in resilience research is the Resilience Scale (RS) by Wagnild and Young (1993). RS is the first instrument developed to measure resilience and can be applied in various age groups, from adolescents to elderly. The first scale is a tool that aims to evaluate the level of individual resilience through five personal characteristics. Although there are many validation criteria, which are used for research of elderly in North America, Brazil, Argentina, Sweden, Japan and Spain, the RS-25 scale factor structure is not yet reliable and clear. This shows that further analysis is needed to create RS-14 [19]

5) RAS (*Resilience Appraisal Scale*)

The Resilience Appraisal Scale consists of three aspects, namely social support, emotional management skills and problem solving abilities [20]

E. Interventions to increase resilience

Letting go is one of the ways to increase resilience. Letting go is as a technique to bring back things that are not realized so they can be accessed. Corey uses the term letting go in terms of letting go of hurt and revenge, guilty, and self-destructive patterns such as thoughts, feelings and behaviors in order to have a calm soul[22]. Therapy to increase resilience in Indonesia uses a number of Emotion Regulations training and *Dzikir*, these two therapies are not found in external researches which assume that spirituality does not contribute to the process of increasing resilience [23]

The research has focused on therapy to increase resilience in adults through the ability to enjoy positive experiences by doing activities to encourage anticipation of future events; and guidelines for strengthening relationships that trigger feelings of happiness. An article shows the relationship between happiness and resilience. In young adults, it is shown that interventions to increase happiness through optimism, gratitude, and positive emotions also have the potential to build resilience [14]

Positive emotions are a good mechanism for increasing welfare and allowing people to face more effective challenges. The intervention to increase the following resilience is *Reminiscence therapy*. This therapy tries to generate significant memories from the past by sharing experiences, information, and activities carried out. Looking back as a reaction to change and loss is a natural thing and can lead someone to reflect on their lives and reflect on their meaning. Memories can help elderly adults maintain a sense of integrity and control [24]

DISCUSSION

There is several research methods found in this literature review. First the experimental method, there are two journals that both use the experimental method by giving treatment in the form of *Dzikir* training and emotion regulation training to increase resilience. Both qualitative methods are used by two Indonesian journals in the hope that qualitative methods can dig deeper and understand an event holistically, while the experimental method is used to increase resilience in subjects who have passed stress or traumatic events[25]. Research using female subjects was found in three journals, where it was proven that women had higher resilience than men.

While the definition of resilience both say to adapt or rise up after experiencing a traumatic event. Research on resilience can reduce the level of depression and it can form a good mental health. In the aspect of resilience factors, Asian culture has the same supporting factors to increase resilience, which is in the form of social support. Social support is obtained by individuals from family or close friends [21]

Resilience is also one of the ways to identify those who are at risk for depression after 12 months of experiencing a traumatic event [26]. Resilience is also found in individuals who are caregivers because it can reduce their burden and predict the results that indicate mental and physical health and quality of life in family members and create optimal family function [27]

The results of the study show that the closeness between family members, family communication and social support can increase family resilience [28]. Research conducted in China with elderly subjects said that besides the resilience, social support obtained from families such as from children and grandchildren can prevent the occurrence of depression in the elderly. The concept of resilience also contributes to the prevention of mental disorders because it provides immunity in the soul

In the aspect of scale equation, there are five journals that use the CD-RISC scale to measure the level of resilience in each individual. The CD-RISC consists of two versions, there are 25 items and 10 items, while the RAS scale created by Johnson & Johnson (2010) is used by two international journals. This scale consists of three sub-scales that reflect social support, emotional regulatory skills and problem solving skills [21]

The differences found regarding the views of this aspect reveal resilience; there are three aspects of each expert to uncover resilience. The first aspects of Wagnild and Young describe the dimensions of resilience into 5 dimensions, namely equinamity, perseverance, self reliant, meaningfulness, and existential aloneness[17]. Meanwhile Grothberg stated that 3 aspects of resilience, namely I am, I

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have and I can. Another difference was found in terms of intervention[16]. From those two aspects, the five aspects of Wagnild and Young are more effective and deeper to measure a person's level of resilience because they are more comprehensive and deeper. Interventions to increase resilience are very varied ranging from behavioral approaches and cognitive approaches. The behavioral approach for example is *Dzikir* training, emotional regulation training [23], a training to calculate and write blessings on a journal entry [14]. Cognitive approaches such as letting go in the sense of releasing hurt and revenge, guilty, and patterns of self-destructive patterns such as thoughts, feelings and behavior [25]. Another intervention is reminiscence therapy, where people know what resources are available to deal with crisis situations, what strategies help them survive in the past, and what can help them overcome changes in life [24]

CONCLUSION

Every adult individual must experience several events in his/her life. These events occur from pleasant to unpleasant events that cause trauma to individuals. Many researches have examined the concept of resilience. It is started from understanding, influencing factors, aspects, scale and finally the therapy to increase resilience.

The results of the literature review by the authors state that the definition of resilience is an individual's ability to rise up again, to face and be able to adapt to solve problems or trauma that occur in life. The factors that affect resilience consist of external and internal factors. The aspect found by the author is to measure resilience according to Wagnild& Young and according to Grothberg, but aspects according to Wagnild and Young can measure resilience comprehensively.

The scale for measuring resilience consists of CD-RISC, modified CD-RISC, RS, SPF and RAS that measure resilience in the elderly. Interventions conducted to increase resilience have two approaches, namely behavioral and cognitive approaches, such as letting go, reminiscence therapy, *Dzikir* training, emotional regulation training and a training to calculate and write blessings in a journal entry

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Recognition of the Printing of the Photo of the Flower to Design the Identity of Iranian Dishes with a Visual Communication Approach

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Abstract: Design in the field of photography printing on porcelain includes a wide range of methods of different methods. One of the main reasons for welcoming a wide range of audiences from these dishes is the visual appeal of various floral motifs. This research's central question is how can Iranian identity be created by using the principles of designing and printing floral photo-reversal motifs on ceramic containers? Understanding the nature of decal printing, floral motifs, Iranian dishes' identity, and visual communication of these motifs on containers are among the main variables of this study. This research aims to understand the principles of designing and printing flower motifs of ceramic containers to create an Iranian visual identity. The research's central hypothesis is that by designing and printing floral pictorial motifs on ceramic containers, Iranian visual identity can be made. Such motifs are easily applicable by the photography method. In this research, using library and field studies, the presented designs are examined, documentary work method, and visual data collection tool. The approach of this study is analytical-descriptive. The results show that the identity of flower motifs of ceramic containers is less of an Iranian nature and has a non-Iranian identity. It is not by traditional and artistic motifs of Iran. Based on the theoretical research results, the practical project has been designed and implemented in designing floral motifs for different containers such as plates, teapots, and horseshoes that create an identity closer to the samples on the market than other companies.

KEYWORDS: Design- Print- Photography- Iranian Floral Motifs.

Introduction

Floral photographic motifs in ceramic containers with Iranian and foreign artists have similar motifs. These dishes have a large audience at home and abroad. Many societies ' tastes follow these motifs and recognize these containers' characteristics and characteristics from aesthetics and visual communication. This shows that the desired motifs have fewer positive points from the structural point of view, visual communication, and Iranian identity. The identity of the floral motifs of ceramic containers is less of an Iranian nature and is more of a non-Iranian identity and is by traditional and artistic Iranian motifs (Rawson, 2011).

The printing industry has made significant progress in recent years with many industries' efforts and has been considered a tool for advertising in many fields and industries. Almost with the changes in the structure of stereotypes, this printed method can be done on any surface (flat, rotating, prominent, and submerged), and any (wood, metal, stone, etc.) can be transferred to the design. Its color variation has increased in recent years—facilities expanding day by day (Stinchcombe, 2000).

Since silk screen printing has been created as a constant and lasting method in printing and reproducing designs, it has constantly been evolving and developing.

Although the printing of flower photographs on containers has no long history and not too distant past and even in the present time, some small workshops and handicrafts transfer the design manually. Still, it has witnessed extensive technical improvements, and these facilities have responded to many of the community's needs. Perhaps one of the reasons for industrialization was the expensiveness of the finished hand-finished product in glazed containers. Many people in the community could not afford to buy and produce these types of containers. We are now seeing that there are few handicrafts in a limited number of houses. Although industrialization of the project transfer eliminated many beautiful aspects of handicrafts, the epidemic and availability of a wide range of society have been industrialization achievements (Collier & Collier,1986).

In Iran, dishes with various beautiful designs have been designed and implemented by artists for many years, many of which today have gained museum and decorative value and are present in museums and galleries in many parts of the world, representing high Iranian art

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The objectives that have been in the back of industrialization of this branch are motifs and images aligned with the industrial structure. What is considered in the research is to identify the nature of flower photoprint printing to identify authentic Iranian dishes, which is investigated by a visual communication approach (Benson, 2008).

Iranian art motifs have a unique feature in world art history that cannot be found in a similar and more critical world example. The beautiful floral motifs of Iranian art do not have the Abbasid King's role and other similar motifs in the world. But industrialization and entering the global competition in ceramic and porcelain containers bring their difficulties and issues. Therefore, we see that Iranian designers in this market and the competitive arena have not introduced the beautiful motifs of Iranian flowers in Iran and the world. Even entering foreign floral motifs on containers produced in our country represents this point (https://ceramopolic.com). The upcoming research subject is "Understanding the printing of flower photography to design the identity of Iranian dishes with a visual communication approach." Design in the field of photography printing on porcelain includes a wide range of methods of different methods. Porcelain is decorated with various designs and roles, which people consume according to their lifestyle and taste. Today, using the latest technology in the printing industry, different motifs can be printed as photographs on containers. The main application of this type of decals is to decorate and create visual effects in various containers. One of the main reasons for welcoming a wide range of audiences from these dishes is the visual appeal of different floral motifs. The flexibility of these decals in the use of containers can be considered as one of the highlights.

This property of floral motifs is a decal, which can be used to decorate all kinds of dishes. One of the most famous motifs used on porcelain is arabesque designs, flowers, and linear and straightforward forms with different textures. But at present, a wide range of motifs of this type of containers are examples of non-Iranian designs that, along with the importation of these containers, are used by manufacturers of this type of containers, and a wide range of Iranian designs have been introduced less (https://villery&boch.com).

More attention and a more comprehensive study of floral motifs in Iranian art and the use of this type of motifs and introducing them to producers and consumers will help create an Iranian identity to this type of container. This research's central question is:

How can Iranian identity be made using design and printing principles, photo-bearing floral motifs on ceramic containers? Recognizing the characteristics of motifs as a small but essential part of Chinese industry and producing photographs is the primary purpose of this research is to examine several examples of photos on containers. After reviewing these motifs and describing each one's technical and decoration characteristics, the essential features of the motifs on the containers regarding social, economic, and psychological foundations are discussed. On the other hand, some Iranian floral art motifs are used for introduction in the path of technical investigation(Wu, 2010).

Expressing unknown and ambiguous aspects

The frequency of flower motifs in the market and recognition of motifs with Iranian identity in comparison with non-Iranian motifs, understanding and receiving the tastes and tastes of customers of this type of containers, understanding the market fluctuation of containers with the desired motifs, the cost of this type of containers, investigating the quality of the role of flowers in Iranian containers compared to non-Iranian samples and recognizing the materials used in printing flower decals are among the main unknown aspects of the research (https://zariniran.com)

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Expression of related variables

Understanding the nature of decal printing, floral motifs, Iranian dishes' identity, and visual communication of these motifs on containers are among the main variables of this study.

Practical Research Project: Proposing and implementing several dishes with a decal printing method using floral motifs is one of the motifs of different Iranian art periods that create containers' Iranian identity. According to the studies and analysis of the theoretical research project, the proposal and implementation of several containers are designed with Iranian floral motifs' decals. Its executive and technical stages are thoroughly investigated. First, floral motifs from different Iranian dishes are examined, and pre-designs tailored to Iranian identity for ceramic containers are designed. Final designs will be implemented on containers in the manner of decal printing. A case study of roses with Iranian identity (based on research studies) examines the practical sector's market amount. The implementation method is first manually and computerized, and then by scanning and completing the design with changes proportional to the shape of the containers, 11 samples will be finalized.

Importance and necessity of conducting research

In today's consumer world, where time to live is limited, what looks like a showcase of stores is that shoppers have no time to waste; motifs on dishes that do not sell themselves in a short time are doomed to fail in this market. What ensures the success of a container in the showcase of stores, even from graphic design, depends on many factors, which is the most critical factor in the design and roles used on the containers (Roncarelli& Ellicott, 2010).

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Since the idea of a designer is organized for motifs, it plays on containers. What needs to be said about the principles mentioned in the graphic design of photographic roles is that in containers, due to the intense competition between products and the great variety of goods in stores every day, a new way to attract the attention of the buyer and impress him, which makes it challenging to present certain principles in the design, but what is certain is that methods on containers such as all visual works are used. To create a beautiful and functional atmosphere, it is required to observe the principles that improve both the work's beauty and application and increase sales (Galitz, 2007).

Because the design and printing of photographs on the container from the perspective of visual communication, especially in Iran, are less paid and Persian resources are meager, the importance of addressing this issue is felt.

The new aspect and innovation in research

Emphasis on designing and printing floral motifs with decals on ceramic containers due to increased sales and exports. This research is a new and innovative aspect that no research has been done in visual communication in this field.

Specific research objectives (including aspirational, general, detailed, and applied goals)

This study's primary purpose was to identify the principles of designing and printing flower motifs of ceramic containers to create an Iranian visual identity.

Sub-objective 1: Understanding the design principles and printing the role of flower decals.

Sub-objective 2: Identifying the visual identity of Iranian dishes.

If you have an applied purpose, mention the names of the beneficiaries (organizations, industries, or stakeholders) (in other words, the location of the case study):

The benefits of this research include photo-printing companies, porcelain manufacturing plants, and visual communication students.

Statistical population and sales rate survey

One of the main concerns of many ceramic manufacturing companies and printing photographs on containers to achieve a spirit with a clear identity or not trying to achieve it is increasing sales and gaining the target market. It is worth noting how much the market accepts them and can sell their products alongside other competitors' products and not fall behind others (Lewis, 2002). In this section, it is discussed to learn about this point. Because the centerpiece of the survey in Iranian companies has been Golsorkh Company, its sales are provided in 2015 and 2016.

Table No. 1- Sales Table of Golsorkh Company products in 2015 and 2016

Sales table of Golsorkh company in 2015 / 2016 in different products

2015 Total sales: 7/851/087/200 Rials
Porcelain product — 59% Saucer / 41% Teapot and porcelain service ⟹ 76% of total sales
Glass product ⟹ 9% of total sales of glassware
Heater product ⟹ 9% of total sales
other products ⟹ 6% of total sales — Enamel products. Raw material. losses

2016 Total sales: 7/277/883/450 Rials
Porcelain product — 61% Saucer / 39% Teapot and porcelain service ⟹ 70% of total sales
Glass product ⟹ 20% of total sales of glassware
Heater product ⟹ 6% of total sales
other products ⟹ 4% of total sales

Total sales in 2015 for 200/087/851/7 Rials, of which the total sales of products including Porcelain, Crystal, Heater and other products and sales percentages have been determined:

Chinese product: a) Nalbi 59% b) Teapot and service 41%. Total sales were allocated to Chinese with 76% of the total sales of - Golsorkh company's products.

Crystal product: 9% allocation to opal containers

Heater product: 9%

Other products: 6% (glazed- film- raw materials and waste)

Total sales in 2016 for 450/883/277/7 Rials, of which the total sales of products such as Chinese, crystal, heater and other products and sales percentages have been determined:

Chinese product: a) 61% b) Teapot and service had 39% of total sales dedicated to Chinese with 70% of total sales of Golsorkh Company products

Crystal product: 20% allocation to opal containers

Heater product: 6%

Other products: 4% (glazed- film- raw materials and waste)

FINDING AND DISCUSSION

Comparative Comparison of Ceramic Containers of Iranian and Foreign Companies

A comparative comparison of domestic and foreign ceramic container production companies can be achieved. In addition to technical similarities, these companies have similar works in terms of design and sample of flower motifs. Except for a few, most of these plans are in the same spirit. In several examples, it can be seen that with few changes, an Iranian design has been implemented to mimic a foreign design. The matching of floral motifs on ceramic containers can be compared with these sections: Use the same and similar designs:

What is achieved in viewing the visual samples of flower containers in this chapter of Iranian and foreign containers at the very first glance is that importing Iranian containers during the importation of these containers and making samples, merely the intention of copying and similar zing has been a priority. In some ways, designers and owners of these companies have asked to create competition with foreign samples and acquire the market, make and design containers that instill the design climate of foreign containers and customers, and audiences of these containers do not initially realize it is Iranian. With this industry's arrival, the designs could have an Iranian spirit, but designers and owners did not make this effort. Few changes in these roles together can be due to the type of design and design transfer methods.

Unfortunately, however, this is evident in Iranian art containers. Foreign containers are the nature of the designs of those countries. Still, in the example of the designs of Kathya Company of Turkey in its traditional works, we see the difference between the role and design with other countries' motifs.

It can be concluded that if the containers are designed with Iranian motifs, they have an Iranian identity. Similar and similar design transfer methods:

With studies on the methods of transferring the photographic design, moving the design in all of these companies is similar. This has an impact on the similarity of roles. The similarity of flower role and transfer methods is another characteristic found in the studied functions sample. In traditional Kathhia examples, it seems that there are also manual methods in addition to instrumental methods and flower reversal methods.

The method of transferring the design in all cases except in a small number of companies and special containers that use traditional methods is by moving the design with silkscreen printing. Many ways of transferring designs with digital devices are not so expanded and cost-effective to replace the transmission method by machine-made silk screen printing method. Iranian and foreign companies generally use this method (Speser, 2012). This can become one of the main reasons for the similarity of Iranian and foreign projects. Many Iranian experts do not know the chemical and technical characteristics and facilities of photo printing. This section has turned itself into a significant problem to create a variety of designs and roles. Technically, designers and performers are familiar with several similar methods for transferring and recognizing the characteristics of laces, lines, and trams and are not trying to improve their capabilities.

Similar design spirit:

The spirit that governs the design of these samples is quite the same. Designers have created a similar nature for most dishes to achieve the elegance and beauty of containers by cloning and copying foreign models. Iranian companies' containers are identical, and their competition for access to containers that can gain market has created an executive similarity. This lack of efforts to achieve practical design ideas using the facilities in this type of photographic printing has become a factor in the lack of designers' efforts to create creative designs. Thus an utterly identical spirit with a few changes in all Iranian and foreign containers has been completed. In almost all of the image samples introduced in this chapter, there are no separate designs among Iranian companies. Without the structural diversity and the subject, the same spirit has made it unappealing to the audience. Only many consumers have accepted these types of schemes by changing their tastes.

Iranian designers unfamiliar with Iranian floral art motifs:

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The obvious point in flower motifs in Iranian ceramic containers, compared to foreign examples, is the lack of familiarity of designers to the course of beautiful Iranian art motifs and designs. Considering the volume of Iranian art motifs, from pre-Islamic to Islamic periods and in various arts, especially in the pottery art of different periods of Iranian art, it can be said that the lack of study and not adapting it to the ceramic industry is one of the main weaknesses of Iranian designers that has led them to imitate imported designs. Having a design research unit suitable for these projects can have a different future for Iranian-natured projects.

Lack of efforts to localize Iranian motifs:

Iranian motifs can localize at least Iranian consumers and follow the tastes of the people of this land. If this happens, it will also happen to be introduced to other countries in the next step.

Designers must first recognize the localization of motifs. After knowing the designers, introducing these plans to investors and orders can enable Iranian motifs' localization. To have a desirable and appropriate culture in using native motifs with Iranian identity and designers and professionals related to containers, vendors, national media, and authorities, such a possibility must be achieved.

The imported culture that has changed society's general tastes has been imported on clothing, dishes, magazines, and everything we are dealing with—achieving the localization of motifs and having an Iranian cultural identity requires belief and effort. The idea that these motifs can compete with imported motifs can be a good alternative to consumers' tastes and to try to get this nature from everyone, not merely a designer in the corner of an industrial factory producing designs and roles.

Fear of selling and losing the competition market:

One reason for not using Iranian art motifs and the lack of familiarity and research of designers and their study and the demands of owners and investors is the fear of selling in the market and losing a competition. Not all Iranian companies have such a desire and effort; no company risks being the first to introduce Iranian projects. However, it should be noted that the audience's general taste can be changed by appropriate marketing and culture methods instead of fearing losing the market to the market and selling at the desired level.

Lack of efforts to introduce Iranian designs to other countries by owners and designers:

Attempting to introduce Iranian flower roles can present flower reversals on ceramic containers as global roles with a very high capacity. As one day, the importation of these containers to Iran became a factor for imitating flower motifs in Iranian ceramic containers. We should keep in mind when Iranian flower art motifs can be imported on large foreign companies' ceramic containers. To do this, Iranian designers must achieve self-confidence and achieve a beautiful collection of designs with Iranian authenticity and identity by researching and studying the beautiful dishes of Islamic art or examining floral motifs and other motifs in various Iranian arts in all periods. Owners of different letters related to ceramic containers can be a practical help, and instead of restricting designers to copy foreign designs, make appropriate investments in Iranian designs. After gaining domestic markets, the look to introduce these motifs to global markets will not be out of reach.

It can be said that fear of the market, lack of knowledge of beautiful Iranian motifs, resorting to foreign designs and copying them by most designers, as well as by the orders, have become an essential factor for reducing the share of designers in designing examples that can have a great spirit with the totality of Iranian art. The following page chart shows the model and the allocation of each design in the market. In this diagram, copying of foreign designs imported containers into Iran has 76% of the total share of methods, which is a considerable share. The percentage of 22% of the existing motifs in the market from Iranian motifs and the minimum stake of 2% of designers are tiny. Many designers are not willing to do, but in this competitive market, the first role is the orders, and the designers do not have the power to influence this market.
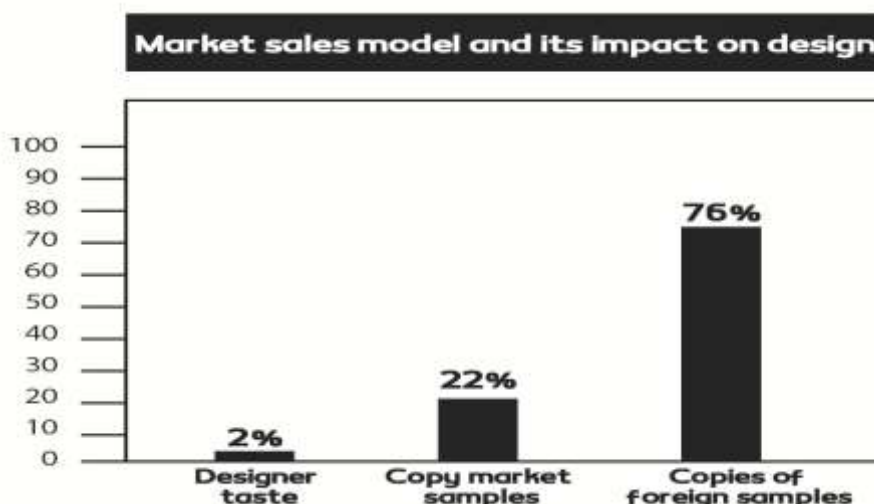
Figure 1. Market Sales Model and its Impact on Design

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Research Questions and Assumptions:

How can Iranian visual identity be created using the principles of designing and printing flower-returning motifs on ceramic containers?

It seems that Iranian image identity can be created by designing and printing floral decal motifs on ceramic containers. By examining and researching Iranian art's visual works from pre-Islamic to contemporary eras, motifs in Iranian art containers, and other skills such as carpet weaving, textile, book-making, tilework, etc. If they comply with industrial production methods of ceramic containers, they can create an Iranian identity tailored to Iranian culture. Such motifs are easily applicable by the photography method. By examining the seasons ahead and explaining how to transfer the project, it is easy to create an Iranian visual identity.

Considering the materials reviewed in the past sections, it is inevitable that if he uses Iranian art motifs with the right program and proper studies, he can create an Iranian identity. If such an approach exists, the hypothesis can be proved.

What is the effect of recognizing technical principles and methods of printing flower decals on ceramic containers on the quality and beauty of containers to the audience's taste?

It seems that recognizing the technical principles and methods of printing flower decals on ceramic containers has a significant impact on the containers' quality and beauty and is in line with the audience's tastes.

What was discussed during the research was recognizing technical methods and principles and printing flower decals on ceramic containers? Of course, with such knowledge, the quality and visual beauty of ceramic containers can be increased due to the high volume of technical and specialized information in the field of ceramics and material chemistry as well as baking and different temperatures, as well as awareness of color and structural changes in the creation of containers that can be used alongside other containers - metal, plastic, etc. To show off and meet the needs of the audience, it can become a different issue.

Understanding technical and technical issues can play an influential role in the quality and beauty of containers. With this view, this hypothesis can also be proved.

What is the effect of floral decorative motifs in different works of Iranian art on ceramic containers' identity with printing decals?

The study of decorative motifs of Iranian art has a decisive role in the Iranian visual identity of ceramic utensils. What can indeed be said about ceramic containers is that they are a continuation of traditional containers of past periods. The numerous oblivion of Iranian art motifs, which have contributed to Iranian art's identity throughout the world, can distort Iranian dishes' visual identity. Studying and studying Iranian motifs by researchers and the existence of a design study section in each production unit and spending the budget in that section and synchronizing the designs with the techniques and methods of making photographs, and the tastes and tastes of consumers and audiences will be an essential step towards creating an Iranian visual identity in ceramic containers. The lack of attention to this point can be seen in the containers of Iranian companies. In ceramic containers, Birch, Zarrin, Golfam and Golsorkh, dishes do not have an Iranian identity. This lack of introduction of the audience community is a high volume of Iranian art's beautiful floral motifs. It may be said that Iranian companies should oblige themselves to try to create an Iranian identity and not worry about the consumer market.

Their attempts to create motifs with Iranian identity cause these motifs to be introduced to other audiences in other countries. Once again, Iranian dishes can find a suitable position globally and establish their work alongside famous names and brands.

RESEARCH SUGGESTIONS

More appropriate scrutiny and long-term plan to better familiarize yourself with the motifs of historical periods of Iranian art before and after Islam.

Recognition of materials used in traditional Iranian past art methods and its adaptation to the industry and new ceramic container productions.

We are studying the reasons for the higher sales of imported samples, both in terms of design and quality of ceramic containers manufacturing.

We are launching the research section of the project to expand research in all design and manufacturing fields in each printing and production company of ceramic containers.

Acculturalization of Iranian art motifs and designs among the audience by increasing Iranian designs' quality and richness. We are encouraging investors and activists in this field to support projects with Iranian identity.

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Problems in Millennial Parenting Phenomenological Study in Indonesia

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ABSTRACT: This study aimed to describe the problems in parenting to the Millennial generations and the solutions done by their parents in Millennial caregiving. It was qualitative research. The informants of this research were families; fathers, mothers, and children in millennial generation age namely mothers and fathers as primary informants and children as secondary informants. Criteria of primary informants were mothers and fathers whose children were born between 1995 and 2010. Then the children were those who are closely attached to technology (mobile phones, tablets, computers, etc.). There are 4 mother as main informants. The data collection technique in this study was a semi-structured interview. The data were collected through voice recording devices using mobile phones and stationery. Data triangulation techniques were used as data credibility testing. the finding, it could be concluded that the parents found some problems in their millennial children who liked to play mobile phones, such as they become handphone addicted, difficult to control, lazy, and stubborn. Their lazy habit was started from the intensive use of mobile phones. They discovered many more interesting things from the virtual world than the real world. As a result, when the parents ordered them to do something, they were procrastination on the requests because they did not want to miss interesting things from their cell phones. Problems arising in care come from internal and external influences. The influences can be the guilt of the parents themselves, the last education achieved insight and knowledge. Lack of insight into technology becomes its obstacle. Parents who were low understanding of technology would find it difficult to keep up with parenting because it is the era for the parents to master it. On the contrary, the external influence comes from the environment and culture around the family. An active environment with technology forces children to follow the environment. Parents of the Millennial generation can make their children discipline in using cell phones in various ways namely, confiscating cell phones directly so that children get a strong deterrent effect and advising them wisely in using cell phones.

KEYWORDS: Parenting, Generation, Millennial Generation.

I. INTRODUCTION

Children are a gift from God that is entrusted to a mother and father. Where they have the responsibility to care for him into adulthood. Based on the Convention on the Rights of the Child in the Child Welfare Composite Index or IKKA (Imawan & Ahnaf, 2016), there are 4 categories of children's rights, namely (1) the right to survival, the right to preserve and maintain life and obtain the highest standard of health and the best care - the good; (2) protection rights, to obtain protection from discrimination, exploitation, violence, and neglect; (3) the right to grow and develop, obtain education and attain a standard of living that is adequate for physical, mental, spiritual, moral and social development; (4) the right to participate to express an opinion in all matters affecting children.

Children are educated and cared for so that they can carry out their responsibilities and obligations to their parents when they grow up, which will also be passed on to their children. Thus, parenting itself means all aspects of behavior from adults to children that are intended to protect, care for, teach, discipline, and guide them (Matsumoto, 2009). By achieving parenting in advancing children's well-being, adults offer children the best opportunities to develop character and competencies that lead to successful adult life (Bornstein, 2005).

Lestari, (2016) explained that parenting is doing something to the child so that the child becomes like a human being. Parenting itself is the main responsibility of parents, such as meeting the child's basic needs, then practicing the most basic life skills, providing the child's material needs, fulfilling psychological and emotional needs, and providing opportunities for children to be able to take proper education. Parental care is a way of fulfilling children's rights that must be given. Sunarti (2004) explained that parenting is a process that parents do to children such as nurturing, caring for, teaching, guiding as a form of application of their affection so that children can live a good life. Therefore, parenting is very important for children (Bussa et al., 2018), because it is an attempt by parents to shape the child's character physically, intellectually, or socially.

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The first aspect of parenting according to Baumrind (cited Surya, 2015), control, is an attempt to influence children's activities excessively in order to achieve goals, create dependence on children, become aggressive children, and increase strict parental rules. The second demand for maturity, emphasizes the child to reach a level of ability intellectually, socially, and emotionally without giving children the opportunity to discuss. Third, Engagement Support is an interaction developed by parents that are characterized by parental care, warmth, approval and various positive feelings towards the child. Fourth, communication between children and parents, lack of communication between children and parents, such as parents not asking how children think and feel if they have problems that must be resolved. Fifth, compassion, is the absence of warmth, care, love and feelings of compassion, and involvement which includes appreciation and praise for children's achievements. Sixth, closeness and the seven points of discipline, are usually done so that children can master a competency, carry out self-regulation, can obey rules, and reduce deviant or risky behavior.

In general, parenting has several styles. The determination of the style used by parents is influenced by many things such as environment, experience, educational background or others. However, it returns to the beliefs of each parent, which parents will apply (Sawitri, 2010).

Parents have their expectations for their children, therefore the application of parenting has a different style. In the process itself, it is not certain that what parents do to their children will be imitated in the future by their children. Parents are required to find new things in parenting their children, the development of the era demands them to lead to a more modern direction. Sawitri (2010) states that parents are required to be more creative in finding ideas in their upbringing, this generational difference requires parents to better balance the development of their children so that language continuity is maintained between parents and their children.

Generation studies are based on differences in value orientation, different experiences, life experiences and generally related judgments. This study describes community and social problem testing which means acceptance of simple principles, which involves cohort-based research (groups from birth years), the results of which can be understood as differences in behavior within groups (Törőcsik, Szűcs, & Kehl, 2014)

Generally, the term generation refers to the average distance between the births of the parents and the birth of their offspring. This definition refers more to sociology, but at present, it does not fit. Because cohorts have changed very rapidly in response to new technologies, changing careers and study choices and social value sharing, two decades are very far from extending a generation (McCrindle & Wolfinger, 2009). Kupperschmidt's (cited Smola & Sutton, 2002) reveals that the meaning of generation is a group of individuals who have group criteria based on the same age, year of birth, location, and events in the life of that group of individuals who have a significant influence on their growth phase.

Then Willian Strauss and Neil Howe say that generations are formed from a certain period of time,

"Generational experts William Strauss and Neil Howe agree that generations are shaped by a particular period:" A Generation is a group of people who share a time and space in history that lends them a collective persona "they also say that the" span of a generation is roughly the length of a phase of life ". (McCrindle & Wolfinger, 2009)

That is, William Straus and Neil Howe agree that the form of generation is time-sensitive: A generation is a group of people who divide time and space in history which lends them a collective persona, then they also agree with the assumption that generation time is vulnerable more or less throughout life. According to this theory, each specific period can be grouped according to major events at that time which resulted in the similarity of behavior in the group for a certain period. Some of them are Generation Z or commonly known as the Millennial generation, this generation is a generation born between 1995 - 2010 (McCrindle & Wolfinger, 2009). In this generation, the world has begun to be introduced to advanced technology, and at this time technology is being intensively produced on a large scale and continues to be updated until now such as cellphones, TVs, laptops etc.

Each generation has its own characteristics that are quite different. In Bencsik & Machova's research (in Bencsik, Juhasz, & Csikos, 2016) the results show that there are differences in the characteristics of the Millennial Generation that stand out from the previous generation, these differences are in the mastery of technology and information. More completely, the characteristics that have been researched are such as the factor. This generation's view is that there is no sense of commitment, is happy with what they have and live for this time. In their technology factor Intuitive, then the value factor - the value of quick reaction to everything, initiator, courage, access to information and fast search content. Other characteristics such as different points of view, lack of thinking, happiness, fun, divided attention, less thought about consequences, no desire to make things happen, boundaries of work and entertainment overlap, feeling like home anywhere.

Suwarno et al. (2018) revealed that the character of the Millennial generation is an attractive person, open and enthusiastic about new things, able to convey what they like and don't like as they are. In addition, what stands out from this generation is their expertise and interest in technology, then they are more target-oriented so they do not enjoy the process or are called "Instant Generation". Tend to complain more quickly at strenuous tasks and then take shortcuts if they get stuck. This minimalistic and target-oriented attitude has become a generation that has broad and not deep insights. Many know (could be) but shallow.

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Based on the description of these problems, researchers conducted a preliminary study by interviewing three mothers who have children with the Millennial generation. The first informant, the cell phone that the child is holding is still used together with the parents, but the child often takes the cellphone outside the house to play games with friends. Children are more difficult to manage, when asked for help from parents because they are often fixated on cellphones. In addition, children often don't let go of their cellphones in various activities such as cooking.

The second informant, the habit of his child who is done at home after school is playing on his cellphone, according to the parents' explanation, he is often lazy and his wishes often have to be obeyed instantly. For the third informant, children prefer to play games so they often struggle, when told by their parents.

Based on the results of the preliminary study, some problems are felt by today's parents, children who are fixated on cellphones and behavior that looks different from the previous era. This difference in behavior makes it difficult for parents to care for them, on the other hand, the demands of the times must be adjusted but also the care must continue as it should.

Based on this preliminary study, the researchers found problems that might be further looked at have something to do with parenting for the Millennial generation, like what problems are experienced by mothers with millennial children ?. The purpose of this study is to describe the problems arising from parenting in the millennial generation

II. METHOD

This study used qualitative research methods. Qualitative research emphasizes the most important thing from the nature of a good / service, in the form of social events/phenomena, where the meaning behind these events can be used as valuable lessons for the development of theoretical concepts (Satori & Komariah, 2011). While the approach used is phenomenology or an approach that seeks to understand an event related to the people in that situation. The focus of this research is what problems are found in the care of mothers in the Millennial generation. The informants of this study were 4 mothers who had millennial generation children or children born between 1995 - 2010.

Data collection techniques using semi-structured interview with interview guides that have been prepared beforehand. In the preparation of interview guidelines, the study refers to 7 aspects of parenting, namely: Control, is an attempt to influence children's activities excessively in order to achieve goals, create dependence on children, become aggressive children, and improve strict parental rules Maturity demands emphasize children to reach a level of ability intellectually, socially, and emotionally without giving children opportunities to discuss. Support Involvement is an interaction developed by parents that are characterized by parental care, warmth, approval and various positive feelings of the parent for the child. Communication between children and parents, lack of communication between children and parents, such as parents not asking how children think and feel if they have problems that must be resolved. Affection, is the absence of warmth, care, love and feelings of compassion, and involvement which includes appreciation and praise for children's achievements. Closeness and Discipline, usually done so that children can master competency, do self-regulation, can obey rules, and reduce deviant or risky behavior.

Before conducting interviews, informants filled out the informant consent form as one of the qualitative research ethics. In the data collection process, researchers used a recording device (mobile phone) to interview informants. Data triangulation techniques were used as data credibility testing, and data analysis techniques using interactive analysis techniques.

III. RESULT AND DISCUSSION

A. Control Aspects

Informant 1 said that in the control aspect, he often advised children and carried out direct and indirect supervision. Informant 1 also felt a little difficulty in controlling the child because he felt tired of advising children who only answered yes but did not necessarily do it and the dilemma between the behavior that was carried out was often contrary to the heart because he did not have the heart. In Informant 2, the control aspect of children dressed neatly and teaching manners was then asked to study religion by reciting the Koran, the informant was also fairly strict in looking after children when going to play or studying groups must be picked up if the distance was far In Informant 3, the control aspect that arises is the supervision of children while playing by looking for children's playgrounds where, to control their own children, sometimes punishments such as hitting children. For Informants 4, the control aspect is by giving the advice to be more independent and teaching manners as initial behavior control. Meanwhile, the difficulty felt by informant 4 was that it was difficult for children to obey orders. Therefore, informant 4 gave a gift/reward to the child if he could do what the parents asked him to do, this was one of the informants' ways to control the child, besides that there was a reduction in pocket money if he could not do it according to the agreement. Informant 4 also sometimes threatened children to report to their father if the child did not obey.

Of the four informants, two of them stated the similarities in the difficulties faced, namely children who did not obey parental advice, were easily influenced and often rebelled, were found in Informant 1, informant 2 and informant 4. Whereas informant 3 once gave a soft hit while raising his voice.

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B. Aspects of Maturity Demands

Informant 1 for the aspect of maturity demands, a way to teach maturity by instilling moral values to dress modestly and being responsible for what is done. Informant 2 often advised their children to give in more often to their younger siblings, Informant 3 directed and guided children to be more mature and informant 4 led children to be more able to help their parents.

Each informant has their respective goals in demanding the maturity of children by advising, directing and guiding in being responsible with what is done to make them more mature to their younger siblings. Of course this depends on the parents' program in educating their children.

C. The Support Aspect of Engagement

Informant 1 on the aspect of support is involved in supporting children trying to realize children's needs, especially those that are material in nature, but the obstacles faced are related to the economic situation of the family. Informant 2 said that support is usually done when children ask for help with their homework and provision of needs from the school, Informant 3 is participating in helping provide children's needs such as necessities from school assignments or children needing materials for cooking, then the informant stated that honest son. Whereas for Informant 4 the involvement support provided by informant 4 for children was buying school supplies, even though the obstacles often encountered by informants were related to the family economy.

The support provided by all informants was mostly material, namely the fulfillment of children's facilities, especially in school matters. The obstacle in this aspect is more due to the economic condition of the family. The non-material support provided by the informants was directing children to be true to be humble and to be honest when experiencing problems.

D. Communication Aspect

Informant 1 In the communication aspect, the informant feels that there are no difficulties in communicating with children. children often tell stories about their daily lives outside the house with informants. In Informant 2, the Communication Aspect does not seem to have any difficulties, the informant said that the second child who is talkative often tells stories then for the first child rarely tells, but the informant continues to supervise maybe there is a problem so that communication continues. Informant 3 did not experience any problems because children used to open up to informants, usually while watching TV together or at bedtime, children began to tell stories about anything. In Informant 4, on the communication aspect, it seems that there is no difficulty, the informant used to talk to his child asking how activities at school or outside of school.

In this aspect, it was found that there were no difficulties in communicating with children. Overall, informants often asked their children about activities at school or outside of school. There was no specific time for communication, informants used the available free time to chat with children such as after school, watching TV or before bed.

E. Aspects of Compassion)

Informant 1 said that the aspects of affection such as joking, hugging, or children's desires could still be realized by the informant and the partner. On the informant 2 aspects of affection, namely by stating that to maintain family warmth by fluent communication. Cooking the child's favorite food is also a form of affection, but the informant gave the children the conditions before doing it. In Informant 3, the aspect of affection for what is usually done is the same as informant 3, which is like cooking the food you like, the youngest child, especially the food, is still picky, so informants often ask what they want to cook first. The same was done for Informant 4, the informant, namely by cooking the child's favorite food.

We can see that all the informants prefer the form of affection for the children by cooking the children's pleasures, then invite them to play or maintain communication with the children. The aspect of compassion in this study is very limited in what parents can do. In this case, it is a daily habit in the form of cooking foods that are preferred by children.

F. The Aspect of Proximity

Informant 1 In the aspect of closeness, informants communicate more often as a way for children to be open, informants themselves feel that their first child needs a more approach than their younger siblings. Informant 2, informants who have no difficulty in this aspect. Informant 3 In the aspect of closeness, it is stated that children are closer to informants in their daily life. In Informant 4, it can be seen from the statement that children like to talk to their parents when there are problems. In this aspect, there were no difficulties for the informants, all the informants. This is evidenced by the usual family activities they do together.

G. Disciplinary Aspects

Informant 1 said the disciplinary aspect was by advising and disciplining which is usually done in everyday life. Informant 2 in the disciplinary aspect of children, namely being firm with what the child wants, that his requests are not always obeyed. In the disciplinary aspect of Informant 3, the informant experienced difficulties because the children played more on their cellphone both alone and with their friends, especially their first child, when asked for help by the child informant they often did not immediately carry out orders or often delayed first. The informant's way of disciplining children is by giving advice. Whereas for Informant 4, the disciplinary aspect is usually carried out by the informant by advising the child, even though sometimes the child likes to rebel against it, the informant usually gives small threats such as complaining to the father as one of the children's efforts to comply with orders.

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Generally, the environment always affects the development of every child, so it is not surprising that the environment also plays a role in providing various ways of caring (Edwards, in Wulandari 2016). This can explain why friends are very influential on children's habits.

Three out of four informants said it was difficult to discipline children such as asking to do something (telling children) but the response was given by delaying work. The informant stated that the reason for children delaying work was due to the use of cellphones so that they felt lazy. Troubleshooting informants is more about silencing children, confiscating cellphones, and scolding them.

Other findings are based on interviews, namely the difficulties felt by the informant as a mother, namely, children who procrastinate, are "naughty", and are fixated on their devices. In parenting, there are external and internal influences. Educational background is an internal influence from the parents themselves, how broad the knowledge of parents is to raise children. The lack of parental education, which is only limited to high school graduates, means that the teaching or care given to children is also limited, especially in today's conditions. This is in accordance with Edwards' statement (in Wulandari, 2016) which states that parental education is one of the factors that can affect parenting. Edwards also explained that child care will be influenced by education from parents. Some ways that parents can do to be better prepared in carrying out their role of caring for children include: engaging with children's educational activities, observing children's activities and all things related to children, always trying to spend time playing with children to foster trust and closeness with children.

Parents are required to understand technology better than their children so that they can direct, educate, and nurture their children to be able to adapt to the times well. Then the immediate environment greatly influences the state of care, the atmosphere, the culture that helps build children's character influences parenting, this is what makes parenting different for each parent.

IV. CONCLUSION

Mothers as parents experience difficulties, this is caused by children who like to play on cellphones, children become unruly, lazy, and stubborn. This behavior starts with more intense use of cellphones than before because according to children, many things are more interesting from the virtual world than the real world. As a result, children when asked for help by their parents often postpone their requests rather than do it directly because they don't want to miss interesting things that are being watched from their cellphones. Problems arise in parenting influenced by internal and external influences. The influence of guilt from one's parents, the latest education achieved, the insights and knowledge possessed are one of the factors that trigger the problem. Parents who do not understand technology will find it difficult to keep up with the times. Lack of insight into technology is a barrier in itself. Then the environment and culture around the family can cause problems as well, including the child's character is also an influence. An active environment with technology forces children to follow environmental conditions. Parents themselves in disciplining or controlling children must be wise in using them.

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The Self-Image of Tattooed Women within the Social Interaction Space in the Society

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ABSTRACT: This scientific paper discusses how tattoo edwomen interact in social life with the majority of people having a negative view of tattoo images. Atattooed woman interacts socially and culturally. It is in this social space that she negotiates with her social world, in various ways, such as allowing the tattoo image on her body to be openly seen, or she tries to cover it up when the woman considers negative or positive views of the tattoo images on some parts of her body The approach used to understand tattooed women's interactions with their social life was the Looking Glass Self proposed by Charles Horton Cooley, which discusses how the looking glass self analogy affects the developmnet of a person's self-concept.

Thiswas a qualitative study designedto answer the problem of how tattooed women interact with their socio-cultural world which has positive and negative views. Qualitative method of a tattooed woman life story was applied to explore experiences regarding their social interactions. This study involved 3 case studies to answer such problem. This study found that there were different negotiation processes between a tattooed woman andanother, alongwithdifferent cases of tattoo image ownership.

KEYWORDS: Self-Image, Social Interaction, Tattoo

INTRODUCTION

Humans undergo physical changes as part of being and together with other bodies in the material and social world (Kosut, 2015: 32). The body, as a cultural and biological entity born simultaneously, immediately succumbs to the modification process at birth, which ends when the neural congestion in the fat body is finally exposed. The practice of body modification is usually characterized as an act in which a person plays an intermediary role in his bodily changes (Johncock, 2012: 241). Physical experiences and processes, such as aging, disease, and death are experienced the same everywhere, but understanding on these experiences and processes depends on the individual person and the cultural context in which a person lives.

According to Shilling (2003: 4-5), in order to show their identity, people are involved in various "body projects" that seek personal construction for the benefit of health and beauty of the body. For people whose desirechanges to be truly manifested in their own flesh, their bodies become a screen through which culture can see or fall to see that the culture itself is reflected. Wegenstein found that people who were surrounded by make-over bodies can produce a desire for someone to do the same thing but also produce a circular gaze, namely "I see myself in someone else's body,and other people's bodies tell me how I look "(Gentles-Peart, 2015: 2).

Tattoo means scratches on the skin surface of the human body (Setiawan & Jayanegara, 2016: 29), which comes from the Austronesian language. Skin scratching as an art is widely practiced among Austronesian people. It was one of the earliest technologies developed by the Proto-Austronesian people of Taiwan and the coast of South China before or at least 1500 BC, before Austronesian expansion to the islands of the Indo-Pacific. Tattoo traditions, including facial tattoos, can be found among all Austronesian subgroups, including the Aboriginal Taiwanese, Southeast Asian Islanders, Micronesian, Polynesian, and Malagasy people (Cremationink Ink, 2021).

Tattoo is made in two ways. The first is through scarification, which is scratching the surface of the skin using a sharp object, deliberately causing a wound, and when the wound heals it will form a prominent mark on the skin surface. The secondisbymaking a needle-small hole in the surface of the skin with a pointed object accordingtodesired imagepattern. Through these holes, the ink, dyes or pigments is inserted under the surface of the skin (Marianto & Syamsul Barry, 2000: 2).

In modern social life, when influential major religions emerge in society, it is undeniable that tattoos always cause controversy in various societies, civilizations and eras. The connotation of tattoo is negative, discriminatory, and has stigmas attached to someone who has a tattoo image, both male and female. Especially, a woman is expected to look elegant and graceful. So, when people find a tattooed woman, various judgments about the tattooing behavior will emerge (Soeprapto, 2002: 112). Charles Horton Cooley (2017: 29-32) argues that in social life that has the nature of freedom, there is still a conflict between choice and

social suggestion. We can position Cooley's thoughts in the social life of the tattooed woman, where her choice to get a tattoo is interfered with the rules of the surrounding community.

In a social view, tattoo images on the body are still considered taboo. There are various things that support this attitude, such as the tattooing process that is considered unusual, many stories about tattooed parties committing criminal acts that refer to contemporary social problems, and still much morereasons(Arifin & Suardi, 2017: 7). Regarding the taboo view of some people and sincetattoo is prohibited by some religious laws and society has not fully accepted it, we have to explore the woman motivation to keep tattooing their bodies. The era is getting more advanced, technology advance is accompanied by an increasingly open thinking about new things that are starting to be accepted by the community, and uncommon innovations are starting to be in demand. A page on Kompas.com written by Rahman Indra entitled "Women with tattoos are sexy?" (Indra, 2013)describes different conditions regarding the acceptance of tattoos by the public. In the past, tattoos were synonymous with delinquents and generally only men dared to put tattoos on their skin. Currently, the views are completely different. The number of women with tattoos on the body is increasing, and they are considered sexier, provided that the size and illustration chosen are in line with their characters and placed on the proper 'location'.

According to Berelson and Steiner (in Putra & Ratmanto, 2019: 61), communication can be interpreted as the process of transmitting information, ideas, emotions conveyed through symbols in the form of words, pictures, figures, graphics and so on. In addition to creating communication in society, many factors encourage a person to have a tattoo image, one of which is that tatto is believed to add value to the beauty of the women body in the hope of attracting men attention. But, it is undeniable that tattooed women still get the negative stigmas given by the community around them. All these consequences must be faced by the tattooed woman for any decision to have a tattoo (Santoso, 2017: 9). This case is interesting to study because there is a conflict between self-will and the choice to get a tattoo based on the social viewgiven towards tattooed women. Furthermore, basedon the social conditions thesewomenface, this study aims to explore what decisions the tattooed women will take on the tattoo images they haveduringsocial interactsons within thesociety. a woman has the ability to oppose the general view that exists in the social world about tattoo images to interpret her self-image.

The views of the pros and cons will always exist in every decision that accompanies women to have tattoos on their bodies. Basically, tattooed women are also part of their social world, who cannot avoid the interactions with their surroundings. However, tattooed women still have the desire to manifest their will to get tattooed even though there are various views. The focus problem in this studyis how the tattooed women interact with their social world through the negotiation process between themselves and thesocio-cultural environment. This study is focused to observe how they interpret the positive and negative views of individuals in his social world towards them in the form of behaviors to perform related to tattoo images on their body parts.

Looking glass self theoryproposedbyCharles Horton Cooleywas appliedto explain the developmentof tattooed women's self-image, by observinghow tattooed women react to other people's judgments of themselves, self-appraisal, self-expectation, and the effect of tattoo images on their social life. Further more, this study also aims to see how tattooed women interact or negotiate with their social environment based on the tattoo images they have.

LITERATUREREVIEW
Symbolic Interaction Theory

Symbolic interaction is a way of thinking about the mind, self, and society. George Herbert Mead (Morissan, 2009: 75) states that meaning arises as a result of interactions between humans, both verbally and nonverbally. Through the actions and responses that occur, we put meaning into words or actions, and because of this we can understand events in certain ways. The fundamental thing in this theory is the importance of meaning in human behavior, the importance of self-concept, and the relationship between individuals and society. Mead (Ayun, 2015)suggests three important concepts in this theory, namely:

1) Society. In light of symbolic interaction theory, society consists of mutually cooperating behavior among its members. Mead explains that society is manifested or formed by the presence of symbols in the form of signals from the body. Withtheexistancethe human ability to pronounce symbols and act and respond to what is produced, human will empathize or take their role. Here, the community means a network of social interactions wherein the members give meaning to their own actions and the actions of others by using symbols. The important concept contained in this theory is interplay between responding to others and responding to oneself.

2) Self. Individuals interact with other individuals to produce a certain idea about themselves. It is a theory that reveals about self and how experiences interact with others. This theory consists of elements which consist of three dimensions. "The first dimension is the dimension of showing (display), regarding whether an aspect of the self can be shown to outsiders (public) or is it a private one. The second dimension is the realization or source, namely the level or degree in a certain part or area of the self which is believed to come from internal or external. The self-element that is believed to come from internal is called individually realized, while the element of the self that is believed to come from the person's relationship with the group is called collectivelly realized. The third dimension or so called the agent, is the degree or level of the active force generated by the self. The active element is an action taken by people, while the passive element is the opposite"(Morissan, Wardhani, & U, 2010: 136-137).

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Self-theory discusses about self-consciousness, where a person thinks of herself as an object, which means that when someone thinks of herself, he shows his awareness of herself. We have self because we can perceive ourselves as an object. The only condition for something to become an object is to give it a name and represent it symbolically. Teenagers often see themselves the way others see them. They will use the images given by the others towards them through the interactions they have with others. This can be done through the process of taking on roles or using the perspective of others in seeing ourselves, which will eventually lead us to have a self-concept (Sakti & Yulianto, 2013: 4).

3) Thoughts. Thought in this theory is a process of interaction with oneself. The ability to interact that develops together with oneself is very important for human life because it is part of every action. Thought is also a thinking process that involves a series of stages. This stage includes defining objects in the social world, sketching the possible modes of action, imagining the consequences of alternative actions, eliminating something that tends to be deficient, and finally selecting the optimal mode of action. (Ahmadi, 2008; Sakti & Yulianto, 2013).

The Looking Glass Self Theory

The term "the self glass self" was known by the public in 1902 in Charles Horton Cooley's work entitled "Human Nature and the Social Order". The self has a special side that is the humanness which is developed based on the influence of the surrounding social space, then the feeling of oneself is emerged because of the interaction with other people. Furthermore, Cooley argues that the harmonization of two different things between "self" and "society" does not mean limiting "self" in society, but when someone pays attention and tries to carry out harmony, then this action can determine whether the "self" effect in a person(who acts in a social space) can be accounted for or not (Cooley, 2017: 8).

In trying to understand this self-concept outside of Mead's original formulation, we must first understand the looking glass self thinking developed by Charles H. Cooley. Cooley defines the concept of looking glass self as follows:*a rather definitive imagination of what a person is like, that is, the ideas he provides that arise in certain thoughts and a kind of self-feeling determined by the attitude towards the relationship of thoughts and feelings to the thoughts of others. So, in imagination, we feel in other people's minds some thoughts about our appearance, our attitudes, our goals, our actions, our character, our friends, etc., and various things that are influenced by them*(Jalaludin Rakhmat, 2007: 99).

According to Cooley (2017: 8), we do it by imagining ourselves as someone else in our minds. Cooley calls this symptom looking glass self, as if we put a mirror in front of us. First, we imagine how we look to others, we glimpse ourselves as in a mirror. For example, we think our faces are ugly. Second, we imagine how other people judge our appearance. We think that they will find us unattractive. Third, we experience feelings of pride or disappointment. Here, people may feel sad or ashamed.

Tattoos

In the Tahitian language, tattoos is called "tatau" which means sign. tattoos It is a series of body art with various themes, which are manifested in the forms of images, symbols, writings, and even photo replicas that are expressed and displayed on the surface of a person's body skin. For the owner, tattoo images are works of art that express their own pride and have certin meanings. For the creator,it becomes a work exhibited and collected as a step towards its fame (Pradita, 2013: 3). Tattoos are images or symbols on the skin of the body that are engraved using a needle-like tool and decorated with colorful pigments. Even though it's just an image, there are various functions of tattoos. Some are just a symbol of masculinity, to beautify one self, a sign of fertility and so on. In ancient times, people still used manual techniques and traditional materials to make tattooes. Nowadays, tattoos are made using modern tools. The tools for tattooing include tattoo machines, adapters and pattern making equipment, needles, gloves, ink containers, daubers, and other supporting tools such as alcohol, antiseptic ointments, tissues, designs, and photographic works (Liga, 2015: 3).

The presence of tattoos in modern society has experienced a change in meaning. Currently, tattoo has developed into popular culture or counter-culture which is considered by adolescents as a symbol of freedom and diversity. On the other hand, the elderly saw it as wild and very negative symbol. Thus the meaning of tattoo will depend on three contexts, namely historical events, the location of the text, and cultural formations. Previously, tattoos were originally part of culture or traditional ethnic rituals. But currently, they are developed into a part of popular culture. At a time when traditional tattoos are threatened with extinction, tattoos that have become part of pop culture are increasingly emblazoned on the bodies of modern humans and are increasingly favored, especially among teenagers. If someone has a tattoo, it is considered the same as rebellion. But it is precisely this term of rebellion attached to body art that makes this rebellious style popular and sought after by young people. There are several reasons that underlie why the younger generation is one of the objects in cultural transformation.

First, the younger generation exists and becomes the actor in a process of finding identity so that they are easily influenced by attractive values. Second, the younger generation is very sensitive to environmental conditions and easy to make changes. Third, the consumption pattern of the younger generation is longer so that it needs empowerment to maintain consumption pattern. Usually, people who are marginalized by society have tattoos as a symbol of rebellion and self-existence, while children who are excluded by their families have tattoos as a symbol of liberation (Liga, 2015: 4).

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Social View of Tattoos

The existence of tattoos has been considered a deviation. Tattoos are still considered as something that goes out of line with the applicable rules and values in society. In Indonesian society, except for big cities, conformity is still very strong where young people are considered normal, handsome and pious, if they are neat, clean, there are no tattoos, no piercings and so on. If there is even a slight deviation such as a pierced ear or nose, it will lead to gossip and reproach which quickly spreads anywhere. It is not surprising, therefore, that such youthful styles will quickly be perceived as something negative. The value of art emerges as an emotional, individualistic, and expressive entity. Art becomes a meaningful entity. With regard to tattoos, it can indeed be categorized as an artistic entity because in addition to being a visible form of artifacts that can be seen and felt, it also concerns aesthetic, simple, happy, emotional, individual and subjective values (Sumardjo, 2000: 68).

Tattoo has recently become more and more fashionable. If tattoos were originally part of traditional ethnic ritual culture, now they have developed into a part of pop culture. The development of this view of tattoos is shown by the characteristics of tattoos used in the community. However, in some other communities, tattoos also give off the impression of being grim, creepy, criminal, thugs full of violence and close to the world of crime that is accumulated in this body image art. Some people still consider it taboo. Eastern culture is still vulnerable and has a negative tendencytowards this particular art. Most people still view the art of tattooing as identical with the perpetrators of crime. Cynical views are always directed at someone who has a tattoo. In fact, the average criminal likes to have tattoos but not everyone who has a tattoo is a criminal. Tattoos are a symbol of the expression of a free soul. Nowadays, the exploitation of the body through tattoos is growing because of fashion and lifestyle. Thetattoo entusiasts have expanded to include celebrities, sportsmen, young executives, teenagers, and housewives, especially teenagers. Not only amongmale adolescents, tattoos are also even growing rapidly among female adolescents (Puspa, Darmawan, & Pratiwi, 2015: 2).

Tattoos among Women

The depiction of women's nature reality in society can be reflected as natural in the sense of biology, pregnancy, menstruation, childbirth and breastfeeding. This understanding does not forget to be accompanied by the construction of the values of women in society such as womanhood, fate, customs or habits, rights and obligations, where these values have been constructed as a view of the common nature and values of women within the society. A distinction that always exists in society always influence the construction of women's nature, the provisions in viewing this nature are dynamic (Kusmana, 2014: 783-784).

The tattoo symbol or image attached to the human body can be said to be a representative of women's freedom or in this case is a gender equation. It would be very difficult to say that the current tattoo is only a symbol of thuggery or ruthlessness, because when the tattoo is then attached to a woman's body, such perceptions can immediately disappear (Gumelar & Mukhroman, 2015: 75)

Tattoo enthusiasts come from all groups, from young to old, from college students to housewives to tattoo enthusiasts for various reasons. Many reasons can motivate women to have tattoos, one of them is the influence from the environment. Environment does play an important role in shaping a person's behavior/attitude, so it's no wonder that many teenage girls fill their bodies with tattoos due to being influenced by their surroundings. Permanent tattoo is the choice of teenagers, and the placement of tattoo images on their bodies depends on the personality and beliefs of women themselves towards tattoos (Lin, Donatinus BSEP, & Musa, 2020: 83).

Liberata Lin (in Lin et al., 2020: 83)states that there is a freedom of tattoo users to determine the image and position of the tattoo. Tattoos certainly have a lot of diversity in the meaning and image of each individual. The point is that with these differences each individual has their own understanding of the tattoo images they have. An understanding of tattoos will make people and tattoo users to understand more about tattoos. To tattoo or not, it's a private choice, since tattoos are something that sticks for life. If it is not removed through surgery or other medical procedures, the tattoo will be permanently attached to the body.

METHODOLOGY

This study used a qualitative study to answer the research question. This type of qualitative study is used to collect data. The qualitative method tries to help researchers understand and interpret the meaning of an event, the interaction of human behavior, and other social symptoms that have been identified and formulated based on that perspective to be studied by the researcher (Gunawan Imam, 2015: 81).

This study used a descriptive qualitative study design format, which will present the study results in the form of case descriptions, life stories of each key informant of tattooed woman as well as the menaing of the tattoo images they have (Bungin, 2007: 68). Furthermore, researcherused a case study approach in order to explore specific cases, certain groups of people with certain characteristics, and specific situations in depth, namely in the form of cases of tattoo images on women that will be elaborated more deeply through qualitative study. According to Danim(in Gunawan Imam, 2015: 113), the case study approach will limit the subject under study, but the discussion under study is still very broad in dimension. It is also illustrated that the case study does not have a water-like character (spreads over the surface), but only focuses on a certain unit of various phenomena.

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In this study, researcher used purposive sampling as a sampling technique. according to Bungin (Bungin, 2007: 107), purposive sampling is a strategy to determine which groups of participants can become informants according to certain criteria that are relevant to certain research problems. The nature of this sampling technique is flexible and open and the number of informants will adjust the needs and stability of the researcher during the process of obtaining data (Sutopo, 2006: 64).

Furthermore, the informants in this study were women who had a permanent tattoo image on their body and lived in the city of Surakarta. To assist in obtaining informant'contacts, researcher would take advantage of the Solo Tattoo Solidarity community which is headquartered in the Manahan area, Surakarta City. Solo Tattoo Solidarity consists of individuals from various regions in the city of Surakarta. It is expected that such technique can help researcher in obtaining key informants of tattooed women. Informants:

1. Tara Ellyrna Dewi
2. Erwinda Ratna Puspita
3. Mega Buana

RESULTS

This study examines the point of view of informants who interpreted themselves from the actions of others. This study then discussed research questions using the viewpoint of looking glass self-theory by Charles Horton Cooley, which describes how a person develops feelings about herself through interactions with other people, because Cooley here illustrates that society has what is called a "mirror" which reflects a self-image.

Image of Tattooed Woman

The views and judgments of informants regarding the current image of tattooed women are not only given towards themselves but also towards other tattooed women. Informant Nuna expressed her opinion, that all tattooed women had an image ofa very brave individual since the choice to have a tattoo image was not an easy thing. Any consequences must be considered when deciding toput something permanent part of her body, while tattoo images were still considered negative by the society. According to her, the consequences that must be received were different based on the social environment in which the tattooed women live.

Furthermore, informant Megaexpressed the view regarding the image of a woman with a tattoo on her body that was attractive, cool and brave. She argued that all women who decided to have a tattoo image were women who dared to make difficult decisions in her life, because according to her experience, deciding to get a tattoo was very difficult and had to be thought deeply. Mega also said that many of her friends and lecturers appreciated her courage to have a tattoo.

Informants Tara, Nuna, and Mega had thought deeply before making the decision to have a tattoo image. They had thought about the short and long term consequences, so they said that they were ready for everything they would face regarding the tattoo they have. Even informant Nuna developed the concept that tattooed women had an attractive side in society. Meanwhile, informant Mega said that she was proud to have a tattoo, because basically she likes to be different from the others. Mega also said that her daily environment, namely the environment of artists and lectures, gave praise for her tattoo images, so she felt positive support coming to her.

As described by Cooley, the positive self-image as a tattooed woman was developed by the three informants. This image will be implemented in social life with their primary group, because the intensive face-to-face relationship and the influence that the group provides is fundamental.This can be seen from the dress code of the three informants to show tattoo images on their bodies. This indicates that they apply a positive self-image when they are exist in their primary group, and they do not try to cover up their tattoo images. Informant Megaalso said that she did not hesitate to discuss with his lecturer about the tattoo she had, and was open to ask many questions via online social media.

Self-Image of Tattooed Women in Society

In this sub-concept, it will be analyzed whether the social valuesconsidered ideal for women regarding social experiences with tattoo images that they have can affect their self view which will lead to the formation of their self-image. InformantTara responded to the ideal values labeled towards women in society by respecting all the ideal values that apply in each region and trying to take precautions such as wearing closed clothes to cover the tattoo images she has. She did not try to be what society expects her to be based on existing values, but in reality she did not hesitate to get negative views from others. However, she really maintained the feeling and dignity of her family, especially in the evnironment where her family live. Moreover, informant Nuna realized a consequence of having a tattoo on herbody namely difficulty to find a job in a company or agency. She also said another consequence that it was difficult for the wider community to accept a womanwith a tattoo image attached on her body. Therefore, in everyday life she tried to act preventively before making social interaction with the surrounding community. The precaution that she performed was in the form of wearing clothes to cover her tattoo image. She usually did it when she came to formal events, or when she picked up her child at school. This action was also one of the mandates of her parents. Tattoo image that was attached on her body did not affect the formation of self-image, but affected the social interaction in societyrelated to the tattoo images she had.

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InformantMegaalso argued that the ideal values found in society did not affect her, even though she felt inferior because in several occasions she heard or felt negative views that came to her. However, Mega admittedthat she strived to be an individual who fitted the demand of the ideal body physically in her environment. Demands as a dancer were the reason for her to fulfill these ideals. Without realizing it, the environment also encouraged her, such as a lecturer warning if her weight increased. On the other hand, Mega herself also felt that she was not maximal while dancing if her body was not ideal.

The reflection of the thoughts and judgments of other people who did not know them and which led to negative views had led to insecurity feelings, but they also received a lot of positive appraisal from their close daily environment. Thus, the feelings that arose at the current time were dominated by feelings of pleasure and happiness over the decision to have tattoo images on their bodies.

A process where a person interprets other people'sreactions to oneself can build feelings and ideas about her. If the result of self-reflection is pleasantwithin the mirror of the social self, it leads to a positive self-concept. And vice versa if a negative reflection appears, it leads to a negative self-concept as well. After we analyze the self-reflection of the informants, it can be concluded that it was supported and led to a positive self-image. Therefore, the mirror of social society that led to negative views had no effecton the development of their self-image as tattooed women in society. It can also be concluded that the informants reflected their positive self-image as tattooed women based on the mirror of their primary group, the majority of which gave them positive reactions and appraisal.

Self-Image of Tattooed Women in Social Life

The findings are relatedtothe research questions and the focus of the scope of the study, namely howwomen see themselves; tattoo on his body; development of self-image; and the negative views based on the social context. In order to simplify the data collection process, the four study focuses above were categorized into 3 conceptual findings. The first concept was "the social context of the meaning of a woman's self", how a tattooed woman defined herself socially as a woman in society. It can be summarized that the three informants still felt socially limiting values for women, such as ideal values; position; and women's bodies in society. The three social contextsapply in society unconsciously and have become a culture, so there will be negative views when women do not comply with it.

The second concept was "tattoos on the body of women in society". In this concept the informants told their life story of the tattoo images they had, such as the reason why they made a tattoo image; the meaning, motive, location, family reactions and judgments, peer reactions and judgments, interaction regarding the tattooimages; and other stories they experienced as a woman who had a tattoo image and liveds in the middle of society.

Furthermore, the third concept was "the self-image of women with tattoos in society". In this concept the informants expressed their opinions and answers, regarding whether the first concept and the second concept had aneffect in developing their self-image. The three informants provided the same answer, namely that they completely ignored the negative views of society, which came because the informants did not match the ideal values of women in society due to their tattoo images. So in developing theself-image, they answered that they were not affected by negative views of others, because according to them the intention and meaning of the tattoo images they had was not the same as the tattoo images owned by negatively oriented individuals. Furthermore, negative views came from the majority of people who didn't know them well, so they tolerated it and took it easy on it.

CONCLUSIONS

It can be concluded that the three informants did not make negative views as a factor that affected the development of their self-image as tattooed women. It is due to the majority of negative views, such as stares or streaks given to them, only came from the general public who were completely unfamiliar and had no relationship with the informants. Therefore, the three informants did not care about such views.Furthermore, there was an effect of tattoo image on the informants' social life, in case of actions they would take before starting interactions with the community, whether they chose to cover up or let the tattoo image be seen by others.

The three tattooed women admitted that in most of the opportunities, they chose to let the tattoo image on their body be seen by others. However, the informants also shared that they would try to cover up the tattoo images they had on several occasions as an effort to minimize problems or negative views towards them and their closest people, or due to their work.Based on the experiences of the informants, there were several ways to cover their tattoo images, such as wearing closed clothesor applying make-up to their tattoo images.

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Teachers' Perception of the Impact of Instructional Strategies on Children with Reading Difficulty in Ghana

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Abstract: The study investigated teachers' perception of the impact of instructional strategies on pupils with reading difficulties in selected districts in the Central Region of Ghana. A concurrent embedded mixed method design was used for this study. Proportionate stratified sampling procedure was used to select ninety-five (95) upper primary teachers for the study. The response rate was 100% representing 95 teachers. Data were collected using a questionnaire and interview schedules. Statistical tools used in data analysis were mainly frequency distribution and percentages, means and standard deviations and independent samples t-test, however, Braun and Clarke (2006) thematic analytic approach was used to analyse the qualitative data. The study revealed that Teachers had negative perceptions about pupils with reading difficulties. Also, role play, read aloud, direct instruction and group activities were the frequently used strategies teachers used in teaching pupils with reading difficulties. The study recommends that Ghana Education Service in collaboration with all the head teachers should organise a workshop on reading difficulty for teachers in the three districts. Further, the Ministry of Education through the Ghana Education Service should find means of providing resources to support teaching of reading in the schools in all the districts.

KEYWORDS: Strategies, Read-aloud, Reading fluency, Comprehension, Reading difficulty.

INTRODUCTION

Globally, most classrooms of regular basic schools are characterized with at least one or more children with learning difficulties such as that of reading difficulty. Often, the children with severe learning problems enter the special schools meant for them (Mehta, 2003). If these difficulties are not recognised and catered for, or ignored, then the needs of the children may not be met hence make it difficult to fulfil the aim of universalisation of elementary education and equalisation of educational opportunity (Karande, 2008). Reading difficulties are related to short-term consequences, such as a more negative self-concept (Zeleke, 2004), lower academic achievement (Judge & Watson, 2011), and delinquent behaviour (Gandhimathi & Eljo, 2010), and long-term consequences such as difficulty obtaining and retaining a job as an adult (Cortiella, 2009). Therefore, proper evaluation of how children read is paramount in order to inform prevention and intervention initiatives aimed at improving outcomes for children.

With the changing global educational system and the awareness gathered through different communication media, it has become inevitable to develop an educational system that accommodate and integrate students with reading difficulty. Integrating children with reading difficulty means that the student will be placed into regular class rooms and taught by regular teachers. The role of the teacher is to be responsive to the vast and varied needs of each child, and to promote an educational climate that facilitates motivation and the desire to read (Hamilton, 2012). If children are motivated to learn to read, they will try to learn to read, and continue to do so, even when faced with obstacles. The teacher is responsible for creating an environment that motivates children to read. Pedagogical strategies require specific measures to ensure the effectiveness of teaching and learning (Karande, 2008).

At this point, one might be interested to know the pedagogical methods that best serve the needs of children with reading difficulty. Another issue of concern would be to see if teachers differ with respect to their demographical variables (thus gender and years of experience) when it comes to the methods, they employ in teaching children with reading difficulty. In some developed countries like South Africa and Canada, studies have shown that teachers differ in their choice of teaching methods based on the demographical variables mentioned above (Rice, 2010; Connor & Petscher, 2009).

In Ghana, inclusive education has for a long time be embraced and practiced. This is to say that, the Ministry of Education and Ghana Education Service accept the fact that children with special educational needs should not be separated from other children, but that they should learn together whenever possible. Over the years, it appears that 'Special Education' in Ghana was and still is strongly focused at the 'traditional disabilities' (sight, hearing, intellectual and physical) (Special Attention Project, 2011). Again, in Ghana, it appears that children with normal intelligence but have a learning difficulty in a specific area (for example reading) are not formally recognised as children with special educational needs hence there appears to be no provisions made for

such children in terms of assessment and support (Special Attention Project, 2011). However, in Ghana, statistics show that about 98% of children in the lower primary struggle to read and that in general, 2% or less were able to read with fluency and comprehension in a survey conducted across the country (Early Grade Reading Report, Ghana, 2015). This presupposes that there is the possibility that there exist quite substantial number of children with reading problems in basic schools in Ghana. This issue makes empirical investigation of pedagogical approaches of upper primary teachers and its role in remediating the reading problem very crucial and timely.

Studies conducted in advanced jurisdictions have reported that children with reading difficulty need instruction in strategies that relate to the academic areas affected by their disability (Weinfeld, Barnes - Robinson, Jeweler, & Shevitz, 2002; Bisland, 2004). Furthermore, it has also been documented that teachers' adequate knowledge and experience on how to give appropriate and adequate support matters in the provision of quality education for individuals with specific learning disability like reading difficulty (Oluranti, 2014; Fosnot & Perry, 2005; Kozulin, 2003). There appears to be paucity of information regarding the methods that teachers in regular schools in Ghana employ to support children with reading difficulty. This is probably so because researchers have paid much attention to issues of challenges of inclusive education in Ghana (Adera & Asimeng-Boahene, 2011; Vanderpuye, Gyimah, & Deku, 2009; Vanderpuye & Deku, 2007; Vanderpuye, Deku, & Kwarteng, 2006). Others also investigated parent perception of inclusive education (Vanderpuye, 2013; Abosi, 2007; Obeng, 2004; Okyere, 2003; Avoke, 2002) and discriminatory issues for children with special needs (Anwar, 2010), leaving methods used to support children with reading difficulties unattended to, hence this study therefore sought to explore the methods used by teachers in teaching children with reading difficulty in the regular basic schools in Ghana.

LITERATURE REVIEW
This current investigate is founded on the theoretical position of Social Constructivism Cognitive Development Theory of Lev Semeonovich Vygostsky. Vygostsky (1978) believes that interpersonal relationship of learners with a more capable person improves their academic achievement, competency and dependency. He states that "an interpersonal process is transformed into an intrapersonal one, that every function in the pupil's cultural development appears twice that is, first on the social level (inter-psychological) and later on the personal level (intra-psychological)" (p.12). Vygostsky then, described Zone of Proximal Development as the distance between the actual development level as discovered by learner solving problem independently, and the level of potential development discovered through learner solving problem with the guidance of the adult or in cooperation with more capable peers. It is the problems that learners cannot solve independently that only go through the assistance of more competent people (Vygostsky, 1978). He described actual development level as indicative of exact mental function of the pupil, that is, only those things that learners can do independently are indicative of mental abilities. The implication of the theory for this study has to do with the researcher's conception that the direction of the capable individuals (i.e. teachers) will lead to acquisition of reading skills. It has been shown by researchers that what is in the zone of proximal development today will be actual development tomorrow (McCarthy, 1929, Vygostsky, 1978). This implies that what learners can do with the adult guidance or in collaboration with more capable peers today (ZPD), will be what they will be able to do independently later (Actual development).

Empirical studies conducted on the issue of reading difficulties have revealed inconclusive findings that necessitate the conduct of further investigations. For example, Talley (2017), examined the most effective teaching strategies that are implemented in the classroom to meet the needs of struggling readers, to find activities that motivate struggling readers, and to investigate the role of teachers in the development of struggling readers. Findings indicated that role play, poetry and group work were the common strategies used in teaching struggling readers. The findings further identified games and high interest texts to influence struggling readers to engage in the process of reading. With the same research interest of what teachers do to help struggling readers, Morgan (2017), explored the methods that educators used in teaching reading fluency in a low-fee private school in Pretoria and discovered that educators made use of synthetic phonic approach, dramatization and subtractive bilingualism predominantly. Interestingly, teachers also differed in the choice of methods based on qualification. On the same line of purpose, Marima (2016), explored early childhood teachers' methods used in teaching children with reading difficulty in Nairobi, Kenya. After analysisng data taken from 10 primary schools from Dagoretti and 10 from Westlands Divisions, the study concluded that majority of pre-unit teachers used phonics and others whole-word methods. Although most teachers indicated that they were confident, they also indicated that they were not well equipped with the relevant teaching methods. From the foregoing studies, there is clarity that instructional methods that work for struggling readers appears to differ one jurisdiction to the other.

Like methods of teaching, empirical studies have also shown that problems that teachers face in the course of helping children with reading difficulties differ by context and for that matter by studies. Gündoğmuş (2018), sought to identify the difficulties that primary school teachers experience in the primary reading instruction. Taken data from 51 primary school teachers using a qualitative approach, the study revealed; poor parental support for pupils with reading difficulties, unreadiness of pupils for classroom learning activities, lack of professional development, frequent pupil absenteeism, lack of interest by pupils in reading, and inadequate teaching and learning materials as the challenges faced by teachers. Also, Yussif (2017), investigated problems that war against teaching of reading fluency. After drawing themes from the responses of the participants and analysed manually using

the constant comparative method. The findings revealed that challenges that act as impediments to teaching and learning of English comprehension included: inadequate teaching-learning materials, unconducive classroom atmosphere for learning, lack of good reading foundation in the English language and pupils' truancy. Further, Akubuilo, Okorie and Onwuka (2015), investigated the causes of reading readiness deficiency and ways of improving reading readiness among pupils. Using documents content analysis, the study identified factors such as socio-economic background, physical abnormalities, mental imbalance, lack of interest, and unfamiliarity with symbols and teachers' inability to help pupils as causes of reading readiness deficiencies.

Critically examining the multidirectional nature of previous studies findings, it may be worth concluding that context situational variables and the methodology employed in various studies may be the determining factor of studies results. Most importantly, all the findings add up to give a comprehensive view about how teachers in several jurisdictions have approached the teaching of children with reading difficulty. Several empirical studies are therefore needed for scholars to understand findings of studies in line with the economies that they are emerging from.

RESEARCH PURPOSES
The following specific purposes guided the study:
1. Instructional strategies that teachers use in supporting children with reading difficulties in an inclusive classroom.
2. The differences in the instructional strategies used by male and female teachers.
3. The challenges that teachers face in the teaching of pupils with reading difficulty.

RESEARCH QUESTIONS
The following research questions were posed to guide the study:
1. What instructional strategies do teachers in the Central Region use to support pupils with reading difficulties in an inclusive classroom?
2. What challenges do teachers in the Central Region face when teaching pupils with reading difficulties?

RESEARCH HYPOTHESIS
A hypothesis guided the study:

Ho: There is no statistically significant difference between male and female teachers in the Central Region with respect to instructional strategies used in the inclusive classrooms.

H_1:   There is a statistically significant difference between male and female teachers in the Central Region regarding instructional strategies used in the inclusive classrooms.

RESEARCH METHODS
A concurrent embedded mixed method design was used for this study. This research strategy can be identified by its use of one data collection phase, during which both quantitative and qualitative data are collected simultaneously (Creswell, 2003). The researcher found this approach useful because, the mixing of the data from the two methods would help to integrate the information and compare one data source to the other (Halcomb & Andrew, 2009). Moreover, this approach provided an overall composite assessment of the problem (Halcomb & Andrew, 2009). The target group for the study was all regular teachers in the Central region of Ghana. From the target region, three district which were Assin South district, Gomoa West district and Komenda Edina Eguafo-Aberim Municipality were selected purposefully for the study. Although there were 12 districts and one Municipality in Central region, the study made use of the "adjudged best", (Assin South district) and poorly performed district (thus, Gomoa West district) in the 2017 League Table. Komenda Edina Eguafo-Aberim (KEEA) was also included because it was the only Municipality as at the time the study was conducted. In this case, for the three districts 30 schools were targeted with the corresponding number of teachers for the upper primary teachers estimated to be 95 teachers. Out of the 95, 53 of them were male while 42 were female.

Since the teachers were relatively few in number, they were all involved in the study as the study respondents. However, six teachers (i.e. two teachers from each district) were interviewed. The instruments that were used for data collection were questionnaire and interview schedule. The questionnaire was a unidimensional type with ten items that measured instructional procedures of teachers. The Cronbach Alpha reliability index of the questionnaire was .86. Like the questionnaire, the interview schedule was also a unidimensional instrument with seven items. The instruments were developed by the researchers, pilot-tested to finetune them in other to improve the validity and reliability of the instrument. Prior to the data collection, all ethical procedures such as informed consent, confidentiality and anonymity were followed in other to gain maximum participation of the respondents. Data to answer research questions 1 was analysed using Mean and standard deviation whereas the hypothesis was tested using independent samples t-test. However, qualitative data to answer research question 2 was analysed using thematic analysis by Braun and Clarke (2006). Data were presented in tables (i.e. quantitative data) and discussion followed afterwards.

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RESULTS OF THE STUDY

What instructional strategies do teachers in the Central Region use to support pupils with reading difficulties in an inclusive classroom?

The research question sought to investigate the instructional strategies that respondents use in helping pupils with reading difficulty. Summary of the analysis is shown in Table 1.

Table 1-Instructional strategies that teachers use to support pupils with reading difficulty

Statements	Mean	Std.
I write key words on the board and ask pupils to pronounce them after me.	3.7	.51
I use pictures and other objects for my children to make connections between words and the associated objects.	3.2	.76
I ask pupils to read aloud.	3.5	.59
I ask pupils to explain in their own words how they understand what they have read.	3.3	.65
I sometimes make my pupils listen to stories in oral audio tape format and ask them to mention new words that they heard in the story.	2.0	.94
I encourage my pupils to read faster to improve their reading.	3.0	.94
I give room for peer correction, self-correction and later teacher correction.	3.1	.84
I employ "role play" to encourage pupil-pupil communication.	2.7	.83
I use literary texts to teach reading.	2.8	.77
I ask pupils to do a group activity about what they have read.	2.9	.84
Average Mean and Std. Deviation	3.0	.77

Source: Field survey (2019)

On the questionnaire, respondents indicated (M= 3.7, SD= .51) that as a strategy, they begin instruction by writing key words on the board as they (teachers) teach the children how to pronounce those words. Again, teachers also showed (M= 3.5, SD= .59) on the questionnaire that they assist struggling readers through read aloud strategy. Moreover, responses of teachers tend to indicate that most (M= 3.3, SD= .65) of them ask pupils to explain in their own words how they understand what they have read. Furthermore, teachers through their responses on the questionnaire said (M= 3.2, SD= .76) that they use pictures and other objects for my children to make connections between words and the associated objects.

In a nut shell, the mean of mean scores (M= 3.0, SD= .77) support the fact that respondents are of the view that beginning lesson with writing of key words, helping pupils to read aloud, allowing pupils to explain what they read in their own words are effective strategies for teaching pupils with reading difficulty. In addition to the already mentioned strategies, respondents believe that the use of literary text, role play and group activities are among the effective strategies for teaching pupils with reading difficulty.

What challenges do teachers in the Central Region face when teaching pupils with reading difficulties?

The research question sought to investigate and outline the challenges that teachers face when teaching pupils with reading difficulty. Interview data was taken from the respondents and analysed as follows: After the coding of the data had been successfully done, the following themes emerged for further analysis. They include:

1. Inadequate teaching and learning materials.
2. Lack of Parental involvement in the children's education.

The views of respondents were presented based on the up listed thematic areas which were seen by respondents as the problem areas impeding the smooth teaching of children with reading difficulty.

The first and most prominent theme that resonated in every single interview was inadequate teaching and learning materials (TLMs). And the respondents have these to say:

"*Well, I think if you ask of problems then you have asked the right question. The truth is TLMs are major problem in this school but for this class we are even worse of. When it comes to TLMs, they are woefully inadequate. It will interest you to know that a class of 32 children we have only 10 English reading books, how do you expect me to teach them reading?*" (Respondent 1, 32years). In a different session for a different person, the next respondent response was not too different from the fist respondent:

"*For me I think I have several problems in this class but if I should narrow it down to problems that confront my teaching of reading, then I can say we don't have reading books. We don't have some at all. I always have to painstakingly write a whole passage on the board before I can teach reading and comprehension. Things like small small dictionaries, literature books and story books are all needed but we do not have them*" (Respondent 2, 35years).

As if it were not enough, the other respondent had this to say:

"*Oh, for problem, the only problem that I have is that our text books are not enough. We are 38 in class but our books are only 25 in number and even with the 25 some are torn apart*" (Respondent 4, 31years).

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It is quite obvious from the interview data that all the interviewees acknowledge that inadequate teaching and learning materials is a problem for smooth teaching of reading in class to children with reading difficulty. Another theme which emerged was lack of parental involvement, on this new theme, respondents have these to say:

"*Hmmm, the community is such that if people bring their children here, that is all. They do not for once, within the term pass by to even ask whether the child's performance is good or not*"

The respondent further intimated that**:**

"*You see sometimes, the parents think that if they pay their wards a visit, we will be bothering them with financial issue but that is not the case, if you need to buy something, for that one, I will tell you*"(Respondent 2, 35years).

In addition to what has been said, the next respondents also touched on the same issue in the same way but different words. The respondent has this to say:

"*As for the parents of the children in this class, if you do not call them, they will not come oooo. I think you understand what I want to say? Yes! If you don't call them, they will not come. I feel their commitment as far as their children schooling is concern is not encouraging. That is all that I can say for now*" (Respondent 5, 42years).

Further, the third respondents also did not deviate from the content of problems already shared by colleagues. In the respondent's lamentation, the respondent has this to say:

"*Madam researcher, let me tell you, in this community, the problems that the parents of the children that we have here are thinking about, I can tell you that their children reading problems are not part of it. For example, this child (name withheld) is a poor reader. At the beginning of the term I called for the father that he should come for us to discuss how we can help the child both at school and home. Hmmm, my sister, we are in the 8th week now he has not step foot here*" He continued:

"*It is good that you are researching into this, please for this school, parents are not cooperative at all*" (Respondents 6, 29years).

Again, interview data has also shown that teachers who served as respondents had a directional response to suggest that parental involvement was a problem. In all, inadequate teaching and learning materials as well as low parental involvement constitute the challenges that bedevils the teaching of reading to struggling readers.

The next research question that follows is a quantitative one which conducted a test of difference.

Ho: There is no statistically significant difference between male and female teachers in the Central Region with respect to instructional strategies used in the inclusive classrooms.

The hypothesis sought to find out whether significant differences exist between male and female teachers with respect to their choice of instructional strategies for teaching pupils with reading difficulty. The hypothesis was tested using independent samples t-test at 0.05 alpha level. Detail of the results is shown in Table 2.

Table 2-Independent Sample t-test of teachers' instructional strategies based on gender

Group	N	Mean	SD	t	df	p-value
Male	53	31.13	4.3	2.31	93	.023
Female	42	29.05	4.4			

Source: Field survey (2019); η^2 =.054

After testing for relevant assumptions (i.e. normality and equality of variance) The independent samples t-test for equality of means shows statistically significant difference, *t* (93) = 2.31, p= .023. This implies that there is a calculable difference between male (M= 31.13, SD= 4.3) and female (M= 29.05, SD= 4.4) teachers with respect to their use of instructional strategies. The magnitude of the differences in the mean scores was moderate (Ƞ=0.54) (Cohen, 1988).

DISCUSSION

Research question one sough to explore the instructional strategies that teachers use in teaching children with reading difficulties. On this theme, findings showed that they have strategies of beginning lesson with writing of key words (mostly on the chalkboard), helping pupils to read aloud (especially the key words before the text), allowing pupils to explain what they read in their own words, the use of literary text, role play method and group activity method. It is worthy of mentioning that a lot of strategies for teaching pupils with reading difficulty exist in practice but the above listed strategies were those that were frequently. In the literature, similar findings were noted. For example, the practice of identification of key vocabulary or words and its meaning as shaped by the context were identified as relevant (Talley, 2017; Fisher & Frey, 2014). Again, teaching pupils monitoring strategy has also been identified as effective. This strategy requires teachers to demonstrate how to monitor one's own reading by using 'read aloud' (McEwan-Adkins, 2007). Role play, poetry and group work were also found in the literature to be among commonly used strategies for the teaching of reding difficulties.

Research question two aimed at further exploring the challenges that teachers face when teaching children with reading difficulty reading. Findings revealed available but inadequate essential teaching and learning materials such as English reading textbooks, charts, dictionaries, story books etc. for the pupils and parents not supervising their wards' learning at home constitute the problems that war against teaching children with reading difficulties. Finding supported earlier studies. For example, Gündoğmuş (2018), discovered the same result in a study that the difficulties teachers encounter included; poor parental support for pupils with reading difficulty, lack of interest by pupils in reading, and inadequate teaching and learning materials. The findings further corroborate with several others in the literature that in the same fashion project poor parental involvement and inadequate teaching and learning materials (Yussif, 2017; Bano, Jabeen and Qutoshi, 2018).

The hypothesis sought to investigate whether differences teachers differ on the usage of instructional procedures with respect to gender. Findings showed that there was a statistically significant difference in the use of teaching strategies based on gender. In other words, male teachers were found to differ from their counterpart female teachers in the teaching strategies that they often use when teaching children with reading difficulty. The finding is in line with Murphy, Eduljee, Parkman and Croteau (2018) who obtained significant gender difference in the preferred teaching methods of teachers. Moreover, Ghaleb, Abdulwahed and Hatem (2017) investigated the differences between male-female teachers' strategies used in teaching English language in elementary schools in the United Arab Emirates. Results show some significant differences between male and female teachers in the strategies they use in their classes.

CONCLUSIONS
Based on the findings of the study the study can conclude that teachers in the inclusive schools are more likely to use role play method, group activity, read aloud method, literary text and direct instruction when the need arise for them to teach a pupil with reading difficulty.

Children who exhibit reading difficulties are more likely not to improve in the near future if public school continue to run out of teaching and learning materials while parents also sit aloof and remain passive in their ward's academic pursuit. Finally, the study can conclude that male teachers use different methods when teaching children with reading difficulty compared to their counterpart female.

RECOMMENDATIONS
In line with the research findings and the conclusions drawn, the following recommendations are made for policy and practice:
1. Ministry of Education through the Ghana Education Service as a matter of priority should ensure that all the schools in the two districts and municipality as well as similar schools across the region and even in the country are provided with all the needed materials such as English reading text books, dictionaries, charts and all other relevant materials to assist teachers to teach reading effectively in schools.
2. Head teachers should at regular point in time encourage teachers through award schemes and recognition to continue using the effective methods such as role play, read aloud, group activity and direct instruction which they already know of.

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Legal Politics of Corruption Criminal Enforcement in Indonesia

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ABSTRACT: Corruption is the main problem of the deterioration in Indonesia that corruption acts committed by a few of people resulted in the entire nation must bear the consequences. Corruptive behavior has been a culture since ancient times, before and after independence, in the era of the Old Order, New Order, and continuing to the Reformation era, so that special strategies are needed in it's eradication. This research is a normative legal research using the statute and historical approach. Legal politics in the enforcement of corruption in Indonesia by forming several laws and regulations and the movement to eradicate corruption. The improvement is good in the substance of its rules, the eradication movement which is part of the nation's culture, and improvement in its institutional aspects, so that it is expected to be able to eradicate corruption with efficient and effectiveness.

KEYWORD: Legal politics, Corruption, Criminal Enforcement

INTRODUCTION

Corruption is the main problem of the deterioration of the nation, corrupt acts committed by a handful of people resulted in the entire nation must bear the consequences. Corruptive behavior in Indonesia originally started by central-level officials, but now almost in every level , both central and regional officials, bureaucrats, and entrepreneurs commit corruption. In general, the more apprehensive corrupt behavior act not only by individuals but also carried out by groups (in congregation) and systemic.[1]

Corruptive behavior had become a culture since ancient times, before and after independence, in the era of the Old Order, New Order, and the Reformation era. Various attempts had been made to eradicate corruption, but the results are still not satisfactory. Historical researchers in Indonesia are less interested in focusing their studies on the problem of corruption related to power carried out by royal nobles, sultanates, officials and the Dutch government itself. Researchers are more interested in the study of political and socio-cultural historical issues rather than the problem of corrupt behavior, even though the impact of this culture of corruption is able to influence and even change the political map, both on a local and national scale. These corrupt systems and patterns teach fraudulent, obscene, immoral, opportunistic and other behaviors, which in turn result in poverty and social inequality in society.

The commitment to eradicate corruption is an important milestone in the governance of a civilized country. With this statement there should be no doubt in the Corruption Eradication because the president himself will lead it, but the reality is not as easy as the Corruption Eradication said, the commitment to eradicate Corruption is very difficult to do. For this reason, the author takes the title Legal political Enforcement of Corruption in Indonesia. This title is taken with the consideration that the corrupt behavior of Indonesian bureaucrats can disrupt the national economy and ultimately lead to social inequality and poverty in Indonesian society.

METHODS

This research is a normative juridical research, using a historical approach and a statutory approach.

RESULT AND ANALYSIS

Understanding Legal political.

Legal political is the policy of state administrators about what is used as a criterion to punish something, in this case the policy can be related to the formation of law, the application of law and enforcement itself. Padmo Wahjono defines legal politics as the basic policy that determines the direction, form and content of the law to be formed.[2] In line with what was explained by Padmo Wahjono, another legal expert Soedarto explained the notion of political politics is as follows.

Legal political is the policy of the state through the state agencies that are authorized to eradicate the Corruption of the desired regulations, which are expected to be used to express what is contained in society and to achieve what is aspired.[2]

The legal politics of one country is different from other countries, this difference is due to differences in historical backgrounds, world-views, sociocultural, and political will of each government. Legal politics are local and particular, that is, it only applies from and for certain countries and are not universal, but those do not mean that the legal politics of a country ignores the politics of

international law. Understanding the politics of law includes the process of making and implementing laws that can indicate the nature and direction in which the law will be built. Legal politics provide the basis for the process of legal formation that is more appropriate to the situation and conditions, culture and values that develop in society by taking into account the needs of the community for the law itself.[3] Legal politics can be divided into two dimensions, namely legal politics which is the basic reason for the holding of a statutory regulation, and the purpose or reason that appears behind the enactment of a statutory regulation. Legal politics have a very important role in making laws and regulations, that is as a reason why it is necessary to form a statutory regulation, and to determine what is intended to be translated into legal sentences and to formulate articles.

The Legal political of Enforcing Corruption in Indonesia
Culture of corruption has ingrained throughout the history of the Indonesian nation as has been described, apparently relapsing again in the Post-Independence Era, both in the Old Order Era, the New Order and Reformation. The pressure point for the problem of corruption actually lies in the government's seriousness in the effort to eradicate corruption. This paper will discuss briefly the Eradication of Corruption in the era before the occupation (the kingdom of the archipelago), the colonial period, the old order, the new order and reformation. Each of the following will be explained one by one, as follows.

1. Pre-colonial Period
The history of the Indonesian people shows that in the period before Indonesian independence, it was colored by various cultures or corrupt traditions / behaviors. This behavior can occur because of the motives of power, greed, wealth and women. In searching history, it is seen that the tradition of corruption with the struggle for power is very prominent, for example in the Kingdom of Singosari until seven descendants take revenge against each other in fighting over power: Anusopati, Tohjoyo, Ranggawuni, Mahesa Wongateleng and so on. During the Majapahit kingdom there was also a rebellion or power struggle including the revolt of Kuti, Nambi, Suro and others, whereas during the Demak kingdom there was a feud between Joko Tingkir and Hariyo Penangsang, the Kingdom of Banten with the Sultan Haji case seizing the throne from his father Sultan Ageng Tirtoyoso. Several times the transfer of power in the archipelago has colored the history of corruption in Indonesia.

2. The Dutch Colonial Period
The habit of taking tribute from the small people carried out by the King of Java was imitated by the Dutch when they controlled the archipelago (1800-1942) minus the British Age (1811-1816). As a result of this policy many people's resistance against the Dutch occurred. For example, the Diponegoro resistance (1825-1830), Imam Bonjol (1821-1837), Aceh (1873-1904) and others. But even sadder is the oppression of the indigenous population by the Indonesian people themselves. For example, the case of fraud in the implementation of the Stelsel Cultuur System which literally means the culture system, although the main purpose of the system is to cultivate productive plants in the community so that the results are able to improve people's welfare and contribute to the Dutch treasury, but in reality it is very alarming.

3. Old Order Period
History of Corruption Eradication has been carried out since the Old Order government, when efforts to fill independence showed symptoms of abuse. Symptoms like this were first evident during the period of physical struggle to defend the newly proclaimed republic. At that time the term corruption became very popular in society, and was very worrying. The legal provisions contained in the Criminal Code were found to be ineffective in eradicating corruption, as a result many corruptors could not be brought to court because their actions did not meet the formula contained in the Criminal Code.
Departing from this fact, on April 9, 1957, the Army Chief of Staff as the military ruler at that time issued Regulation No. Prt / PM-06/1957. After being enacted for a while in its development it turned out that this military ruler regulation was felt to be ineffective enough, so it needed to be supplemented with regulations regarding ownership of property which was then regulated in Military Rule Regulation No. Prt / PM-08/1957 dated May 22, 1957. This regulation is intended to obtain maximum results for the interests of the state in its efforts to eradicate corruption. With this regulation the military authorities have the authority to inspect the assets of every person or entity in their area, whose wealth is obtained suddenly and is very suspicious.
The enactment of Law No. 74 of 1957 concerning Dangerous Conditions on April 17, 1958, became the basis for the Juanda Cabinet to form a Corruption Eradication Agency called the State Apparatus Retooling Committee (PARAN). This body is led by A.H. Nasution and assisted by two members namely Professor M. Yamin and Roeslan Abdulgani.[4] Based on Law No. 74 of 1957, the military authorities replaced the existing regulations which were replaced by the Army War Ruling Regulation No. Prt./Peperpu/013/1958 concerning Investigation, Prosecution and Investigation of Criminal Corruption and Property Ownership for areas controlled by the Army, and for areas within the territory of the Navy the Military Regulatory Regulations are also established. Navy No. Prt / zl / 17 April 17, 1958 (announced in BN Number 42/58).[5]
Although the two regulations of the military authorities were made so that in a short period of time they could expose rampant corruption, but in the practical level the State Apparatus Retooling Committee received a lot of resistance, so that was unable to do much and was handed back to the Djuanda Cabinet. Within two years after the enactment of the Central War Authority, then on June 9, 1960 the government issued Government Regulation in Lieu of Law Number 24 of 1960 Concerning Investigation,

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Prosecution and Examination of Criminal Acts of Corruption, State Gazette No. 72 of 1960[6] and in 1961 with Law No. 1 of 1961, Government regulations in lieu of Law No. 24 Prp of 1960 the legal status was confirmed as Law No. 24 Prp. 1960 concerning the Investigation, Prosecution and Examination of Corruption, State Agency No. 72 of 1960.[7] Bambang Poernomo in that connection said that the renewal that was held in the substance of Law No. 24 Prp of 1960 has given a clue about how complex the eradication of corruption crime that has a veiled pattern of behavior and has a target in the political, economic, financial and socio-cultural fields.[8]

Then in 1963 through Presidential Decree Number 275 of 1963 the Operation Budhi was launched, in this operation the government again appointed A.H. Nasution, who was then serving as Coordinating Minister for Defense and Security and assisted by Wiryono Prodjodikoro as the controller of the operation. Through Operation Budhi, the government hopes that the perpetrators of corruption can be dragged by the judiciary, especially the perpetrators of corruption within the bodies of companies and other state institutions deemed prone to corrupt practices and collusion.[4]Political reasons caused stagnation and effectiveness in the implementation of Operation Budhi, as in the investigation of the case of Pertamina's Managing Director who had fled abroad and other Pertamina Directors refused to be examined on the grounds that there was no letter of assignment from superiors. Although managed to save state finances reached more or less Rp. 11 Billion, Operation Budhi was later disbanded through an announcement read by Subandrio and replaced by the Supreme Command of Retooling Revolutionary Apparatus with president Soekarno as chairman and assisted by Soebandrio and Lieutenant GeneralAhmad Yani.[4] Although there have been several changes in laws and regulations and several times established the Corruption Eradication Institute, but during the period between 1960-1970 the development and increase in the potential for criminal acts of corruption was felt to continue with great progress.[9]

4. The New Order Period

During the New Order government issued the most regulations to eradicate corruption, but unfortunately it did not apply effectively. In a state address in front of DPR/MPR members on August 16, 1967,President Soeharto blamed the Old Order regime for being unable to eradicate corruption because all economic and political policies were centered in the palace. The speech signaled that Suharto was determined to root out corruption at its roots. As a form of this determination, the Corruption Eradication Team (TPK) was formed, chaired by the Attorney General by issuing Presidential Decree Number 28 of 1967 concerning the Formation of the Corruption Eradication Team.

In implementation, the team was not able to carry out the Corruption Eradication totally, it could even be said to be almost not functioning. This regulation even triggered various forms of protests and demonstrations starting in 1969 and culminating in 1970 which was then marked by the formation of Commission IV whose task was to analyze problems in the bureaucracy and issue recommendations to overcome them. Still in the same year, Indonesia's former first vice president Bung Hatta gave rise to the discourse that corruption had been entrenched in Indonesia. Corruption has become the behavior of a new regime led by Suharto, even though the age of this regime is still so young. Hatta felt the ideals of the founders of the Republic had been betrayed. Corruption is very detrimental to the country's finances and economy and impedes national development, and Law No. 24 Prp. in 1960 concerning the Investigation, Prosecution and Examination of Corruption Crimes did not run effectively so it needed to be replaced. During the Indonesian Independence Day speech on August 17, 1970, the Soeharto government issued Law Number 3 of 1971 concerning the Eradication of Corruption, promulgated in Jakarta on March 29, 1971. This Act addresses the Corruption Eradication of maximum life imprisonment and a maximum fine of IDR 30 million for all offenses categorized as corruption. Complementing this law, one of the Indonesian Broad Guidelines of State Policy's contains the people's willingness to eradicate corruption. The implementation of the Indonesian Broad Guidelines of State Policy was leaked because the management of the country was marked by a lot of fraud and leakage of the state budget in all sectors. State organs such as parliament which have oversight functions are made weak, the House of Representative's budget is determined by the government so that the oversight function is no longer available. The judiciary was created similarly by the New Order regime, so that there was no power left to be able to try corruption cases independently. The power of civil society was spayed, the New Order authorities slowly limited the space for the people and intervened to maintain their power.

In 1970, driven by the seriousness of the corruption eradication team in eradicating corruption such as Suharto's commitment, students and students staged a protest to protest the existence of the corruption eradication team. State companies such as Bulog, Pertamina, the Ministry of Forestry have been highlighted by the public because they are considered to be a hotbed of corruption. The rise of the wave of protests and demonstrations conducted by students, finally responded to Suharto by forming a Four Committee consisting of old figures who were considered clean and authoritative such as Prof. Johannes, IJ Kasimo, Mr. Wilopo and A Tjokroaminoto. Their main task is to clean up, among others, the Department of Religion, Bulog, Commanditaire Vennootschap (CV) Waringin, Mantrust Ltd., Telkom, and Pertamina, but this cornite is only a toothless tiger because its findings about allegations of corruption in Pertamina have not been responded to by the government.

Regulations continue to be tightened with Presidential Decree Number 52 of 1971 concerning Tax Reporting of Officials and Civil Servants, then Presidential Instruction Number 9 of 1977 concerning Order Control and Law Number 11 of 1980 concerning Criminal Acts of Bribery. However, in its implementation it cannot perform Corruption Eradication optimally, it can even be said

to be almost non-functional. In an effort to eliminate corrupt practices carried out by persons in the Government apparatus that are not based on regulations such as illegal levies in various forms and to improve and enhance the usefulness and results of the Government apparatus, it is necessary to have comprehensive and continuing control measures. continuously in the body of the Government apparatus. In order for the enforcement of these measures to achieve maximum results, it is deemed necessary to provide guidance as a guideline for their implementation. At the time of President Soeharto's administration, the Instruction of the President of the Republic of Indonesia Number 9 of 1977 concerning Orderly Operations was issued.

Admiral Sudomo was appointed as the Corruption Eradication Stamps, the Operation of Order was formed with the task of combating corruption. This policy only gave birth to cynicism in society, not long after the Operation of Order was formed there arose a quite sharp difference of opinion between Sudomo and Nasution regarding the choice of methods or methods of Eradicating Corruption. Nasution is of the opinion that if he wants to succeed in eradicating corruption it must start from the top, Nasution advised Admiral Sudomo to start from himself. Over time, Operation of Order also disappeared without a trace.

5. Reformation Period

In 1998 appeared People's Consulvative AssemblyDecree Number XI/MPR/1998 concerning Clean and Collusion of Corruption and Nepotism Free State Management. In the context of eradicating corruption and implementing People's Consulvative AssemblyDecree Number XI/MPR/1998, President BJ Habibie issued Law Number 28 of 1999 concerning State Administration that is Clean and Free of Collusion of Corruption and Nepotism. In addition, Law Number 3 of 1971 concerning Eradication of Corruption Crimes is no longer in accordance with the development of legal needs in the community, because it needs to be replaced in a way that Corruption Eradication is more effective, President BJ Habibie issued Law Number 31 of 1999 concerning Eradication of Corruption. ratified on August 16, 1999. This Law Number 31 of 1999 came up with the consideration that acts of corruption were very detrimental to the country's finances or the country's economy and hampered national development, so they must be eradicated in order to create a just and prosperous society based on Pancasila and the 1945 Constitution. As a result of criminal acts of corruption that have occurred so far also hampered the growth and continuity of national development that demanded high efficiency.

The next president, Abdurrahman Wahid, in the context of implementing People's Consulvative AssemblyDecree Number XI/MPR/1998, formed a Joint Team for Corruption Crime Prevention, with Government Regulation of the Republic of Indonesia Number 19 of 2000 concerning the Combined Team for Eradicating Corruption. This Corruption Eradication Joint Team in accordance with article 11 PP No. 19 of 2000 has the duty and authority to coordinate investigations and prosecutions of anyone suspected of committing corrupt acts that is difficult to prove. In addition to the above authority, the Corruption Eradication Joint Teamalso has the authority to request information from banks regarding the suspect's finances in accordance with applicable laws and regulations, asking banks to block the suspect's savings account; open, inspect, confiscate letters and mails by post, telecommunications, or other devices suspected of having links with corruption under investigation, conduct wiretapping, propose bans and submit recommendations to the suspect's leaders / superiors with sufficient evidence to suspend suspects from his position. Besides that, Abdurrahman also appointed Baharudin Lopa as Minister of Justice, who later became the Attorney General. The Attorney General's Office had taken concrete steps to uphold corruption law, many high-ranking corruptors were examined and made suspects at the time.

In the midst of eradicating the corruption of team members, the perpetrators of corruption conducted a judicial review attempt to the Supreme Court and were approved, so Corruption Eradication Joint Team was finally dissolved. At that moment, Indonesia experienced a setback in its efforts. Corruption Eradication (KPK). In the development of his leadership in addition to disbanding Corruption Eradication Joint Team, Abdurrahman was also considered to be part of the community who could not demonstrate leadership that could support the Corruption Eradication effort. The penchant for holding meetings outside the presidential agenda even in inappropriate places in his capacity as president, gave rise to public suspicion that Abdurrahman was conducting a high-level bargaining process. The process of examining cases of alleged corruption involving tycoon Sofyan Wanandi was terminated with a Warrant for Investigation from Attorney General Marzuki Darusman. In the end Gus Dur was plagued by the Buloggate case, so Abdurrahman was ousted from the presidency not through a constitutional mechanism, Megawati replaced him through what was called a political compromise. Laksamana Sukardi as the State Minister for State-Owned Corporation did not escape talks in the community because of his policy of selling state assets.

In the context of realizing a just, prosperous and prosperous society, the eradication of corruption that has occurred up to now cannot be carried out optimally, so it needs to be improved professionally, intensively, and continuously. Government institutions that handle cases of corruption have not functioned effectively and efficiently in eradicating criminal acts of corruption, and in accordance with the provisions of Article 43 of Law Number 31 of 1999 concerning Eradication of Corruption Crimes as amended by Law Number 20 of 2001 concerning Amendment to Law Number 31 of 1999 concerning Eradication of Corruption, an independent Corruption Eradication Commission must be formed with the task and authority to eradicate corruption, the issuance of Law Number 30 of 2002 concerning Corruption Eradication Commission, which was ratified on December 27, 2002 by Megawati Sukarnoputri.

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Megawati's reign was seen with visible decreasing authority of the law, in which what stood out was the authority of power. Just look at how easily a problematic conglomerate can deceive the law enforcement authorities by reason of seeking treatment abroad. The granting of Warrant for Investigation to Prajogo Pangestu, Marimutu Sinivasan, Sjamsul Nursalim, The Nien King, Samadikun Hartono's escape from the snare of executing the Supreme Court's decision, the granting of Master Settlement and Acquisition Agreement (MSAA) facilities to conglomerates whose debts were stalled, became strong evidence that the government elite was not serious in efforts to eradicate corruption. The community considers that the government still provides protection to big businessmen who contribute to the bankruptcy of the national economy. The government has increasingly lost its authority, and recently corruption cases have also spread in a number of Reform-era Regional House of Representatives.

During Megawati Soekarno Putri's leadership, various corruption cases evaporated and ended with stories that did not satisfy the community. The community began to doubt the government's commitment to eradicate corruption at that time because many Special operation, Bulog, for example, were suspected of corruption but could not be completed. In the midst of the very low public trust in the state institutions that are supposed to deal with corruption, the Megawati government later formed the Corruption Eradication Commission. The establishment of this institution was a legal breakthrough on the impasse of Corruption Eradication efforts in this country, and which later became the forerunner to the Corruption Eradication Commission.

The long journey to eradicate corruption is like getting a breath of fresh air when a state institution emerges with clear duties and authorities to eradicate corruption. Although previously, this was arguably late from the agenda mandated by the provisions of Article 43 of Law Number 31 of 1999 as amended by Law Number 20 of 2001. Discussion of the KPK Bill could be said to be a form of the seriousness of the Megawati Sukarnoputri government in Combating Corruption. The delay in the discussion of the bill was motivated by many reasons. Namely a change in the constitution which implies a change in the constitutional map, and the tendency of the legislative heavy on the House of Representatives, as well as the tyranny of the House of Representatives. One of the delays in the discussion of the KPK Bill is that it is also caused by internal problems which plagued the political system in Indonesia in the reform era.

In the era of President Susilo Bambang Yudhoyono, the vision of Corruption Eradication was reflected in the initial steps taken by issuing Presidential Instruction No. 5 of 2004 and then continued with the preparation of the National Action Plan for Corruption Eradication prepared by Bappenas. The NAP Eradication Corruption took effect in 2004-2009. By using the paradigm of the legal system, the Susilo Bambang Yudhoyono government benefited from an established legal system and the existence of eradicating corruption through Law Number 30 of 2002, Corruption Court which is separate from general courts, international support, and legal instruments that support each other national law and international law.

In order to create a just and prosperous society based on Pancasila and the 1945 Constitution, the government together with the community take steps to prevent and eradicate corruption in a systematic and sustainable manner. Corruption is no longer a local problem, but it is a transnational phenomenon that affects the whole community and the economy so that it is important that international cooperation exists to prevent and eradicate it, including the recovery or return of assets resulting from corruption. International cooperation needs to be supported by integrity, accountability and good government management. The Indonesian people have been actively involved in the efforts of the international community to prevent and eradicate corruption by signing the United Nations Convention Against Corruption, 2003 (United Nations Anti-Corruption Convention, 2003), the ratification of Law Number 7 of 2006 concerning Ratification of the Unit Nations Convention Against Coruption, 2003 (2003 United Nations Anti-Corruption Convention). ratified on April 18, 2006 by Susilo Bambang Yudhoyono.

In an effort to strengthen the evidence in eradicating criminal acts of corruption in court, Law Number 13 of 2006 concerning the Protection of Witnesses and Victims, dated 11 August 2006, State Gazette of the Republic of Indonesia Year 2006 Number 64. Witnesses are one of the legal evidences in the judicial process criminal. Information from Witnesses and / or Victims who have heard, seen, or experienced the occurrence of a criminal act in an effort to find and find clarity about the criminal act carried out by the perpetrators of criminal acts needs to be protected. Law enforcers in seeking and finding clarity about criminal acts committed by criminal offenders often experience difficulties because they cannot present Witnesses and/or Victims due to threats, both physical and psychological from certain parties, so that protection for Witnesses and / or Victims is required, very important presence in the criminal justice process.

Services to the public and law enforcement carried out in the context of administering the state and government are an inseparable part of efforts to create good, clean and efficient governance to improve welfare and create justice and legal certainty for all citizens as referred to in the Act Basis of the Republic of Indonesia in 1945. Supervision of services carried out by state and government administrators is an important element in the effort to create good, clean, and efficient government and at the same time is an implementation of democratic principles that need to be developed and applied in order to prevent and eliminate abuse of authority by government officials country and government. By paying attention to the aspirations that develop in the community in order to realize the apparatus of state and government officials that are effective and efficient, honest, clean, open and free from corruption, collusion and nepotism, it is necessary to establish an Ombudsman institution of the Republic of Indonesia; then President Susilo Bambang Yudhoyono signed Law Number 37 of 2008 concerning the Ombudsman of the Republic of Indonesia, ratified on October 7, 2008.

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Even though witness and victim protection has been postponed, the guarantee of protection for witnesses and victims has not yet proceeded in accordance with the Corruption Eradication. Guaranteed protection for witnesses and victims has an important role in the criminal justice process so that witness and victim testimonies are given free from fear and threats to reveal a criminal act. To increase the overall effort to disclose a crime, especially transnational organized crime, it is also necessary to provide protection for witnesses, perpetrators, reporters, and experts. Several provisions in Law Number 13 of 2006 concerning Witness and Victim Protection need to be adjusted to the development of the community's legal needs, so it is necessary to establish a Law on Amendment to Law Number 13 of 2006 concerning Protection of Witnesses and Victims with Law Number 31 2014 concerning Amendment to Law Number 13 of 2006 concerning Protection of Witnesses and Victims.

In the effort to implement the prevention and eradication of corruption as mandated in Presidential Regulation Number 55 Year 2012 concerning the National Strategy for Long-Term Corruption Prevention and Eradication in 2012-2025 and Medium-Term Year 2012-2014 and as an implementation the preparation of Prevention actions is issued. President of the Republic of Indonesia Number 2 of 2014 concerning the Prevention and Eradication of Corruption Act of 2014, March 21, 2014. In the era of Susilo Bambang Yudhoyono, commitment and efforts in preventing and eradicating corruption have always been the government's priority. Various efforts have been made by the Government such as structuring policies and regulations, both in the form of instructions / directives and legislation, improving governance, improving the process of public services, transparency and accountability in the management of state finances, including saving state finances / assets.

At the international level, the Government is also actively involved in various global initiatives to fight corruption. One of them is through the ratification of the United Nations Convention Against Corruption through Law Number 7 of 2006 concerning Ratification of the 2003 United Nations Convention Againts Corruption (Convention of the United Nations Anti-Corruption, 2003). As a consequence of the ratification, the Government of Indonesia has stipulated Presidential Regulation Number 55 Year 2012 concerning the National Strategy for Corruption Prevention and Long-Term Corruption Eradication in 2012-2025 and Medium-Term Year 2012-2014. The strategies contained in the Corruption Prevention and Eradication include prevention strategies, law enforcement strategies, harmonization strategies for laws and regulations, international cooperation strategies and saving assets, educational strategies and anti-corruption culture, and reporting mechanism strategies, which in practice only focus on preventing corruption.

In the era of his administration, President Joko Widodo has signed Presidential Instruction Number 10 of 2016 and Presidential Regulation Number 54 of 2018. Presidential Instruction Number 10 of 2016 concerning Actions to Prevent and Eradicate Corruption in 2016 and 2017. This Presidential Instruction focuses on the matter of preventing criminal acts of corruption and law enforcement in the field of Corruption Eradication (KPK), so that the Head of Indonesian Ministry of National Development Planning at that time stressed that ministries, institutions, and regional governments must implement the Presidential Instruction. In order to carry out Presidential Instruction Number 10 of 2016 the implementation strategy is needed. Taking into account the framework of prevention efforts that are more focused, measurable, and results-oriented and impacted, the government views that Presidential Regulation Number 55 of 2012 concerning the National Strategy for the Prevention and Eradication of Long-Term Corruption 2012-2025 and Medium-Term Year 2012-2014 is no longer in accordance with developments. Based on these considerations, on July 20, 2018, President Joko Widodo signed the Presidential Regulation Number 54 Year 2018 concerning the National Strategy for Corruption Prevention (link: Presidential Regulation Number 54 Year 2018). According to this Perpres, the focus of the National Strategy on Corruption Prevention includes: a. licensing and trade system; b. finance; and c. law enforcement and bureaucratic reform, which are elaborated through the Corruption Eradication Action.

In the framework of organizing the Corruption Eradication Strategy, a National Team for the Prevention of Corruption, hereinafter referred to as the National Team for Corruption Eradication, is in accordance with Article 4 paragraph (1) of this Regulation. The Corruption Eradication National Team, according to this Perpres, consists of ministers who carry out government affairs in the field of national development planning, ministers who hold government affairs in the country, ministers who carry out government affairs in the field of the state apparatus, heads of non-structural institutions that hold support to the President and Vice The President in implementing the controlling of national priority programs and managing strategic issues, as well as the leadership elements of the Corruption Eradication Commission.

Even though the Presidential Instruction and Presidential Decree were issued, in the era of JokoWidodo's government, corruption was rampant, as evidenced by the many aides of the President (Ministers, Governors, Regents, and others) and Legislative members (including political party leaders) who were arrested and processed in court. with a Catch-Hand Operation conducted by the National Team for Corruption Eradication. The role of the National Team for Corruption Eradication in eradicating corruption is very prominent, even the president feels overwhelmed to control the National Team for Corruption Eradication. In order to stem the very prominent role of the National Team for Corruption Eradication in law enforcement, the government together with the House of Representatives then discussed the revision of the National Team for Corruption Eradication Law at the initiative of the House of Representatives. It was not until one month that the law was passed by the Parliament on 17 September 2019.

With the ratification of the revision of the National Team for Corruption Eradicationlaw, a massive wave of demonstrations by students and all Indonesian people rejected the ratification of the law, and asked the president to issue a Perpu on the cancellation

of the ratification of the law. Until the 1 month deadline since the president was not named, the law was promulgated, thus enacting the president's signature with Law Number 19 Year 2019 concerning Second Amendment to Law Number 30 Year 2002 Concerning the Corruption Eradication Commission, October 17 2019, LNRI 2019 Number 197. With this law the authority of the National Team for Corruption Eradicationwas reduced, the authority of the National Team for Corruption Eradicationto conduct wiretapping which was the National Team for Corruption Eradication's mainstay in eradicating corruption was reduced. In conducting wiretapping, the National Team for Corruption Eradicationmust obtain the approval of the supervisory board, and the supervisory board can approve the wiretapping request, a case title must be carried out, even though all years in the Criminal Procedure Code that the case title can be carried out if there is already at least 2 pieces of evidence. At this time the eradication of corruption is the lowest point in Indonesia.

CONCLUSION

Corruption is the main cause of the deterioration of the Indonesian nation, corrupt acts committed by a handful of people resulted in the entire nation must bear the consequences. In eradicating, various efforts have been made, starting from the material aspects of the legislation, culture and legal system of the institution that handles it, but until now it has not shown any encouraging symptoms. Not yet found the right formulation to eradicate corruption in Indonesia.

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Colonial Policies and Post- Independence Development in Nigeria

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ABSTRACT: This paper argues that the British colonialists introduced indirect rule to deliberately slow down development in Nigeria and therefore examines how policies influenced the nature and character of socio-cultural and political activities in Nigeria, as well as made it dependent on the west for the sustenance of its economy. It adopts the Dependency Theory as theoretical framework. The study is qualitative and thus obtained secondary data from text books, journals, newspapers and magazines both online and offline, which were content analyzed and formed the basis of conclusion. It observed that the colonial masters had deliberate policies that negatively affected the post-colonial development of Nigeria. It recommended, amongst others, a comprehensive restructuring and overhaul of the political and economic structures that impede development, as well as the reawakening of the consciousness of Nigerians for veritable development.

KEYWORDS: Colonial policies; Development; Nigeria; Ethnicity.

INTRODUCTION

Colonial relationship is established when one powerful nation establishes and maintains political and economic domination over a geographically distinct area inhabited by people of any race at any stage of cultural, political, social and economic development. Political developments in post-colonial Nigeria have a lot to do with the nature of colonial administration and policies. In other words, the pattern of political activities in Nigeria is influenced by the role of the British colonialists; whilst they held sway the socio-political and economic activities of the country. Events in the country's political scenes how a clear a relationship between the nature and pattern of political development and colonial policies in Nigeria. Prior to the amalgamation, the British colonialists observed that the Northern protectorate was landlocked and the cost of administration outweighed the revenue generated from the region. On the other hand, the Southern protectorate, which is endowed with some natural resources, provided the resources that were used to keep the North afloat. Put other words, colonial authorities used the resources from the South to administer the North. In doing this, the political system had its own implications (Obiajulu, Obi and Iwuoha, (2003).Between 1900 and 1960, the colonial authorities initiated diverse policies which have shaped the nature of political activities in the post-colonial era. Most of these policies were enshrined in the various constitution promulgated by the colonialists. The nature of nationalist activities, political party formation, political leadership and development, as well as the current socio- economic development in the country were all footprints of the colonialists.

The aim of the study is to ascertain how colonial policies have affected current political developments in Nigeria. It attempts to examine, deeply, the activities and policies by the British colonial administration, as well as issues that relate to nationalism and constitutional evolution in the country. It tries to ascertain what legacies the colonial administrators left behind and also show the impact of colonial administration in Nigeria's political development.

The study shall examine the policies the British colonialists, with a view to ascertaining how they have influenced political developments in contemporary Nigeria. Policies to be examined are the policy of amalgamation, the policy of indirect rule, dichotomy in legal proclamation and implantation. These will be achieved under the following sub-headings: introduction; conceptual clarifications; significance of the study; statement of the problem; objective of the study; theoretical framework, literature review; discussion, analysis and finally end with summary and recommendations.

REVIEW ON LITERATURE

It is evident that the mission of the colonialist to Africa, especially Nigeria, was exploitative. In this regard, nothing good was expected to come from their activities and policies. Although as stated earlier, they came first as traders and missionaries and later held a political and economic grip of the people, scholars and critics have argued over the impact of colonialism on the African continent. During their several decades of colonialism, they initiated policies that enhanced their economic and political activities. It was clear that those policies that seemed good were actually for their particular benefits. One of such critics of the colonial

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administration is Walter Rodney, (1975, p. 223), who argued that faced with the evidence of European exploitation of Africa, many bourgeois writers would concede at least partially that colonialism was a system which functioned well in the interest of the metropole.

His argument that all that were done, in terms of infrastructural development, by the colonialists in Africa were for the purpose of appropriating the natural endowments in the continent for their selfish gains. This could be gleaned from their activities that seemed to impact negatively on the continent. They did not take into consideration the nature and culture of the indigenous people, but coerced them into one political unit for administrative convenience. What is today known as Nigeria is a conglomeration of different ethnic groups that had hitherto existed as distinct groups.

Considering this, Coleman (1986, p. 45) states that:

> The artificiality of Nigeria's boundaries and the sharp cultural differences among its peoples point up to the fact that Nigeria is a British creation and the concept of a Nigerian nation is the result of the British presence. There are many nations of the world, of course which began as "geographical expressions" inhabited by peoples of widely different cultural backgrounds, and yet subsequently achieved nationhood under unified administration imposed either by a dominant group within or by an alien invader from without.

There is no gainsaying that Nigeria is a creation of the British authorities for the purpose of economic and political gains. The various ethnic groups were integrated to amass as much economic resources as they could garner. Ekekwe (2011, p. 85) avers that In Nigeria and India, on the other hand, federalism arrived one fine morning on the wings of a fiat of the colonizing power- a good example of a forced marriage. Balogun (1973, p. 8) collaborating this view avers:

> Needless to say, the peoples of Nigeria have a history which stretches far back into the past, in the savannah lands, and plain north and west of the Niger, the Kanuri, Hausa, Fulani, Borgu, Nupe, Jukun and Yoruba peoples evolved well-organized states of varying sizes, while the powerful Benin state lay in the forest lands immediately west of the Niger, and the Ibos, the Efiks and the peoples of the Niger Delta occupied the Eastern Banks of the Niger in political units of varied nature and size.

It is instructive that the diverse groups that were brought together were distinctly unique, had their system of administration, custom and tradition, as well as aspirations. These were nations of their own and bringing them together into one entity was to undermine their differences.

In this regard Olson, 1978, p. 87) argues:

> An ethnic group is a collection of people self-consciously united by physical similarities, cultural traditions, or common visions of the past and future. Ordinarily, it will be difficult to coerce a people so bound together with others without necessarily determining what should link them together. By way of implication what benefits they stand to benefit from coming together under one authority.

It is becoming clearer that the history of Nigeria could be described as a marriage of convenience the British colonialists performed in their interest. What we currently have is what Nwankwo (1988, p. 60) describes as a geographical expression called Nigeria, a large nation of different people welded into one citizenry, but unfortunately still live as strangers to one another.

Madiebo, (1980, p. 134) was succinct when he argued that:

> The federation of Nigeria as it is today has never really been a homogenous country, for its widely differing peoples and tribes are yet to find any basis of true unity. This unfortunate, yet obvious fact notwithstanding, the former colonial master had to keep the country one in order to effectively control his vital economic interest concentrated mainly in the more advanced and "politically unreliable" south. Thus, for administrative convenience, Northern and Southern Nigeria became amalgamated in 1914. Thereafter, the only thing that these peoples had in common became the name of the country.

Acknowledging the impact of colonial policies in post-independent Nigeria, Babatope, (1979, p. 8) argued that in 1946, the tribalist constitution was approved for Nigeria by the British colonial government. This constitution cleverly paved way for the tribal division of Nigeria.It is indicative of the skewed structure passed on to Nigerians by the colonial masters after taking advantage of the natural endowments of the country. Lamenting the negative effects of this development and how these effects could be redressed, he stated:

> It is expected that young men and women of Nigeria will join hands with patriotic and progressive Nigerians to end ethnic chauvinism in the politics of Nigeria and also help to push the hands of the clock forward in the historical forward movement of Nigeria to people's democracy (p.8).

Adebayo, (1993, p. 63) having analyzed the British colonial administration in Nigeria, stated that much has been said to show that the British colonial policy was not directed towards the development of the colonies, but towards the promotion of their commerce. He added that in the first four decades of the century, whatever little development undertaken by the British administrators in Nigeria was largely dictated by the need to make Nigeria a more fruitful source of raw materials for imperial Britain.

Ellah, (1983) had also argued that in the circumstance, it would appear that the tragedies of Nigeria can be traced to the political imbalance established at independence by the colonial authorities. The skewed nature of Nigerian federalism is as a result of such

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colonial activities that were perpetuated to further the political and economic interest of the British colonialists. It is not surprising that the colonialists themselves were oblivious of the consequences of their actions.

Ellah, (1983, p. 167) quoting Sir James Robertson stated:

> The general outlook of the people (Hausa-Fulani) is so different from that of those in Southern Nigeria as to give them practically nothing in common. There is less difference between an English man and Italian, both of who have common civilization based on the Greek and Roman foundations and on Christianity, than between a Muslim villager in Sokoto, Kano or Katsina, or an Ibo, Ijaw or a Kalabari. How can any feeling of common purpose or rationality be built up between people whose culture, religion and mode of living is so completely different…When the British go, what will keep these divers peoples together within the artificial boundaries drawn on maps in the 1880's and 1890's.

Regarding this Madiebo (1980, p. 13) argued that:

> The colonial master, determined to ensure a continued uninterrupted economic exploitation of the country even after independence, recognized that this could only be done not by keeping the country one, but by ensuring that the effective political and military powers were left in the hands of that part of the country they could trust, the military power being necessary to ensure a stable government of such a big country as Nigeria, made up of diverse and heterogeneous element.

This argument is re-echoed by Ellah, (1983, p. 168) when he stated:

> Considering Lugard's military background, and the fact that his longest and most intimate contact with Nigeria began in the Northern region, it would appear natural that he should have definite sympathy for the North in preference to other parts of Nigeria.

Developments since the political independence of Nigeria have been based on the struggle for power. This struggle has been along ethnic lines- the major ethnic groups that dominate the three regions. The colonial authorities in creating an unbalanced situation in the country introduced the politicization of population census in Nigeria. This is an area where the British colonialists clearly showed a high level of manipulation for one region to gain advantage of the others. The politicization of census figures began with the colonial authorities. Census figures have always and will always continue to be a thorny issue in Nigerian politics. As regards this, Ellah (1983, p. 68) argued:

> However it should be noted that when Lugard amalgamation took place in 1914, the latest census (1914) indicated almost equal populations for Northern and Southern Nigeria viz: 8,110,621 and 7,855, 749 respectively-a difference of 254,882 or less than 2% which Lugard may have considered negligible. However in 1921, the Northern population increased to 9,994,515 and the South was 8,069,406, i.e a difference of 1, 9256,109 or roughly 9%. In 1931, the North had increased to 11,010,668 and the South remained almost standstill at 8,115, 035 i.e a difference of 2, 895,633 06 roughly 15%.Ih 1952, the population difference between Northern and Southern Nigeria became 4, 921, 747 with a population of 17,007,377 for the North and 12,085, 630 for the south or a difference of about 15%.

It is evident that the politicization of population was a means of gaining political and economic advantage had been a deep rooted issue *ab initio*. It became a major criterion in revenue sharing, especially with the centralization of political and economic power in the country. That is why in time to come population became a major factor in the consideration of revenue allocation.

According to Anucha (2010, p. 128):By 1982, the formula for distribution of revenue was:

Federal Government	55.00%
State Government	32.00%
Local Government	10.00%
Fund for Development of Mineral Producing Areas	1.5%
Fund for Amelioration of Ecological Problems in the Mineral Producing States	2.00%
Equality of States	40.00%
Population	40.00%
Direct Primary School Enrolment	11.25%
Inverse Primary School Enrolment	3.75%
Internal Revenue efforts	5.00%

The issue of population has always and will always be a major issue and so every group would do anything possible to ensure that it gains advantage with regards to its population. As a matter of fact, it is the issue of population that has given the North political advantage over the rest of the country put together. As regards this Ellah, (1983, p. 169) stated:

> At the London Constitutional Conference which took place at Lancaster House, London under the Chairmanship of the Colonial Secretary, Mr. Lennox –Loyd, (May 23rd to June 26, 1957), it was decided that

the membership of the House of Representatives be increased to 320 on a basis of one member for every 100,000 of the population. In December 1959, after dissolution of the House of Representatives by the Governor General, Sir James Robertson in preparation for independence, elections were held to fill 321 single-member constituency seats of which 174 were located in the Northern Region, 62 in the Western Region, 73 in the Eastern Region and 3 in Lagos. i.e a total of 138 constituencies for all the Southern Regions compared with 174 constituencies for the Northern Region alone, thus the North which had only 2 constituencies more than the South in 1954, now in 1959/60 had 36 more constituencies than the South. Northern dominance of Nigerian politics and power grew in the same proportion.

This was the remote reason that led to the census crises of 1962, which result was rejected by the government and another census was held in 1963. At the end of the day, the Eastern and Western regions rejected the results, while the North accepted it. The country has had a situation where one region has political dominance over the rest of the country put together, which is against the principle of federalism. Today the North has a grip of political power and can decide the way the country would go at its own.

NIGERIAN FEDERALISM IN PERSPECTIVE

Nigeria became Federal in 1954 under the Lyttleton's constitution. Before 1954, three main factors indicated that Nigeria was a unitary state. The colonial factors account for the origin of Nigeria federalism. These include the practice of colonial administrations, the attitudes of colonial administrations and the political economy of colonial rule up to the 1940s.

The structure of the federalism practiced in the country continues to generate concern in numerous quarters. There have been calls from critics and stake holders for the country to adopt practical federalism in accordance with global principles. This is owing to the reaity of what we call an 'abnormal; federalism practiced in Nigeria. It is such that power comes from top to the bottom, whereas federalism as practiced the world over originates from bottom to top. In clear terms, the federating units come together to build a strong centre, by contributing to its sustenance. What is currently practiced in the Nigerian case is a replica of the colonial policy of appropriating the resources from the South to service the North. In the present scenario, we have seen a situation where resources appropriated from one region in the country is used to service the rest of the states ,including the Federal Government. It is important to point out that at independence, the fiscal structure of the federation was such that the regions appropriated their natural resources and paid tax to the central government. On how this changed Ekekwe, (2011, p. 84) puts it thus:

> The greatest harm to Nigerian federalism project was inflicted by the series of military regimes that ravaged the country. Between the military regimes of Generals Yakubu Gowon and Olusegun Obasanjo the country was stripped of whatever pretences it had of being federal. It was under the watch of those civil war heroes that the central government over ownership of minerals and land resources.

Since then, the structure of the Nigerian federation has been such that the Federal Government has had to wield its powers on the States, which are supposed to be the federating units.

Ekekwe (2011, p. 84) further argued that:

> Federalism is supposed to be most suitable for multi-ethnic and multicultural societies because it would allow the constituent parts the opportunity for some appreciable degree of self-determination since all the parts recognize the value which others bring to the union. Federalism creates unity without imposing uniformity- and this is part of its great disadvantage.

Perhaps, we would say that the Nigerian project would have afforded the best form of federalism had the British colonialists structured the country in such a manner that the level of inequality was minimal. Although the end would also justify the means, it has become evident that both the colonial masters and those who inherited power from them played negative part in the current realities in contemporary Nigeria.

Suberu (in Ayeni and Soremekun eds. 1988, pp.13-14) giving a background to Nigeria's constitution making process has adduced reasons believed to have contributed to the demise of the First Republic. Amongst the factors are:

- the structural anomaly in Nigeria's federal system in which a single region was predominant over others, thus violating J.S. Mills *Law of Federal Stability* according to which there "should not be anyone state (in a federation) so much so powerful than the rest as to be capable of vying in strength with many of them combined;

- the debilitating centrifugal pressures exerted by intense regionalism and tribalism which informed the politics of the First Republic;'

- the contradiction which developed from the situation in which the need for parties and politicians to achieve power at the centre was frustrated by the impossibility of transcending their local ethnic group or regional base of political support;

- the disaffection created among a significant section of the political elite, by the failure to grant relative political autonomy to the nation's minority groups;

- a system destroying elite attitudinal pattern which predisposed political actors to a systematic violation of institutional procedures and which turned political competition into an intensive combative and perilous display of brinkmanship;
- finally and perhaps most importantly, forces and pressures unleashed by intra-elite competition for scarce resources (patronage, appointments. Amenities) needed for personal material consolidation, but also to satisfy demands emanating from the elite's ethnic or regional constituencies.

The factors outlined by Suberu show that they are problems associated with the influence of the colonial authorities on the country, namely ethnic struggles and agitations for scarce economic resources. These factors have continued to hunt the socio-political development of the country to present. They are not only factors that led to the fall of the First Republic, but have hindered and will continue to impact on the political development of the country. According to Ellah (1983:164) If anyone is to blame as the author of the remote causes of the conflict, it may be the British authorities who had the ultimate responsibility at the time of the independence constitution was formulated prior to Nigerian independence when Nigerians took over responsibility.

THE POLICY OF AMALGAMATION

The British occupation of Nigeria began on a very small scale in about the 1820s. The occupation was progressive, as traders and missionaries led the way for the administrators to follow. In 1861, Lagos was ceded to the British by Dosunmu. At the Berlin Conference on Africa in 1885, Britain got the other powers to recognize the rights of supervision over the lower Niger and other European powers also began to occupy the vast areas assigned to them. The Royal Niger Company had effectively acquired Northern Nigeria for Britain before 1890. The British, fearing that the French who had already settled in the Ivory Coast would push inland, attacked Kumasi and deported Asantehene. From then, the British government started to push into the interior of Gold Coast and Nigeria which were administered in the first instance from Gold Coast, now Ghana.

In 1906, the colonial office in Britain took over from the Royal Niger Company and the government assumed direct control over the Northern Nigeria. In the same year, the Protectorate of Southern Nigeria, the Colony and Protectorate of Lagos were merged to form the Colony and Protectorate of Nigeria. In 1914, for administrative convenience, Northern Nigeria and the Colony and Protectorate of the Southern Nigeria were amalgamated by Lord Lugard, who subsequently became the Governor General. The Colony was placed under the control of an administrator, while the Northern and Southern Provinces were each administered by a Lieutenant-Governor. In 1919, Lugard set up his Nigerian Council with three representatives from the North and four from the South. When he left, Sir Hugh Clifford in 1921 established a Central administration. Several constitutional developments took place thereafter, including the Lyttelton's Constitution of 1954 that provided for the regionalization of the country, which in essence introduced Federalism.

THE INDIRECT RULE POLICY

A number of reasons have been adduced for this policy. They are: language barrier, shortage of personnel, finance, transportation, communication, electricity, road network, reformation of the colonies, British interest, culture, custom and tradition (Wodi, 2008, pp. 289-290). Indirect rule in Nigeria was a continuation of the administrative system the British colonialists met on ground. It protected and promoted the administration of the traditional rulers. They were given the legal authority by the colonialist to carry out orders on their behalf. Indirect rule was first introduced in Northern Nigeria. Lugard was forced to introduce indirect rule in the North because there was shortage of trained manpower, as well as lack of finance to pay the staff. Again, it was not easy to disintegrate the large Fulani emirate, which already had a progressive institution for direct rule. With indirect rule, Lugard and his assistants ruled the emirs and the chiefs ruled the people. Indirect rule in the West was a partial failure because of the nature of the traditional authority. Power in Yoruba land is not centralized as is the case in the Hausa/Fulani Empire. The colonial master imposed indirect rule on the West based on his improper knowledge of the Kingdom. For the East, Indirect rule was a complete failure. This is because, there is no supreme traditional authority; the traditional society is democratic and egalitarian. Also, the units of society were too small to shoulder such a responsibility like the Fulani emirate. These resulted to the complete failure of the indirect rule system in the East.

Theforgone shows that the amalgamation of Nigeria was irrational, especially with the manner it was carried out. It is evident that Nigeria as an independent country stared on a wrong foundation and that necessitated why a few years after independence, the country was embroiled in a number of internal crises that metamorphosed into a civil war.The policy of the British colonialists laid a foundation for power to be skewed to one part of the country as against the rest. This is against the principles a true federal structure which was supposed to guide such activities.

Evidently, politics is about the scramble for scarce resource and the determination of who gets what and how. With the configuration of the Nigerian federation, the quest for advantages by one ethnic group over the other is most prevalent. It is obvious that who gets what is determined by who lays hold to power. It is based on this that the majority ethnic groups strive to possess power, while the minority groups agitate for fear of being swallowed up the struggle. It was as a result of this that the minority groups agitated and expressed their fears in the 1957 London Constitutional Conference. According to Dappa-Biriye (1985: 18) Generally, the fears of

the minority groups impugned on the existence in each region of a large ethnic group that was anxious to outlining entities into their own cultural systems.

No doubt that it has been shown that the colonial authorities built political inequality into the Nigerian national structure, during the amalgamation of Northern and Southern Nigeria.

Such imbalances that were orchestrated by the Colonial authorities have had much impact on contemporary Nigerian policies. The Northern region of the country has held tight to political power that even when they want to give out power, they decide where and who to give the power. For instance, at the transition programme that ushered in the present democratic dispensation, it was reported how the Northern power bloc plotted the emergence of Chief OlusegunObasanjo as President. It was reported that his choice was based on the fact they wanted one who would not betray their thrust. As a matter of fact, it was zoned to the South West in order to pacify the Yoruba's over the annulment of the June 12 1993 Presidential Election in which MoshoodAbiola was believed to have won but was annulled by the Babangida administration. To demonstrate how powerful the northern political bloc was in the choice of the president, Dr. Alex Ekwueme was initially chosen by them to be the next civilian president but in a meeting held in Kaduna, the political capital of the region in June 1998, there was a reversal of that decision, hence the choice of Obasanjo. Reports have it that with the slogan, the leader we can trust, the northern conservative class was able to sell the project to Obasanjo and that was how he was steered into the Presidency.

It was in an attempt to correct the imbalance in the North South relationship that the Southern Governors embarked on what was described as "handshake across the Niger". Prior to this time, their have been meetings of Governors in the South in their geo-political zones. The South East Governors met independently, their South West and the South-South counterparts also did the same. For several years, the Northern governors have always met and discussed issues of common interest. They basically spoke with a common voice when issues concerning them arose. This explains why the British colonial authorities were comfortable with their administrative structure.

CONCLUSION

Based on the foundation laid by the colonial authorities, Nigeria adopted the federal system of government. Chapter 1, Part 1 of the Constitution of the country stipulates that "Nigeria shall be a Federation consisting of States and a Federal Capital Territory. Nigeria has undergone various political developments, from its creation to present. The contemporary developments in Nigeria are as a result of the foundation laid by the colonial authorities. It is evident that what is known as Nigeria today is a configuration of distinct entities that hitherto existed on their own. The reason for bringing together these entities was to advance the political and economic interest of the British colonialists. Colonial policies also influenced the nature and character of political parties in Nigeria. We also observed that the colonial policy was tilted to the advantage of the North in terms of access to political power. This advantage placed the North in a position where it has a numerical advantage over the South. Consequently, power has always been domiciled in the North, except for some cases.

The foundation of the Nigerian federation is fraught with deficiencies. This has resulted to numerousf problem in the country. These problems are not only political, but they have affected the social, economic and cultural lives of the people. It is the imbalance that was set at the outset that has resulted to the myriad of problems faced in the country today. The British colonialist bequeathed on the country a federal system of Government without the way and manner the ethnic groups were brought together. At independence, Nigerian leaders followed suit without addressing the imbalance. It has been argued that the nationalists were impatient as they were in a hurry for the colonialists to leave so that they could gain political control of the country. In this regard, the imbalance continued. It led to the 1962 census crises, the federal elections of 1964 and subsequently the Nigerian civil war. One would have thought that at the end of the civil war, Nigeria leaders would have learnt their lessons, but this was apparently not the case as the inequality and imbalance continued to deepen. The Military held sway for a while and handed over to a civilian government.

The inequality in the federation brought about minority agitations for a fair share in the resources of the Federation. It turned out that the prior to independence, the allocation of revenue was based on the principles of derivation. AS at that time, the various regions controlled their resources and paid tax to the Federal Government. Then the North had groundnut, the West, cocoa and the East, Palm oil. It enabled the regions develop at their pace. Soon after the war, the Federal Government took control of all the resources.

At this time, the mainstay of the economy had become oil and agriculture had been relegated to the background. The oil came from the Niger Delta region of the country which forms the minority in the federation. The resources are shared based on certain principles that manifested the injustice and unfair treatment to the minority. The prevalence of this trend brought about the agitation for resource control by the minority groups in the Niger Delta. It was their view that they deserved a proportionate share of the revenue that accrues from the resources from their land. The development generated a lot of heat in the polity. There was also the call for a sovereign national conference to address the problems the countries faced. The political leaders turned a deaf ear on the call. In a bid to apply a half hearted approach to the problems, the late General SaniAbacha initiated the National Constitutional Conference in 1995. As expected this was not able to address the problems. The Chief OlusegunObasanjo's administration also organised the National Political Reforms Conference in 2005, in a bid to also address the problem. These conferences were tainted with

deficiencies as they did not reflect the ideals of a true national conference where the destiny of federating units would be collectively decided with sincerity. The problems have continued to linger with the minority groups calling for equity in the resource allocation in the country.

It is the same imbalance that has seen the Federal Government have the largest share of the resources that accrue to the country. The Federal Government takes more than half of the revenue that accrue to the country, leaving the states and local governments with less than half. The State Governors are currently calling for a review of the revenue allocation formula, given their responsibilities in their service to their people.

It is also noted that the claim by the Northerners to political power in the country has had political implications in the country. The North had always dominated the military and civilian powers in the country. When they are not directly in power, they dictated who holds power at what time. When they fall out of power, they do everything possible to frustrate the powers that be. This could be seen in the democratic dispensation that was ushered in 1999. When the administration of Chief OlusegunObasanjo, a Southerner made them uncomfortable, they decided to make the country ungovernable for him. The heat generated by the introduction of the Sharia Law by some Northern governors generated a lot of concern. Critics and scholars argued that it was an attempt to discredit and destabilize the government of a southerner. Indeed, it was distractive to the Government and was seen as politically motivated as a result of the way the thornt issue was laid to rest. Also the current insecurity in the country as a result of the Boko Haram insurgence is one of such antics. It is coming at a time when another Southerner, Dr. Goodluck Ebele Jonathan, is on saddle as President of Nigeria. During the brief stay of late AlhajiUmaru Musa Yara'Adua, there was nothing such as Boko Haram. It suddenly emerged as a Southern President came on saddle. Some critics have argued that it is simply a political saddle to make the country ungovernable for the southerner. It is a manifestation of the belief that the North must hold power or nothing else. These issues have retarded the socio-economic growth of the country and will continue if they are not addressed. Nigeria as a country continues to grapple with an imbalanced political and economic structure that will continue to affect her growth and development. It is in this regard that the following recommendations are made:

(1) The call for a National Conference should be considered and made a reality. This would afford the various ethnic nationalities that make up the Nigerian federation a platform to gather in a roundtable to define their relationship and mutual existence. The call for a Sovereign National Conference does not necessarily mean a call of the dis- integration of Nigeria; it should rather be a call for the strengthening of the bond that brings the people together.

(2) For much to be realized in this regard, Nigerian leaders should be objective and sincere in the discharge of their responsibilities. It is when this happens that the country will have genuine leaders who have the interest of the country at heart and will do everything possible to protect the future of generations to come. This is imperative because, with leaders who are sincere there would have been the political will to address this problem early enough before it deepened to this level.

(3) There is the need to re-orientate the mind od Nigerians towards national unity. As a result of the level of ethnicity in the country, a lot of Nigerians do not believe in Nigeria as a country. They are comfortable to identify with their ethnic group first before thinking of Nigeria as a country. With this development, ethnic self-interest prevails, while the unity that should bind Nigeria suffers.

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Phraseological Units of the Concept of "Happiness" in Modern Chinese (On Material "中华五福古祥图典")

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ABSTRACT: The article provides a semantic analysis of phraseological units with the concept of "happiness" on the basis of lexicographic data **"中华五福古祥图典"**. The analysis of the concepts of "happiness", represented by such components as *福, 禄, 寿, 喜* in the phraseological units of the concept sphere "happiness" is carried out.

KEYWORDS: Idiom, ready-made expression, emotiveness, cultural connotation, concept.

INTRODUCTION

In an era of rapid development, the need for interethnic dialogue and the mutual exchange different information is increasing. In recent decades, interethnic relations have been expanding, deepening, expanding, and are of daily nature. This, in turn, resulted in change. At the present stage, the growing need for an equivalent translation of words, traditional traditions and cultural customs is becoming more and more noticeable.

The term phraseology was introduced by the Swiss scientist S. Bally (1865-1947) in the meaning of "a section of stylistics that studies related combinations" [3, 8]. Subsequently, the study of phraseology was widely developed in Russian linguistics in the 1940s-1980s, based on the material mainly of the Russian language. A phraseological unit, a phraseological turnover are called semantically indivisible, stable combinations of words, which are characterized by the constancy of a special integral meaning, component composition and fixation in the speaker's memory. The term "phraseological meaning" was proposed in 1964 by A.V. Kunin and V.L. Arkhangelsk, independently of each other [3, 8]. The existence of phraseological meaning as a linguistic category is the subject of discussion among the researchers of phraseology. The nomination of the phenomena of reality by phraseological unit is associated with the internal form of phraseological units, which reflects in the mind the integral image of the situation. The internal form is a fundamental component of the semantics of a phraseological unit, because it (or rather its image) is a source of semantic motivation, cultural connotation, emotiveness, evaluativeness and stylistic characteristics of a phraseological unit [3, 9].

It should be noted that in the semantic and grammatical modeling of phraseology, some of its lexical units play a significant role, which cannot be denied. The relation of such lexical units to phraseology becomes grammatical, and their lexical meaning weakens. It should be noted that in the semantic structure of phraseology, it is not the denotative meanings of words that are important, but their connotative meanings specific to a particular lexical group.

成语 chéng yǔ (phraseological units) is a part of stereotyped phrases in the language dictionary [1,10]. Chinese phraseological units have a fixed structure and a fixed utterance, which express a certain meaning and are used in a sentence as a whole. Most of the phraseological units are inherited from ancient times, and they often differ from modern Chinese words [1, 11]. Among them are sentences from ancient books, phrases condensed from ancient articles, and idioms frequently used by humans. Phraseological units are a kind of ready-made words that are similar to idioms and proverbs, but differ slightly. The most significant point is that idioms and proverbs are spoken by nature, and most idioms are written and textual in nature. Second, from the point of view of linguistic form, phraseological units are almost all four-character structures established by conventions, and literals cannot be changed at will [1, 12].

Phraseology of the Chinese language has become an object of linguistic research relatively recently, in the 50s of the last century, therefore its boundaries have not yet been determined and the division of phraseological units into categories is not entirely clear. Traditionally, phraseological units are distinguished in Chinese philology: *成语 chéngyǔ* "Idiom, ready-made expression", *俗语 súyǔ* "proverb", *谚语 yànyǔ* "proverb", *歇后语 xiēhòuyǔ* "Understatement", *警句 jǐngjù* "winged words" *格言 géyán* "Aphorisms" and *奇说 qíshuō* "paradox". Of the greatest interest of them are Chengyu, firstly, because they are much more numerous than other phraseological units, and secondly, because they are very often used in speech and the translator has to deal with them, Thirdly,

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Chengyu themselves are good material for studying both the current state of the lexical and grammatical means of the Chinese language, and their historical development [4,195].

MAIN PART

Chengyu, along with other groups of Chinese phraseology, perform the function of the most expressive means of the modern Chinese language. They unusually accurately, vividly and in a short, perfected form reflect ordinary concepts, record the most significant typical cases, situations, state certain vital observations of nature and man, generalizations and conclusions from the experience of the past [6, 98].

In this article, the following examples of phraseological units (hereinafter PU) of the concept sphere "Happiness" served as material for semantic analysis.

双福拱寿 *shuāngfú gǒngshòu* – double blessing。

《神农经》:"玉桃服之长生不死。若不得早服,临死服之,其尸毕天地不朽。"桃亦称寿桃,在吉祥图案中喻长寿。蝙蝠取其"福"音,在吉祥图案中喻福。福为吉祥之总,寿为最难得之福,"双福拱寿"寓意幸福、长寿成双[2,c.84]。

"Shénnóng jīng":"Yù táo fú zhī chángshēng bùsǐ. Ruò bùdé zǎo fú zhī, lín sǐ fú zhī, qí shī bì tiāndì bùxiǔ." Táo yì chēngshòutáo, zài jíxiáng tú'àn zhōng yù chángshòu. Biānfú qǔ qí "fú" yīn, zài jíxiáng tú'àn zhōng yù fú. Fú wéi jíxiángzhī zǒng, shòu wèi zuì nándé zhī fú,"shuāng fú gǒngshòu" yùyì xìngfú, chángshòu chéngshuāng.

The Chinese book 《神农经》 speaks of a kind of magic peach: it turns living people into immortals, and the bodies of the dying remain for a while if they eat the fruit. The peach, also known as the longevity peach, symbolizes longevity in "happiness" paintings. In the hieroglyph 蝙蝠bat the second sound is pronounced "fu", just like the hieroglyph "happiness", which here indicates longevity. As a result, longevity is the rarest blessing, and "double blessing" means happiness and longevity. Most likely, this linguocultural phenomenon can explain why the Chinese eat a bat.

三星高照 *sānxīng gāozhào* – high above three stars shine，be born under a lucky star.

《礼记·中庸》:"日月所照。"旧时有句:"天上日月星,人间福禄寿。"福,为"五福"之总;禄,即俸禄,钱财,是人们生活的基础,旧时称"没什么别没钱"。寿,为"五福"之首。我国自古就有星象崇拜,故把福、禄、寿称"三星"。

"Lǐ jì•zhōngyōng":"Rì yuè suǒ zhào." Jiùshí yǒu jù: "Tiānshàng rì yuè xīng, rénjiān fú lù shòu." Fú, wèi "wǔfú" zhī zǒng; lù, jí fènglù, qiáncái, shì rénmenshēnghuó de jīchǔ, jiùshí chēng "méishénmebié méi qián". Shòu, wèi "wǔfú" zhī shǒu. Wǒguó zìgǔ jiù yǒu xīngxiàngchóngbài, gù bǎ fú, lù, shòu chēng "sānxīng".

Ritual Book 《礼记·中庸》: "The sun and the moon both shine." There is an old saying: "The sun, moon and stars are in the sky, but on earth there is happiness, service well-being and longevity among people." 福 Fu is the main of the "five blessings"; 禄 Lu is wages, money, the basis of people's lives, and they used to say "there is money, there is everything". Longevity is the first of the Five Blessings. Astrological worship has existed in China since ancient times, so 福 Fu, 禄 Lu and 寿 Shou are called "three stars."

龙凤呈祥 *lóngfèng chéngxiáng* – happy marriage (wish for a happy marriage)

龙、凤是中国古代传说中最大的神物。龙为万灵之长,是权威、尊贵的象征,视为最高男性的代表。凤是百鸟之长,是美丽、仁爱的象征,视为最高女性的代表。旧俗常把男女婚烟之喜比作"龙凤呈祥",是对幸福的祝颂。

Lóng, fèng shì zhōngguó gǔdài chuánshuō zhōng zuìdà de shén wù. Lóng wèi wàn líng zhī cháng, shì quánwēi, zūnguì de xiàngzhēng, shì wéi zuìgāo nánxìng de dàibiǎo. Fèng shì bǎi niǎo zhī cháng, shì měilì, rén'ài de xiàngzhēng, shì wéi zuìgāo nǚxìng de dàibiǎo. Jiùsú cháng bǎ nánnǚ hūn yān zhī xǐ bǐ zuò "lóngfèng chéng xiáng", shì duì xìngfú de zhù sòng

龙 Dragon and 凤 Phoenix are the largest mythological animals in ancient Chinese legends. The dragon is the largest creature among ten thousand souls, a symbol of power and dignity, and is considered the personification of a man. Phoenix is the largest among hundreds of birds, a symbol of beauty and goodwill, is considered the personification of a woman. According to old customs, the joy of marriage between a man and a woman is often compared to "a thriving dragon and phoenix," which is a blessing of happiness.

连年有余 *liánnián yǒuyú* – wish abundance from year to year

在中国,鱼为吉祥之物。古代有"鱼符",又称"鱼契",为权力信物。接载唐朝时曾赐发给百官以"鱼符",木雕或铜铸成鱼形,上面刻字,合半为一,以为凭物。"鱼"与"余"谐音,故以"鱼"示"余"。余者富之余,连年有富余。

Zài zhōngguó, yú wéi jíxiáng zhī wù. Gǔdài yǒu "yú fú", yòu chēng "yú qì", wèi quánlì xìnwù. Jiē zài tángcháoshí céngcìfā gěi bǎi guān yǐ "yú fú", mùdiāo huò tóng zhù chéng yú xíng, shàngmiàn kēzì, hé bàn wéi yī, yǐwéi píng wù."Yú" yǔ "yú" xiéyīn, gù yǐ "yú" shì "yú". Yú zhě fù zhī yú, liánnián yǒu fùyú.

In China, fish is a creature that symbolizes happiness. In ancient times, there was a "fish symbol", also known as "fish feat", which was a sign of power. During the Tang Dynasty, it was presented to hundreds of officials with a "fish symbol" carved from

wood or copper in the shape of a fish and engraved on it. "Yú" fish and "yú" abundance are homophonic, so "yú" fish is used to express "yú" abundance. Wish abundance from year to year.

This phraseological unit shows that the Chinese have always believed that if there is abundance, there will be happiness, that is, happiness is closely related to prosperity, abundance.

女娲补天 *nǔ wā bǔ tiān*– majestic spirit, fearless fighting spirit.

女娟,是我国古代神话中创造人 类的女神。相传天地开裂后,是女娟 技黄土做人,才有了人类。后水神共 工与火神祝融相斗,破坏了人类的安 宁生活,引起天塌地裂。 于是女娲炼 五色石补天,斩鳌足撑天地,拯救了 人类。

Nǔ juān, shì wǒguó gǔdài shénhuà zhōng chuàngzào rénlèi de nǔshén. Xiāngchuán tiāndì kāiliè hòu, shì nǔ wā jì huángtǔ zuòrén, cái yǒule rénlèi. Hòu shuǐshén gòng gōng yǔ huǒ shén zhùróng xiāng dòu, pòhuàile rénlèi de ānníng shēnghuó, yǐnqǐ tiān tā dì liè. Yúshì nǔ wā liàn wǔsè shí bǔ tiān, zhǎn áo zú chēng tiāndì, zhěngjiùle rénlèi.

Nuva is the goddess who created people in the ancient myths of my country (China). Legend has it that after the world shattered, it was Nuva who used (she was knead the earth) the earth to create humans, and then humans were born. The battle between the God of water Gong Gong and the God of the volcano Zhu Rong destroyed the peaceful life of mankind and led to the collapse of the world. Then, Nuva perfected a five-color stone to fill the sky, cut off the legs to support the sky, and saved humanity.

The fact that the woman-goddess saved humanity and the world shows that in China women have always been considered the foundation and savior of the nation. This can be viewed as a gender factor, since the role of women in Chinese society has been special and important since ancient times.

日月合璧 *rì yuè hé bì* – harmony, favorable conditions

《汉书,律历志上》:" 日月如合 璧,五星如连珠。" 日月同升,出现 于阴历的朔日,在我国很少见。古人 附会为国家的祥瑞。《诗经,小雅天 保》:"如月之恒,如日之升。" 日月 是永恒的,江河炳地,日月恒天。

Hàn shū, lù lì zhì shàng":"Rì yuè rú hé bì, wǔxīng rú liánzhū." Rì yuè tóng shēng, chūxiàn yú yīnlì de shuòrì, zài wǒguó hěn shǎo jiàn. Gǔrén fùhuì wèi guójiā de xiángruì."Shījīng, xiǎo yǎ tiānbǎo":"Rúyuè zhī héng, rú rì zhī shēng." Rì yuè shì yǒnghéng de, jiānghé bǐng de, rì yuè héng tiān.

"Han Shu, Lui Li Zhi Shan": "The sun and the moon are like a wall, and the five stars are like a pearl." The sun and the moon rise together and will be in harmony, new days of the lunar calendar appear, that is, this phenomenon is rare in our country (in China). Ancient people tied it to the favorable conditions of the country. "Book of Songs, Xiaoyi Tianbao": "As the moon is constant, so the sun rises." The sun and the moon are eternal, as rivers and lakes are eternal.

This phraseological unit shows how the Chinese people initially related to the state, the emperor, since the concept of happiness is associated with the state and its harmony with the people. In the process of analyzing this phraseological unit, the second part, i.e. 日月合璧,五星连 rì yuè hébì, wǔxīng liánzhū – this is the full version. Here you can see the connection with the concept of 五行 wǔ xíng wu Xing is five movements. And since energy is a measure of motion, it is also five energies. Energy and mothers are distinct entities. Wu Xing is a system that came to us from ancient times, when there was no written language and knowledge from generation to generation passed on in capacious symbols such as a cross and a star [6, 35]. Also in the formation of Wu Xing, the school of natural philosophy played an important role. The first natural philosophical ideas about the two principles of yin-yang, as well as about the five primary elements of using, can be traced already in the images on the Neolithic ceramics of the 4th-2nd millennium BC. Probably, over time, two independent traditions "heavenly" (astronomical and astrological) have developed and "earthly" (mantico-economic), which considered, respectively, the concepts of yin-yang and five primary elements. Approximately in the 5th century BC among the court astronomers and astrologers, the school of natural philosophers was born, which united them [10]
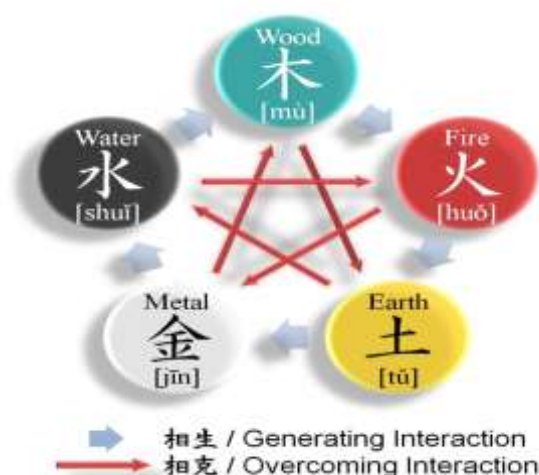
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In the arrangement of the 5 movements of Wu Xing on the pentagram, at the first glance, 2 sequences are visible: the sequence of generation (in a circle) the sequence of suppression (along the star) the elements of Wu Xing are in the cycle of generation. The tree gives rise to Fire. Fire gives birth to the Earth. The Earth gives birth to Metal. Metal gives birth to Water. Water gives birth to Wood. In the suppression sequence, the Tree is holding the Earth by its roots. The earth absorbs Water. Water extinguishes Fire. Fire melts Metal. Metal cuts Wood [5, 9].

Thanks to the understanding of the concept of the five elements, we can consider this phrase more deeply, because Wu Xing's concept is fundamental not only in philosophy, but also in Chinese medicine, martial arts, gymnastics, cooking and, in part, linguistics. Literally translated, the moon and sun are in a circle, and five stars or five elements are interconnected. All the elements are in one place in the sequence, they are all in harmony and endless. The state will prosper if everything is balanced, and this way of managing to keep everything in balance is eternal.

The analysis showed that for the transmission of the concept of "happiness" it is not necessary to have a hieroglyph *福 fú*. This concept of happiness can be conveyed by other units mentioned above. Therefore, the concept of "happiness" in Chinese includes such concepts as: joy, longevity, beneficence, career and wealth.

Based on the material "中华五福古祥图典", 595 units of the "happiness" semantic field were analyzed from the point of view of the Chinese mentality. Of these, the most frequently expressing the concept of happiness were 250 PU with five components *喜 xǐ, 寿 shòu, 福 fú, 禄 lù, 财 cái*. All hieroglyphs are translated differently, but they all belong to the same concept sphere - the concept sphere of happiness.

CONCLUSION

In the Chinese language the concept of "happiness" is not only represented by the concept of 福 fú *happiness*. This concept is closely related to concepts such as 寿 shòu *longevity*, 禄 lù *welfare*, 财 cái *wealth* and 喜 xǐ *conjugal happiness*. All phraseological units semantically have a connection with the ancient philosophical traditions of Chinese society, and therefore they cannot be viewed in a cut from each other, but it is advisable to analyze within a single concept, which will allow the reader to understand such commonplace things for the Chinese as eating a bat. Based on the above, we can conclude that Chinese phraseological units show in general the entire evolution of the Chinese people to the present day.

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Questions Communicative Attack in the Technology of Pedagogical Communication

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ABSTRACT: The article presents the characteristics of the "communication attack", as the conquest of initiative in communication and the integral communicative advantage, providing further management of communication with the audience

KEYWORDS: communicative attack, orientation stage, professional-pedagogical contact, public speech, feedback, into national expressiveness

INTRODUCTION

The productivity of pedagogical activity is largely determined by the level of the teacher's mastery of the technology of pedagogical communication. An analysis of pedagogical practice shows that many serious difficulties in solving the problems of teaching and upbringing arise due to the teacher's inability to properly organize communication with children. Whatever classifications of teaching and upbringing methods are proposed, the influence of the teacher on the personality of the student is carried out only through live and direct communication with the students.

The Russian scientist V.A.Kan-Kalik noted that upbringing will be effective if it causes the child to have a positive attitude towards what we want to bring up with him. Moreover, this or that relationship is always formed through the established communication mechanism. ' That is why every teacher is faced with the task of mastering the technology of pedagogical communication. Ignorance of such technology leads to the fact that communicative actions are carried out by trial and error.

V.A.Kan-Kalik suggested using the concept of "communicative attack" in the theory and practice of pedagogical communication. The concept of pedagogical communication, which was developed by the scientist, provides for the definition of the stages of communication during the lesson (giving a lecture).

Characteristics of a "communication attack": it involves gaining initiative in communication and a holistic communicative advantage, providing further management of communication with the audience.

The initial stage of communication between the teacher and the audience does not always require a "communication attack".

THE MAIN PART

The practice of forming professional communication today suggests that it is necessary to change the approach to this phenomenon, to expand its interpretation. "Communicative attack" can be studied as a teacher's communicative skill, which, in turn, is a method of establishing professional and pedagogical contact in communication. At the same time, it is important to emphasize that the implementation of a "communication attack" is possible only when the teacher has formed professional communicative skills of verbal and non-verbal communication, creating a creative feeling in communication, perception and understanding of a person by a person, orientation in a communication situation, possession of professional pedagogical attention, self-presentation, the use of the system of "devices".

The description of the "communication attack" should be constructed as follows:

- analyze the features of content design;
- determine the stages of its implementation;
- to isolate the necessary characteristics of the teacher's speech and non-verbal communication;
- take into account some features of the teacher's well-being at the stage of its implementation.
- It is also necessary to point out the need to turn to pedagogical improvisation, which always accompanies the conduct of a "communication attack".

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It should be remembered that the choice of communication means for building a "communicative attack" and the order of their use in each specific case are predetermined by the level of the teacher's preparedness for professional communication, namely: the development of professional thinking, speech and the richness of the vocational lexical stock, the ability to perceive the well-known educational material, to determine the communicative structure of the lesson (communication), to master the technique of pedagogically expedient experience, as well as one's emotional well-being at different stages of communication; ability to navigate in time and communication conditions.

The scientific works of teachers and psychologists, specialists in the field of oratory and theatrical pedagogy provide material that allows you to build the content of the "communication attack"

So, it is advisable to accept a position substantiated by experts in public speech, of course, adapting it to the conditions of pedagogical activity. The essence of this provision is that the teacher must, from the very beginning of communication with the audience, attract her attention to himself, or, in other words, capture her attention. And from here follows the conclusion that it is necessary to find ways that will allow solving this issue.

If one of the tasks of the "communication attack" is to gain initiative in communication, then it is appropriate in this case to refer to the recommendations of V.A. Kan-Kalika. Many years of teaching experience allowed the scientist to establish a list of factors, the presence of which ensures the teacher's initiative in communication. Thesefactorsinclude:

- clear organization of initial contact with the class;
- efficiency in the transition from organizational procedures to business communication and;
- the absence of intermediate zones between the organizational and substantive aspects of the start of interaction;
- efficiency in achieving social and psychological unity with the class;
- the introduction of personal aspects in interaction with students;
- overcoming stereotypical and situational negative attitudes towards individual students;
- organization of integral contact with the whole class;
- ensuring the external communicative appearance of the teacher (smartness, composure, accuracy);
- reducing pedagogical requirements that are sometimes prohibited and expanding positively oriented pedagogical requirements;
- implementation of speech and non-verbal means of interaction, active inclusion of facial expressions, "eye contact", etc .;
- "Broadcasting" to the class of personal affection for children;
- understanding of the situational inner mood of students and taking it into account in communication, transferring students to a combat understanding;
- introduction at the initial stage of interaction of tasks and questions that can mobilize the audience;

Most of these factors are of a general nature and require a certain specification, although their role in communication cannot be denied. And from this list of them, the means that it is advisable to use at the initial stage of the "communicative attack" can be: introduction of tasks and questions that mobilize the audience, the formulation of bright and attractive goals of activity and show ways to achieve them. Another way of conducting the initial stage of the "communicative attack" is possible, where a summary of an interesting fact, history, comparison of different points of view on the same issue, which is proposed in works on oratory, will be used.

Some studies draw attention to the need to use the so-called "initial pause" at the beginning of communication with the audience. The psychological purpose of this pause, according to V.A.Kan-Kalik, S.V.Savidkova, on the one hand, is that it allows the audience to get used to the teacher in a certain way (evaluate his appearance, reveal his desire to work with these people and now), on the other hand, its correct use makes it possible to draw the attention of this audience to the teacher. However, the results of theoretical development and testing of the "communication attack" as a method of forming communicative skills revealed the complete impossibility of referring in this case to the "initial pause".

"Communicative attack", as you know, provides for a kind of communicative "pressure" of the teacher on the audience from the moment of its appearance, which is due to the need to establish professional and pedagogical contact in communication. "This onslaught" is expressed in the direction of the teacher's gaze, muscularmobilization, intonational expressiveness of speech. Considering the above, it is clear that the "initial pause" cannot be used in a "communication attack".

The need to determine the stages of the "communicative attack" led to the appeal to the works of KS.Stanislavsky and V.A.Kan-Kalik. As you know, in the teaching of stage communication, developed by an outstanding theatrical teacher, certain stages of this process (Orientation in the conditions of others, and the choice of an object; approach to the object, attracting its attention to oneself; "probing" the soul of the object. exchange of a release; revocation of an object and exchange of exchange of a release from both sides). Based on these provisions, V.A. Kan-Kalik distinguishes, as he writes, the main stages of pedagogical communication. These stages of communication, respectively, can be identified in the "communication attack". Based on what has been said, let us give a brief description of these stages.

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The first stage of communication in the works of V.L.Kan-Kalik is called "orientation in communication conditions" As the researcher defines, at this stage there is a complex process of adaptation of the general style of communication in its current conditions (that is, lectures, lessons, etc.), based on on such important points:

- the teacher's awareness of his personal style of communication with pupils;
- restoration in the communicative memory of the five previous features of communication with this audience;
- clarification of the style of communication in the new communicative conditions of activity.

If the teacher meets this audience for the first time, then the implementation of this stage of communication is also conditioned by the communicative atmosphere, which is created on the basis of the teacher's initial information about students and students about the teacher.

We can agree with this analysis of the first stage of communication, but there is no reason to suggest a different approach to understanding its essence. This approach is based on the research of A.A.Leontev, who introduces the concept of "orientation in a communication situation".

This type of orientation, as A.A.Leontev writes, should include three aspects. Firstly, this is orientation in the spatial conditions of communication and, moreover, in such circumstances that are subject to visual and kinetic perception, secondly, this is orientation in the hourly conditions of communication (first of all, the presence or absence of time deficit), and, thirdly, it is an orientation in the so-called social situation of communication, that is, in the actual social relationships between communicating. Comparison of two points of view on understanding the first stage of communication convinces us of the advisability of turning to the research of A.A.Leontev, which is deeper than its essence.

Thus, the first stage of the "communication attack" will be defined as the stage of orientation in the communication situation, which includes three aspects of the subject.

The second stage of communication, as V.A.Kan-Kalik calls it, is to attract the attention of the object of communication.

The third stage of communication in KS.Stanislavsky is called "probing the soul of the object". V.A.Kan-Kalik emphasizes that this stage should be considered as a kind of search stage, at which the previously thought out communication methods are corrected.

It is necessary to understand that this stage has a peculiar relaunch character, since at it the teacher clarifies his ideas about the situation of communication, about the level of readiness of the audience for it.

An outstanding theatrical teacher considers the fourth stage of communication as the transfer of his "visions to an object by means of a" exchange. hear, but also see what is at stake. In pedagogical communication and, in particular, in the "communicative attack", this stage will be considered as the stage of verbal communication between the teacher and the audience.

There is the last, "The fifth stage of communication - feedback, which is carried out in two main directions - content and emotional. time, in our opinion, the essence of the "communication attack" determines the primary role of the emotional aspect of the callback, which is perceived through the emotional mood of the audience and is expressed in the behavior of the pupils and in the general atmosphere of activity.

It should be emphasized once again that the considered stages of communication should be analyzed as well as the stages of carrying out a "communication attack", although it does not last long, that is, it falls on a short period of communication with the audience.

Conducting a "communicative attack" is based on certain requirements for the teacher's speech, and, first of all, for his intonatoinal expressiveness.

Under intonatoinal expressiveness of speech is understood as the expression of feelings and emotions using the voice. From the means of intonatoinal expressiveness of speech "which are the most characteristic for a" communicative attack ", attention, first of all, should be paid to the tempo of speech, pauses, logical stresses and give them a brief description.

So, the rate of speech - the speed of pronunciation of syllables, words, phrases, depends on the individual habits of a person, his character, mood, temperament. It is pertinent to note that the rate of speech of a teacher, as noted in their studies by A.F.Bondarenkoand S.G.Zayseva, depends on the goal, age and individual characteristics of the audience, the nature of the educational material, the degree of complexity of its content.

A pause in speech is defined as a temporary stop in its sounding. Pauses divide the speech stream into its component parts and play a significant role in organizing the perception and assimilation of the material.

It should be emphasized that the speech of a teacher without pauses is perceived by the audience approximately the same way as broadcasting at a fast pace. Monotony is a characteristic feature of such broadcasting. At the same time, it is necessary to pay attention to the fact that numerous pauses in pedagogical speech slow down its pace, negatively affect the effectiveness of material perception.

The practice of the formation of pedagogical communication convinces that the introduction of such a technological approach as a "communication attack" requires the use of logical and organizational pauses.

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Logical pauses give the teacher an opportunity to think over the next phrase, and the audience at this time comprehends what the teacher said, mobilizes attention to perceive new material. Organizational pauses in the "communication attack" are necessary for the teacher in order to concentrate for the transition from one stage to another.

In the organization of the semantic structure of speech, a significant role belongs to logical stress. It should be remembered that they are defined as an arbitrary selection of one of the elements of an utterance in order to increase its semantic meaning. With the help of logical stress, words are highlighted that carry more semantic load. Note that the correct use of logical stresses makes speech clear and accurate. Together, an excessive amount of logical stress impoverishes speech, leading to a distortion of opinion.

Considering the above, it does not hurt to emphasize that the "communication attack" will be unsuccessful or even impossible if the teacher's speech is characterized by the following shortcomings: incorrect diction, inability to intonate speech, incorrect stress, excessive or insufficiently loud pronunciation, unjustified slowing down of the tempo.

One of the necessary methods used in the "communication attack" is speech enlargement. According to the work of P.M.Sirshov, this method makes the significance of the content that is expressed in words. This enlargement of speech can be carried out in this way:

- the necessary phrase (the one that is being enlarged) must be "expanded", that is, speak slowly (in "relaxation"), lengthening the vowel sounds and maintaining the logical harmony of the phrase;
- different words included in a certain phrase are enlarged to an unequal degree, and the main (stressed) word is always enlarged:
- enlarging a monosyllabic or multi-component word requires that it be pronounced syllables.

Muscular mobilization is an obligatory element that requires a vivid expression in the "communicative attack". The essence and content of muscular mobilization should be described, taking into account the point of view on this issue of P. M. Ershov, expressed in the book "Directing as a practical psychology."

It is also necessary to refer to the scientific works of P.V.Galadkov, V.A.Kan-Kalik and N.D.Nikandrov. Based on the content of these studies, the following elements should be distinguished in muscular mobilization:

- general tightness of the body muscles, in particular, the tightness of the back muscles;
- moderate body mobility, which provides a strictly worked posture;
- complete consistency in the movements of the limbs and trunk;
- is mimic expressiveness set, lack of it? impulsive mobility of the muscles of the face;
- bright external expressiveness, high dynamic qualities, alarge number of orienting reactions with a general focus on the audience, which characterize the teacher's attention.

Recall that the formation of muscular mobilization is negatively affected by the following indicators: stiffness, limited movement; lack of meaningfully expressive gestures; the presence of distracting, meaningless gestures; the presence of monotonous facial expressions; inexpressive look; fussiness.

Conducting a "communication attack" requires the teacher to be able to manage his own well-being; overcome creative mood before and during communication with the audience. A peculiar edge in the manifestation of his creative well-being is the relaunch readiness for communication, which reflects the communicative mood and the so-called general communicative agitation. Many years of practical experience in preparing future teachers for professional communication shows that communicative arousal is based on emotionally as a person's ability to emotionally experience a certain quality.

It is important to remember the "bookmark. that the duty "to fill with the element of preparation for the" communicative attack "is pedagogical improvisation. In psychological and pedagogical research, it is defined as an intuitive-logical process of the instant creation and implementation of pedagogically significant elements of creative activity. Pedagogical improvisation, as practice shows, first of all became necessary when you need to find a way out of an unforeseen pedagogical situation as quickly as possible, it suddenly arose in the process of the teacher's communication with the audience, to attract the audience's attention to yourself. However, one should know that experienced teachers often plan to carry it out at the stage of "communication attack". The novelty of the content or the peculiar structure of information previously known to the audience, the novelty of the actions necessary to perform pedagogical improvisation, contribute to the establishment of professional and predictive contact in communication.

Thus, as we can see, the content and structure of pedagogical improvisation may not be built in advance. In most cases, the teacher chooses the right moment for the implementation of specially thought out and often rehearsed improvisations.

The results of the analysis of scientific works by V.A.Kan-Kalik, V.M. Kharkin convinces that pedagogical improvisation is based on the teacher's ability to quickly correctly assess the situation of communication and requires certain conditions. Having analyzed these conditions, we consider it necessary to present them as follows:

- General cultural and professional training of a teacher;
- Thorough psychological, pedagogical and methodological training of a teacher;
- Developed pedagogical thinking, allows predicting the circumstances of pedagogical
- Activities and act in them, developed attention, imagination, intuition;

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- A tendency to organize communication with people;
- Managing their mental states and the ability to freely behave in public;
- Possession of communicative skills "knowledge of the theory and methods of pedagogical improvisation.

At the same time, it should be noted that one of the most important conditions for improvisation is the teacher's high-quality language training, his ability to act with words.

Improvisation usually manifests itself in verbal, physical, or verbal-physical actions. Verbal action in pedagogical improvisation takes the form of a monologue, dialogue, remark or phrase. Physical action in pure form is quite rare in pedagogical improvisation. Most often it manifests itself in the form of a look or gesture. Verbal and physical actions are widely used in pedagogical improvisation.

V.M.Kharkina distinguishes four stages in the structure of pedagogical improvisation. Let us describe these stages. So, the first of them is the stage of pedagogical comprehension, i.e. the birth of pedagogical improvisation. This is expressed in the emergence of new unusual thoughts, ideas in response to a remark, questions from the audience. The second stage is an instant comprehension of a pedagogical idea and an instant choice of a method for its implementation. That is, at this stage, the teacher made decisions about what improvisation should be in essence. The third stage is the public embodiment of pedagogical improvisation. Experts point out that this stage becomes central to improvisation. No matter how interesting improvisation the teacher thinks over, the main thing is to translate it into the practice of communicating with the audience. The fourth stage is an instant analysis of the process of implementing a pedagogical idea, an instant decision to continue or stop pedagogical improvisation.

V.A.Kan-Kalik named three stages in the structure of pedagogical improvisation. The first is a quick operational analysis of the situation, the choice of means of influence, the second is direct influence (performance of improvisation), the third is comprehension and experience of the results of improvisation.

As you can see, V.A.Kan-Kalik and V.N.Krekin have the same views on understanding the essence of the stages of improvisation.

The success of the "communication attack" largely depends on the type of teacher's behavior during the period of improvisation. In the work of V.A.Kan-Kalik, five such types of behavior are distinguished:

1.Operative-punch, characterized by free, organic and fruitful improvisational actions of the teacher, which do not cause significant expenditure of his energy, mental and emotional difficulties;

2. Intensely transforming, which is aimed at mobilizing all the resources of the individual to overcome the difficulties that have arisen;

3. Deliberately abstract, which is characterized by the fact that the teacher deliberately avoids the situation of activity;

4. Involuntarily inhibiting, arising as a result of confusion and complete inhibition of the teacher's actions;

5. A breakdown, during which the teacher acts uncontrollably, haphazardly, aggravating the conflict and complicating the pedagogical situation.

CONCLUSION

These, in our opinion, should be the main characteristics of the "communication attack". We emphasize once again that its implementation requires creative well-being, social perception, orientation in the situation of communication, self-presentation, the use of "adaptations." Together, mastering the "communication attack" is necessary to gain initiative and communicative advantage in difficult situations of professional communication.

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Paremic Cliches as a Spiritual Layer of Multicultural Communication: Cultivating Respective Values for Educators

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ABSTRACT: The article considers the linguistic and cultural aspects of paremic clichés as expressions of the spiritual layer of national culture in the context of multicultural communication. The research is based on the main theoretical approaches to understanding the importance of paremiology for the processes of multicultural communication, which makes one of the study objectives, and the material describes such theoretical approaches by underpinning the importance of cultivating multicultural / polycultural values for educators as a fundamental skill for reaching out to and teaching various audiences. The paper reveals aset of language means attributable to nominationof spiritual markers of national culture in paremias, which may as well speak of ethnic identity in the multicultural complexity. Multiculturalism and polyculturalism are distinguished as opposing each other ideologies and/or trends despite the shared concept of intercultural engagement and communication. The paper reveals that paremic clichés as language units, firstly, make part of diversified linguistic corpus in any language and, secondly, are respected as a spiritual layer of multicultural communication in the ideologies of multiculturalism and polyculturalism. Finally, paremic clichés may best serve as intercultural similar and/or distinct indicators for cultivating culturally marked values for global educators, which carry on their roles and responsibilities in the light of mission rather than classroom instruction in multicultural / polycultural settings.

KEYWORDS: Paremic Cliché, Multicultural Communication, Polycultural Values, Multiculturalism, Polyculturalism

INTRODUCTION

By considering the issues and trends of multiculturalism as a clear feature of modern post-industrial society, it is important to focus on issues related to the comfortable conditions of interlingual and intercultural interaction of different ethnic groups. In the course of intercultural communication, one may observe the processes of formation and development of the personality as a social individual, who constantly engages as becomes active in globalizing interaction and rises above the national framework, however, remains its carrier. For example, it is clearly noticeable in polycultural classes of versatile ethnic backgrounds in schools and tertiary educational institutions, multinational corporations and international governmental organizations.

Language is a reflection of the mindsets and culture of the people, and it opens the way to a new understanding of multiculturalism and polyculturalism. It is emphasized that the contemporary society is characterized by some states when the society experiences simultaneous co-existence of "representatives of different nationalities who have the opportunity to absorb new socio-cultural knowledge, gain experience of intercultural interaction and at the same time maintain contact with native language and culture" [1, p. 4].

The aim of the article is to study the linguistic and cultural aspects of paremic clichés as expressions of the spiritual layer of national culture in the context of multiculturality, on the one hand, and on the other, to see to the best possible way of cultivation of respective values for educators in educational institutions of secondary and tertiary levels. Accordingly, it is distinguished that the following objectives appear significant:

1) To reveal the main theoretical approaches to understanding the importance of paremiology for the processes of multicultural communication;

2) To identify a set of linguistic means of nomination in the paremias of spiritual clusters associated with the national culture;

3) To emphasize the significance of cultivating spiritually marked cultural values for global educators irrespective of educational institutions and/or polycultural and multicultural educational settings;

4) To differentiate the contents planes of multiculturalism and polyculturalism, especially attributive to areas of cultivating cultural values for global educators.

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Importantly,from the very start as following the latter of the above-defined objectives, multiculturalism and polyculturalism are not seen as interchangeable terms. On the contrary, it is necessary to draw a distinct line between the two linguistic and cultural phenomena. Despite the fact that both multiculturalism and polyculturalismare characteristic of the consequences pertaining to intercultural engagements within some certain geographical location, it is critical to note as follows:

- Multiculturalismis perceived to underline the importance of diversified interaction between the identities of self-identifying cultural groups, however, it stresses on separateness of such identities in order for them to preserve and celebrate their respective differences.
- Polyculturalismis understood to focus on similarities found between the self-identifying groups, which are comfortable with absorbing / eliminating elements of other culture(s) when acceptable and necessary for the identity, by blurring the ethnic / cultural boundaries of distinction between such members in the group.

Therefore, firstly, paremic clichés as language units make part of diversified linguistic corpus in any language and, secondly, are respected as a spiritual layer of multicultural communication in the ideologies of multiculturalism and polyculturalism. Finally, paremic clichés may best serve as intercultural similar and/or distinct indicators for cultivating culturally marked values for global educators, which carry on their roles and responsibilities in the light of mission rather than classroom instruction in multicultural / polycultural settings.

METHODOLOGYAND LITERATURE REVIEW

Methodology

In the course of the work, the following research methods and techniques were applied:

(i) The analysis of scientific literature, in order to describe the theoretical provisions of paremiology study and issues of multicultural communication;

(ii) Synthesis, used in general theoretical and applied aspects;

(iii) Descriptive method as applied for selection of paremiological units in the aspect of the research topic;

(iv) Differentiation of paremias on the basis of binary opposition;

(v) Comparative method, for comparison of paremic clichés;

(vi) Differentiation of categories based on contrast.

Literature review

Challenging as it is, the issue of the relationship between language and ethnicity covers a number of philosophical and anthropological problems, among which language and self-awareness are the most representative. According to Sharmanova, all of the above is the essence of the principle of ethnic socialization in the linguistic interaction of speakers whose background links to different linguistic cultures [20, p. 175].

Spiritual culture creates a special world of values, forms and satisfies the intellectual and emotional needs of communicators. It is a product of social development, which task is to produce consciousness. However, the spirituality of the people is deeply rooted in the language world, which is sometimes too difficult to find fragments of it in language signs. These days modern scholars are increasingly fast turning to the language material, which encodes a system of concepts and ideas that are specific to a particular ethnic group [1; 4; 5; 6; 7; 11; 18].

The basis of linguistic and cultural interaction of representatives of a national community is the ethnic mindset, or mentality, which is revealed through the symbolic units of language. The use of units of ethnographic, culturological components has an exceptional opportunity during intercultural communication, where spiritual and material culture, life of the people, its mentality, history, social and family structure are extrapolated. In addition, the content of the country component is realized through reproducible units, thematically and pragmatically focused on each individual and ethnic group as a whole, on the material and spiritual identity of the culture of society.

Significant units that act as the quintessence of the national mentality, reflect the worldview of the people, social order, psychology, various aspects of the people's existence of the ethnos, are referred to as components of paremiology. Following the *Encyclopaedia of the Ukrainian language*, such components of paremiology are folk expressions detected in sentences or short chains of sentences that are clichés, used as linguistic signs and are characterized by three structural planes - lingual and logical-semiotic structures, and the plane of realia [14, p. 424 - 425].

The material of the study refers to the five paremiographic sources in the Ukrainian language, which were used to analyze in paremic samples the manifestation of brightly expressed spiritual clusters that are relevant in the process of communication in a multicultural environment and serve fundamental to cultivate multicultural values for the educators [9; 12; 15; 16; 17].

Lexicographical works may give various definitions of the basic term. Instead and largely, the following short interpretation may outline the meaning of the term "paremia": it is a kind of teaching, or expression, or moralistic word, or tale [2, p. 88].

The textbook *Ukrainian Paremiology* edited by Koloiz provides a more comprehensive definition of paremia. Thus, a paremia is a unit of paremiology, characterized by its aphoristic properties, set expression, rethoughtfulness or literal generalized

meaning, mostly instructive by content; it is a linguistic sign that conveys information about traditional values based on the life experience of the people, and denotes a typical life situation [8, p. 16], for example:

UA *На красиву жінку гарно дивитися, а з розумною гарно жити* (Na krasyvu žinku harno dyvytysya, a z rozumnoyu harno žyty) – EN lit. 'It is good to look at a beautiful woman and to live well with a smart one';

UA *Не родись багатий, а родись щасливий* (Ne rodysʹ bahatyy, a rodysʹ shchaslyvyy) – EN lit. 'Do not be born rich, be born happy'.

It is agreed with the authors in the above mentioned textbook that, firstly, the cliché is a standard reproducible language formula that correlates with a particular area of use, and secondly, a paremic cliché means the generalized name of units of paremiology, which covers a set of ontological features and has a stereotypical reproducibility.

Sharmanova (2013) outlines relevant features of paremia as a type of cliché and groups them under such criteria (see Figure 1. *Features of paremia as a cliché*) :

- Constant lexical composition,
- Usuageability,
- Clear nominative (denotative) meaning,
- Compliance with mental stereotype,
- Reproducibility as a complete form,
- Pragmatic nature associated with situational conditionality in specific developments,
- Frequency and regularity of actualization,
- Autosemanticism as a discourse property [21, 269].

constant lexical composition

usuageability

clear nominative (denotative) meaning

compliance with mental stereotype

reproducibility as a complete form

pragmatic nature

frequency and regularity of actualization

autosemanticism as a discourse property
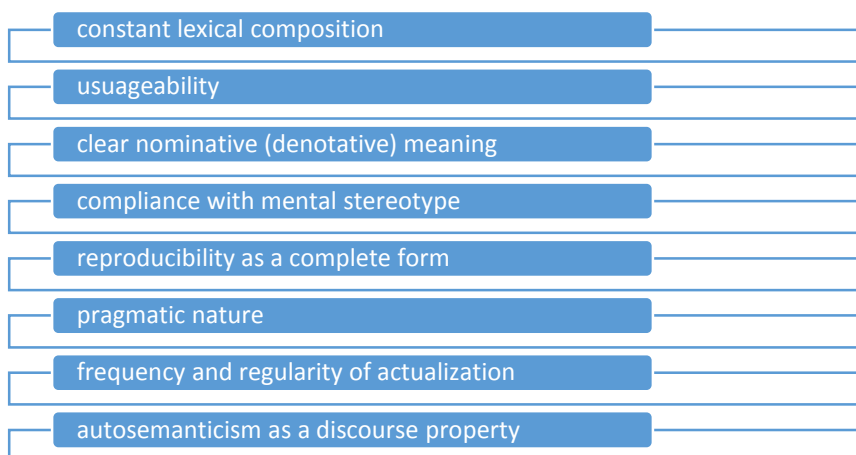
Fig. 1. Features of paremia as a cliché

Next, Selivanova (2004) notes that the term paremia is usually used "to denote stable reproducible units of sentence structure, proverbs, in particular" [13, p. 242]. An analysis of the linguistic literature has clarified the question on distinguishing between functional and genre types of paremia, the main of which are proverbs and sayings.

It is established that a proverb is a folk expression of instructive content (literal or allegorical) expressed by the structure of a sentence (see Figure 2 *Proverb as a paremic cliché*). A proverb formulates a certain pattern of life or a rule, which is a broad generalization of centuries-old observations of the people, its social experience; characterized by such features as independence of judgment, intonation and grammatical design; didactic potential, and pragmatic meaning [8, p. 440], for example:

UA *Де відвага, там і щастя* (De vidvaha, tam i ščastja) – EN lit. There is courage, there is happiness.

a folk expression of instructive content, expressed by the sentence

it formulates a certain pattern of life or a rule

it is characterized by independence of judgment, intonation and grammatical design

it embodies didactic potential, and pragmatic meaning
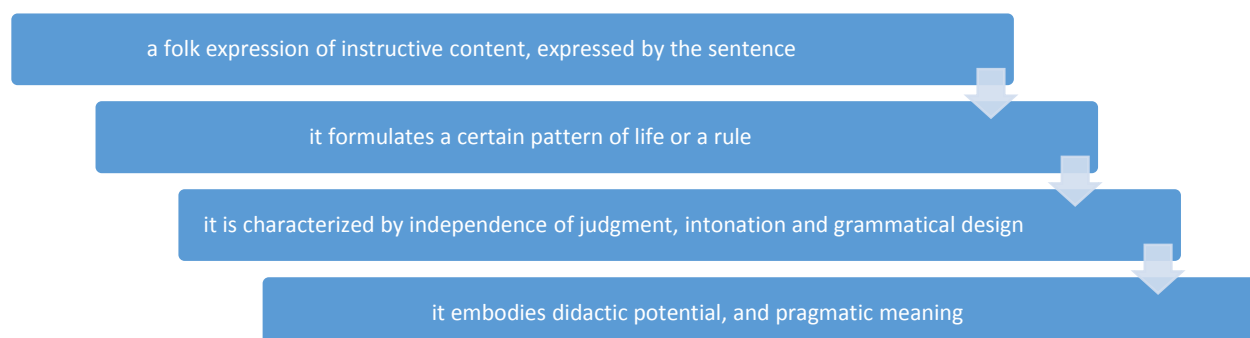
Fig. 2. Proverb as a paremic cliché

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Thus, in a national or multicultural context, a saying means a stable expression of folk origin (see Figure 3 *Saying as a paremic cliché*). It figuratively reveals a certain phenomenon primarily in terms of its emotional and expressive characteristics; it is characterized by a set of features: makes part of the judgment, has an incomplete opinion, or is part of the judgment, which has the form of an open cliché, is characterized by the lack of instructive content as such [8, p. 338], for example:

UA *Кому яке щастя* (Komu jake ščastja) – EN lit. Everyone with their fortune (= happiness);

UA *Смішки з чужої лемішки* (Smišky z čužoji lemišky) – EN lit. Laughter from someone else's ploughshare;

UA *Без року три дні* (Bez roku try dni) – EN lit. Three days without a year.
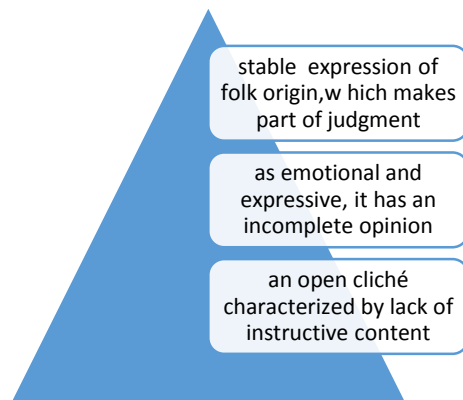
Fig. 3. Saying as a paremic cliché

Paremic clichés reveal the linguistic and ethnocultural specifics of language, the linguistic consciousness of communicants. The connection between paremias and the mental traits of the people can be traced in two directions: going from ethnic traits, to find their fixation in paremic clichés; and vice versa - by analyzing the ethnocultural component of the paremia to identify features characteristic of the native people.

Scientific interest in the communicative manifestations of paremiological issues can be found in a number of works by Ukrainian linguists who choose factual material from different languages for analysis, and their works are published almost simultaneously by chronological criteria. Thus, Dudenko (2002) thoroughly describes the nominative and communicative nature of Ukrainian paremias [6], Holubovska (2004) considers paremic analogues from different ethnic conceptospheres and analyzes paremias through the prism of reflecting in them the value priorities of the ethnic community on the material of the Ukrainian, Russian, English and Chinese languages [4], whereas Pyrohov (2003) analyzes the structure and semantics of paremic units of the Japanese, English, Ukrainian and Russian languages, and provides an interlingual classification of semantic oppositions in linguo-cultural and comparative-typological aspects [11].

RESULTSANDDISCUSSION
Following the literature review and analysis, as well as the expression plane of the Ukrainian paremias in multicultural settings, it is found that the deeper meaning of the paremic cliché is based on reasoning. Prescriptive paremias are characterized by a value scale of modes associated with social behavior of members in a particular ethnic group:

UA *Хороший, як Микитина свита навиворіт* (Khorošyy, yak Mykytyna svyta navyvorit) – EN lit. Good as Mykyta's retinue inside out;

UA *Соромно, як тій кобилі, що воза перекинула* (Soromno yak tij kobyli, ščo voza perekynula) – EN lit. So ashamed as the mare that overturned the cart;

UA *Бовкнув, як дурень у воду* (Bovknuv jak durenʹ u vodu) – EN lit. [He] mumbled like a fool into the water;

UA *Робота сама за себе скаже* (Robota sama za sebe skaže) – EN lit. The work will speak for itself (cf: *Actions speak louder than words* – an English proverb, not a saying).

It is also found that another semantic variety of language units in the Ukrainian language is such paremic clichés are of instructive nature. They teach, give advice or instruction. Linguistically, such expression plane is expressed by imperative syntactic constructions, in particular:

UA *Хліб-сіль їж, а правду ріж* (Khlib-silʹ již, a pravdu riž) – EN lit. Eat bread and salt, but cut the truth;

UA *На чиїм возі їдеш, тому й ласку твори* (Na čyjim vozi yidesh, tomu y lasku tvory) – EN lit. Please the one whose cart you ride;

UA *За хлібом хліба доставай* (Za khlibom khliba dostavay) – EN lit. Get bread after bread;

UA *Надійся, як на кам'яну стіну* (Nadijsia jak na kamyanu stinu) – EN lit. Hope as if he/she were a stone wall; etc.

Next, it is identified that according to their spiritual potential and content richness, paremias reveal various aspects of human life, social and family relations, subtly notice the worldview and worldview of the bearers of linguistic culture:

UA *Без гетьмана військо гине* (Bez hetʹmana viysʹko hyne) – EN lit. Without the hetman, the army dies (hetman in the Ukrainian culture and history is Chief Commander, the head of the army);

UA *До булави треба голови* (Do bulavy treba holovy) – EN lit. The mace needs a head (the mace makes solid part of the Ukrainian culture based on history);

UA *Гуртом добре й батька бити* (Hurtom dobre y batʹka byty) – EN lit. When altogether, it is good (= it is not hard) to beat a father;

UA *Як хочеш багацько жати, то треба мало спати* (Jak khočeš bahatsʹko žaty, to treba malo spaty) – EN lit. If you want to reap a lot, you need to get little sleep.

Indicative as regards spiritual potential and content richness, encoded in paremias, which describe a wide range of varieties in human life, including social and family relations, is multiculturality, accompanied by the analysis of the paremic layer of the English, Portuguese and Ukrainian languages with the interpretation of archetypal ideas, and in particular the symbolism of water and fire, carried out in the research by Chaika [18].

Cherkasky notes that one of the main features of paremia is its ability to extrapolate evaluative and ethical information because "paremiology … reflects a sign of "the good / the evil" from the standpoint of the worldview level" [19, p. 38].

It is identified that paremias reflect universal, universally accepted human values, essences, ideals, but at the same time capture ethnically marked stereotypes of communicators about the world, helping to comprehend their own existence in the universe structure. That is why it is understood that paremic clichés are symbolic language units that present the axiological orientations of the people. It is also traceable that paremias very often contain clearly evaluative judgments that characterize socially significant situations when communicating with relevant markers, for example:

UA *Краще нині горобець, ніж узавтра голубець* (Krašče nyni horobetsʹ, niž uzavtra holubetsʹ) – EN lit. Better a ssparrow today than a rice-and-meat roll tomorrow (cf: English paremic equivalent *Better a poor horse than no horse at all*);

UA *Краще з доброго коня впасти, ніж на поганому їхати* (Krašče z dobroho konya vpasty, niž na pohanomu yikhaty) – EN lit. It is better to fall from a good horse than to ride a bad one.

It is known that paremias are correlated with precedent phenomena such as names, situations, texts - based on the background knowledge of communicators. Thus, paremias (i) determine the world of norms, patterns [5, p. 251], (ii) outline the strategy of human behavior in society in intercultural communication, (iii) reveal the spiritual priorities of a national community, especially in the polycultural context:

UA *Праця людину годує, а лінощі марнують* (Pratsya lyudynu hoduye, a linoshchi marnuyutʹ) – EN lit. Labor feeds a person, and laziness wastes;

UA *Хто матір забуває, того Бог карає* (Khto matir zabuvaye, toho Boh karaye) – EN lit. He who forgets his mother is punished by God.

– or its exclusivity (national / individual) as respective separateness, which is *inter alia* characteristic of the multicultural context:

UA *Кожний кулик своє болото хвалить* (Kozhnyy kulyk svoye boloto khvalytʹ) – EN lit. Each sandpiper praises its swamp;

UA *Кожний кухар хвалить свою страву* (Kozhnyy kukhar khvalytʹ svoyu stravu) – EN lit. Every chef praises his dish;

UA *Кожний дубок хвалить свій чубок* (Kozhnyy dubok khvalytʹ sviy čubok) – EN lit. Each [young] oak praises its bangs;

UA *Кожда лисиця свій хвостик хвалить* (Kozhda lysytsya sviy khvostyk khvalytʹ) – EN lit. Each fox praises its tail.

The paremic clichés reproduce specific situations with the generalized type of mental processing and transmission of communicators' opinions, which are a reflection of the diversity of social experience by generations. Since paremias are general reference language units, their designation is a single event rather than a generalized typical micro-situation with a modular assessment and evaluation of communication.

It is necessary to underline that the analysis of the source data arrived at the following paremic groups, with their relevant distinct similarities.

Group 1. It is revealed that the main sign of detecting the good or evil is evaluation. It always needs a "plus" or "minus". Evaluation is a subjective phenomenon that reflects cultural norms. Analysis of linguistic facts gives allow for some findings that the Ukrainians in their worldview are quite optimistic, positive-minded people, which is reflected in paremiology.

The good is a set of things, values, etc. belonging to someone [7, p. 191]. In the life of the people, their economic activity was of great importance, because they profited from hard work. No wonder as it is because welfare in the family has always been valued. Here below are some examples of the Ukrainian paremias to evidence national comprehension of the good:

UA **Добре** *господині, коли повно в судині* (Dobre hospodyni, koly povno v sudyni) – EN lit. Good is for a hostess when the pot's full (a pot can mean a bowl, a saucepan, a jug);

UA *Тоді сусід* **добрий**, *коли мішок повний* (Todi susid dobryy, koly mišok povnyy) – EN lit. The neighbor feels good when the bag is full;

UA **Добре** тому, хто в своєму дому (Dobre tomu, khto v svoyemu domu) – EN lit. One feels good when at home.

In Ukraine, in order to enjoy prosperity in the house, it was necessary to work day and night, so the below paremias characterize Ukrainians as a hard-working nation:

UA *У доброї господині і півень несеться* (U dobroyi hospodyni i piven′ neset′sya) – EN lit. With a good hostess a rooster also lays eggs;

UA *Із благовісного теляти добра не ждати* (Iz blahovisnoho telyaty dobra ne ždaty) – EN lit. Do not expect good from an evangelical calf.

Group 2. One of the most numerous linguistic markers of the good and the evil is the understanding of another opposition: "mine [one's own]" and "the stranger's [belonging to somebody else]". It is seen that egocentrism is an element of any culture, and this should be taken into account in particular in intercultural contacts. The category "mine / his / hers / ours [one's own]" (the own) is characterized as a set of ideas, beliefs, according to which "the own" is the center, the measure of everything, a comparative scale for all other people and social groups. Most often the category "mine [one's own]" indicates that something belongs to a certain person or group of people [3, p. 1298], for example:

UA ***Свій*** *своєму лиха не мислить* (Sviy svoyemu lykha ne myslyt′) – EN lit. He does not think of any misfortune for ***his***;

UA *Кожна голова* ***свій*** *розум має* (Kožna holova sviy rozum maye) – EN lit. Each head has ***its*** own mind;

UA ***Своє*** *золото і в попелі можна узнать* (Svoye zoloto i v popeli možna uznat′) – EN lit. You can find ***your*** gold in the ashes;

UA *Пізнав* ***свій свого*** (Piznav sviy svoho) – EN lit. *He knew* ***his*** (English equivalent is Birds of a feather);

UA ***Свій*** *свояка вгадує здалека* (Sviy svoyaka vhaduye zdaleka) – EN lit. ***He*** guesses ***his*** relative from afar (English equivalent is Birds of a feather);

UA ***Свій*** *своєму не ворог* (Sviy svoyemu ne voroh) – EN lit. ***Mine for me*** (his for him / hers for her / theirs for them etc.) is not an enemy (English equivalent is Birds of a feather);

UA ***Своє*** *на ніжки ставить, а чуже з ніг валить* (Svoye na nižky stavyt′, a čuže z nih valyt′) – EN lit. ***He*** puts ***his*** own on his feet, and knocks someone else off his feet;

UA *На* ***своїм*** *коню, як хочеш, їдеш* (Na svoyim konyu, yak khočeš, yidesh) – EN lit. You ride ***your*** horse as you wish.

Everything following the interests of a certain person will always be better than that of stranger's as a stranger is someone else, someone other than oneself (yourself / herself / himself, etc.). It is arrived that in general and in the Ukrainian culture, in particular, paremias emphasize not only egocentrism, but also the perfection of everything personal due to the communicator.

At this point, many paremic clichés feature some specific properties, which embody into more focused groupings, thus, making sub-categories in Group 2.

Subgroup 1. It is necessary to note that this category also distinguishes a subgroup that outlines the relationship of excluding "one's own" from "the own" turning him/ her / them, etc. into someone else for the evil committed in any form. The following examples from the Ukrainian language and culture demonstrate such exclusion from the group:

UA *Хоч* ***свій****, а гірш* ***чужого*** (Khoč sviy, a hirsh čužoho) – EN lit. Though ***mine*** (his / hers / ours / theirs etc.) but worse than a ***stranger***;

UA ***Свій*** *своєму поневолі брат* (Sviy svoyemu ponevoli brat) – EN lit. Take it or leave it but ***mine*** (his / hers / ours / theirs etc.) is a brother to ***me*** (him / her / us / them etc.);

UA *Свій не свій, а у город не лізь* (Sviy ne sviy, a u horod ne liz′) – EN lit. Whether or not ***mine*** (his / hers / ours / theirs etc.), however, the gardenis not ***yours***;

UA *Брат* ***мій****, а хліб їж* ***свій*** (Brat miy, a khlib yiž sviy) – EN lit. Though you are ***my*** brother, eat ***your*** own bread.

Subgroup 2. It is also found that the category "stranger" / "the other" / "the foreign" explains the things belonging to someone else,to someone other than the communicant, i.e. it is not his / her / their own [3, p. 1608]. Moreover, the morale is a kind of teaching and hints at no value when the stranger's belongings are stolen / taken by chance / borrowed for a time, without awareness of the owner, etc. Below are some Ukrainian examples as translated into English:

UA ***Чужий*** *кожух не гріє* (Čužyy kožukh ne hriye) – EN lit. A stranger's casing does not keep you warm;

UA *На* ***чужому*** *коні далеко не поїдеш* (Na čužomu koni daleko ne poyidesh) – EN lit. You can't go far on someone else's horse / You can't go far on a stranger's horse;

UA *На* ***чужий*** *кусок не роззявай роток* (Na čužyy kusok ne rozzyavay rotok) – EN lit. Do not open your mouth to someone else's piece / Do not open your mouth to a stranger's piece;

UA ***Чуже*** *добро боком вилізе* (Čuže dobro bokom vylize) – EN lit. Someone else's good will come out sideways / A stranger's good will come out sideways;

UA ***Чужим*** *добром не розбагатієш* (Čužym dobrom ne rozbahatiyesh) – EN lit. You will not get rich with someone else's good / You will not get rich with a stranger's good;

UA *У* ***чужої*** *торби хліба не жалують* (U čužoyi torby khliba ne žaluyut′) – EN lit. They don't like bread from someone else's bag / They don't like bread from a stranger's bag;

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UA *Чужий біль нікому не болить* (Čužyy bilʹ nikomu ne bolytʹ) – EN lit. Someone else's pain does not hurt anyone / A stranger's pain does not hurt anyone;

UA *В чужий черевик ноги не сажай* (V čužyy čerevyk nohy ne sažay) – EN lit. Do not put your feet in someone else's shoe / Do not put your feet in a stranger's shoe;

Subgroup 3. Since a stranger / the other is far from the communicant, stranger's things, feelings, thoughts are very far from those one's own, it is very difficult to comprehend their significance personally, inasmuch nobody can read the other's mind or feel the other's pain, etc.:

UA *Чужа голова – темний ліс* (Čuža holova – temnyy lis) – EN lit. Another's head is a dark forest;

UA *В чужу душу не влізеш* (V čužu dušu ne vlizeš) – EN lit. You can't get into someone else's soul.

Subgroup 4. What is typical of the Ukrainian culture and as noted by the Ukrainian people is that it is always necessary to make effort to achieve the goal, however, never use others for one's own (personal) purposes. Many paremias in the Ukrainian language associate with the concept that any land outside the country may be seen foreign to a Ukrainian, which speaks of unwillingness to assimilate with others:

UA *В чужий край не залітай, щоб крилечка мати* (V čužyy kray ne zalitay, ščob krylečka maty) – EN lit. Do not fly into another's land to keep your wings safe;

UA *Чуже чужим і пахне* (Čuže čužym i pakhne) – EN lit. The stranger's [thing] smells a stranger.

These examples demonstrate that polyculturalism as a phenomenon or ideology enjoys much weaker positions as opposed to multiculturalism in the Ukrainian territory.

The analyzed paremias are characterised by the shared morality - a stranger will always remain a stranger, and therefore, will never benefit. These truths are universal for communicators who are carriers of other linguistic cultures, thus, may refer to either multiculturalism or polyculturalism, where the boundaries are rather blurred and values may easily assimilate.

Subgroup 5. At the same time, the people emphasize that it will be necessary to pay for something that belongs to somebody else, another person, a stranger – stakes for someone else's property:

UA *Чуже личко ремінцем платиться* (Čuže lyčko remintsem platytʹsya) – EN lit. Another's face is paid with a strap;

UA *Хто чуже бере, того Бог поб'є* (Khto čuže bere, toho Boh pobye) – EN lit. Whoever takes the stranger's (what does not belong to them), God will beat them.

These language units emphasize that the use of other people's things will inevitably lead to punishment in front of relatives, society, the highest Spiritual being.Thus, the analyzed material shows that paremic clichés represent the logical-conceptual and emotional internalization of reality by various means, especially those that reveal the specifics of the linguistic picture of the world, the basic norms of human coexistence.

It is another subgroup of the Ukrainian paremic clichés which expression plane and contents plane underline that the people warn against encroachment on "someone else's good", for example:

UA *Чужим добром не розбагатієш* (Čužym dobrom ne rozbahatiyesh) – EN lit. You will not get rich with someone else's good;

UA *Чуже добро ребром вилізе* (Čuže dobro rebrom vylize) – EN lit. Someone else's good will get out with an edge.

These paremias make it possible to trace that the Ukrainian people keep to the Ten Commandments of God, which are integral elements of the spiritual culture of the people. This religious component of the cultural spiritual layer may fit either the multicultural, or polycultural contexts of intercultural communication.

Group 3. Further, it is important to note that the concept of the good is associated with everything positive in people's lives that meets their interests, desires and needs:

UA *Добре все по мірі* (Dobre vse po miri) – EN lit. All is well in moderation;

UA *Усе добре впору* (Use dobre vporu) – EN lit. Everything is fine;

UA *Раз добром налите серце – вік не прохолоне* (Raz dobrom nalyte sertse – vik ne prokholone) – EN lit. Once you have a good heart, the age will not cool down;

UA *Доброму чоловіку продовж, Боже, віку* (Dobromu čoloviku prodovž, Bože, viku) – EN lit. Good life to a good man, God;

UA *Коли люде до тебе добрі, а ти будь ліпший*(Koly lyude do tebe dobri, a ty budʹ lipšyy) – EN lit. When people are kind to you, you are better (= kinder);

UA *Од доброго коріння добрий пагонець піде, од доброго батька – добра дитина* (Od dobroho korinnya dobryy pahonetsʹ pide, od dobroho batʹka – dobra dytyna) – EN lit. From a good root a good shoot will go, from a good father - a good child;

UA *Доброму добре буде* (Dobromu dobre bude) – EN lit. It will be good for the good;

UA *Добре роби, добре буде* (Dobre roby, dobre bude) – EN lit. Do well, life will be good to you;

UA *Добре з добрим і в стовна постоять* (Dobre z dobrym y v stovpa postoyatʹ) – EN lit. It is good with good even to stand at a pillar;

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UA *Як хліб буде, то й все буде добре* (Yak khlib bude, to y vse bude dobre) – EN lit. There is bread, there will be everything to go well;

UA *Все добре, що добре кінчається* (Vse dobre, ščo dobre kinčayet′sya) – EN All is well that ends well (the English equivalent).

The analysis of the language material shows that Ukrainians are good, sincere people by nature. At the same time, given the historical events that are etched in the minds of native speakers, carrying sadness and grief, paremias are featured to contain negatively colored information via the grammar patterns of negative nounal composition, such as:

UA *Нема добра в нашім селі, бо панів багато* (Nema dobra v našim seli, bo paniv bahato) – EN lit. There is no good in our village, because there are many gentlemen;

UA *Не було добра з роду, не буде й до гробу* (Ne bulo dobra z rodu, ne bude y do hrobu) – EN lit. There was no good from the family, there will be no good to the grave.

These paremias represent the ways communicators adapt to the circumstances in which they find themselves. It is found that there is a direct connection with modernity, when during interpersonal communication the language unit is actualized:

UA *Доброго чоловіка тепер і з свічкою не найдеш* (Dobroho čolovika teper i z svičkoyu ne naydeš) – EN lit. You will not find a good man now with a candle.

This confirms the fact that the paremias reproduce the mindset of the people, which is broadcast through the ages.

The group of paremic clichés other than discussed links to the applied principle of the binary oppositions as which opposing elements arise in various combinations. On top to the discussed above, paremic layers of different languages are built on the universal opposition of the good and evil. The category of "the evil" characterizes something bad, negative as opposed to the category of "the good". From times immemorial, the evil was embodied in the evil forces of nature, in the bad deeds of people. Various peoples, including the Ukrainians, watch negatively colored / evaluated happenings and talk about evil people describing them correspondingly:

UA *Злий зле і думає* (Zlyy zle i dumaye) – EN lit. An evil man thinks evil;

UA *Зла личина* (Zla lyčyna) – EN lit. An evil seed (An evil face – the English equivalent);

UA *У злому зле й сидить* (U zlomu zle y sydyt′) – EN lit. The evil hosts evil;

UA *Такий злий – аж в роті чорно* (Takyy zlyy – až v roti čorno) – EN lit. Such an evil - even the mouth is black.

It should be noted that the category "the evil" has a wide range of synonyms, which can include synonyms of disaster, grief, misfortune, anger as the names of something evil, bad, for example:

UA *Вогонь – біда і вода – біда, а без вогню і без води ще більше біди* (Vohon′ – bida i voda – bida, a bez vohnyu i bez vody šče bilšhe bidy) – EN lit. Fire is trouble and water is trouble, but without fire and without water there is even more trouble;

UA *Нема ліса без вовка, а села без лихого* (Nema lisa bez vovka, a sela bez lykhoho) – EN lit. There is no forest without a wolf, and a village without the evil;

UA *Лихий чоловік, як хвороба: усе запакостить* (Lykhyy čolovik, yak khvoroba: use zapakostyt′) – EN lit. A wicked man is like a disease: everything will get dirty;

UA *Погане дерево – погана з нього й тріска* (Pohane derevo – pohana z n′oho y triska) – EN lit. A bad tree means that even splinter is bad.

It may be important to mention that in the most difficult periods of life people believe in the future and even will find the positive in the worst, show their optimizing origin, connect good with the realm of the sacred, in particular:

UA *Диво, як сито, а чудо, як решето* (Dyvo, yak syto, a čudo, yak rešeto) – EN lit. A miracle is like a sieve, and a wonder is like a sieving net (the Ukrainian *диво* (dyvo) and *чудо* (čudo) are interchangeable synonyms similar to the other Ukrainian synonyms *сито* (syto) and *решето* (rešeto), respectively);

UA *Навчить горе вгору дивитися* (Navchyt′ hore vhoru dyvytysya) – EN lit. Grief will teach you to look up.

Following the above Ukrainian examples it is understood that the categories of "the good" and "the evil" are the basic categories that make it possible to assess all human existence, splitting it into "the good" and "the bad". It is these concepts that allow to trace how the analyzed binary oppositions cause categorical oppositions and appear in a number of paremic analogues:

UA *Лихо не без добра* (Lykho ne bez dobra) – EN lit. The evil is not without the good;

UA *З лихої трави не буде доброго сіна* (Z lykhoyi travy ne bude dobroho sina) – EN lit. There will be no good hay from the wicked grass;

UA *Огонь і вода – то добро і біда* (Ohon′ i voda – to dobro i bida) – EN lit. Fire and water are the good and the trouble;

UA *Лихий доброго не любить* (Lykhyy dobroho ne lyubyt′) – EN lit. The evil may not love the good;

UA *Щастя і нещастя – як день та ніч* (Ščastya i neščastya – yak den′ ta nič) – EN lit. Happiness and unhappiness are like day and night.

It is identified that quite often in paremic clichés the notions of the good and the evil, which are in opposition, are reduced to one unit in order to strengthen the pragmatic purpose of their use in this or that communicative situation.

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The analysis of linguistic facts shows that a number of paremias can be distinguished that evaluate the universe and human life from the point of view of another evaluative opposition(s): "happiness" and "unhappiness", "fortune" and "misfortune", "happy" and "unhappy", "fortunate" and "unfortunate", respectively.

Happiness, in both the multicultural and polycultural contexts, is seen as a state of complete satisfaction with life, a feeling of boundless joy that someone experiences [3, p. 1638], for example:

UA *Кому яке щастя* (Komu yake ščastya) – EN lit. Everyone is happy as he is;

UA *Хоч сопливий, а щасливий* (Khoch soplyvyy, a ščaslyvyy) – EN lit. Although snotty, but happy;

UA *У працьовитому колективі всі заможні і щасливі* (U prats′ovytomu kolektyvi vsi zamozhni i ščaslyvi) – EN lit. In a hard-working team, everyone is wealthy and happy.

Further, it is noticed that in the multicultural context, happiness is personified because it is understood as opposed to the opposition category in the Ukrainian language:

UA **Щастя** *розум відбирає, а* **нещастя** *назад вертає* (Ščastya rozum vidbyraye, a neščastya nazad vertaye) – EN lit. Happiness takes away the mind, and misfortune brings it back;

UA **Щастя**, *як трясця: кого схоче, того й нападе* (Ščastya, yak tryastsya: koho skhoče, toho y napade) – EN lit. Happiness is like shaking fever: whoever it wants, it will attack.

Furthermore, in the multicultural / polycultural contexts, happiness is associated with the presence / absence of money or human well-being:

UA *Грошей багацько (на світі), а* **щастя** *мало* (Hroshey bahats′ko (na sviti), a ščastya malo) – EN lit. Money is plentiful (in the world), and happiness is scarce;

UA *Не родись багатий, а родись* **щасливий** (Ne rodys′ bahatyy, a rodys′ ščaslyvyy) – EN lit. Do not be born rich, but be born happy, etc.

The analysis of the source entries leads to understanding that multiculturally, a people's worldview anticipates happiness and destiny as such that appear to be interrelated categories, which presuppose each other:

UA *Кому як на* **роду** *написано* (Komu yak na rodu napysano) – EN lit. To whom as destined;

UA *Під* **щасливою** *зіркою народився* (Pid ščaslyvoyu zirkoyu narodyvsya) – EN lit. He was born under a lucky star (cf: the English equivalent is to be born with a silver spoon in a mouth);

UA **Хвортуна** *йому служить* (Khvortuna yomu služyt′) – EN lit. Fortune serves him;

UA **Щасливий**, *в сорочці родивсь* (Ščaslyvyy, v sorotstsi rodyvs′) – EN lit. Happy as born in a shirt (cf: the English equivalent is to be born with a silver spoon in a mouth);

UA *Не родись красна, а родись* **щасна** (Ne rodys′ krasna, a rodys′ ščasna) – EN lit. Do not be born beautiful, but be born happy;

UA *Хоч ряба й погана, та її* **доля кохана** (Khoch ryaba y pohana, ta yiyi dolya kokhana) – EN lit. Although speckled and bad, her fate is beloved.

In the Ukrainian polycultural and multicultural diversities, the presented paremias emphasize that the communicator is set up for a positive result, regardless of different life and communicative situations. It should also be noted that different people are happy despite the fact which social status is attributable and irrespective of their appearance. Therefore, happiness does not depend on money, well-being or appearance, but is due to higher spiritual forces, which is significant in the light of intercultural communication.

Consequently, it is understood that the category of "misfortune" is extremely undesirable for members of any linguistic culture, as such brings disaster, causes pain and frustration to someone, for example:

UA *В* **нещастю** *нема ні брата, ні свата* (V neščastyu nema ni brata, ni svata) – EN lit. With misfortune, there is neither brother nor matchmaker;

UA *Без матки* **нещасливі** *дітки* (Bez matky neščaslyvi ditky) – EN lit. Without a mother, unhappy are children;

UA *Хто* **плаче**, *а хто скаче* (Khto plače, a khto skače) – EN lit. [it is a question] who cries and who jumps;

UA **Нещастя** *ніколи само не приходить* (Neščastya nikoly samo ne prykhodyt′) – EN lit. Unhappiness never comes by itself (cf: It never rains it pours, the English equivalent);

UA *Сьогодні пан, а завтра* **пропав** (S′ohodni pan, a zavtra propav) – EN lit. Today you are a lord, and tomorrow you are gone (cf: Neck or nothing, the English equivalent).

The above paremias show that, in a multicultural as well as polycultural settings, happiness is easy to lose, so people keep it, appreciate it. At the same time, the peoples globally believe that happiness may be perceived only with experiencing what misfortune is.

CONCLUSIONS

Well noted in the course of the paper study and relevant analysis, the main theoretical approaches to understanding the importance of paremiology for the processes of multicultural communication are as follows: (i) determination of ethnic, lingual and cultural

peculiarities of paremic clichés for polycultural and multicultural (educational) contexts, (ii) semiotic approach to the analysis of paremic clichés, including identification of semantic and deeper structures of such paremic clichés, (iii) functional approach to study of paremias in intercultural communication, (iv) differentiation of concepts "multiculturalis" and "polyculturalism" according to the modern trends in intercultural engagement of different ethnic groups, (v) importance of cultivating cultural and spiritual values for global educators as a fundamental layer of educational paradigm.

It is identified and described as sets of linguistic means of nomination in the paremias of spiritual clusters associated with the national culture provethat in multicultural communication paremias arise as transmitters of spiritual culture. Paremic clichés are true clusters of spirituality, marked by the universality of content and evaluation. At a deeper level, they express intercultural information and specific perception of the world by carriers of different linguistic cultures in multicultural and polycultural settings. At large, that provides improvement of interethnic contacts, education of mutual respect and tolerance, adequate multicultural and polycultural communication of representatives of different ethnic and linguistic communities and groups.

The valuable findings of the research point out to the following: 1)prescriptive paremias are characterized by a value scale of modes associated with social behavior of members in a particular ethnic group, 2) paremic clichés are of instructive nature and they teach, give advice or instruction, which results in imperative syntactic constructionson the expression plane, 3) paremias reveal various aspects of human life, social and family relations, subtly notice the worldview and worldview of the bearers of linguistic culture in both polycultural and multicultural (educational) settings, 5) paremic clichés present the axiological orientations of the people as very often contain clearly evaluative judgments that characterize socially significant situations when communicating with relevant markers. Therefore, paremias (i) determine the world of norms, patterns, (ii) outline the strategy of human behavior in society in intercultural communication, (iii) reveal the spiritual priorities of a national community in the polycultural contextor its exclusivity (national / individual) as respective separateness, which is characteristic of the multicultural context.

It is also crucial to note that paremic clichés are most tightly associated with detecting and telling the good from the evil via evaluation. To this end, the research has resulted in identified three groups of paremic clichés, i.e. 1) evaluation as underlying criterion for paremic clichés in multicultural and polycultural contexts, by opposing the good and the evil, 2) binary opposition of "mine [one's own]" and "the stranger's [belonging to somebody else]", 3) "the good" VS "the evil" corresponding to "the positive" VS "the negative".

It is relevant to mention that Group 2, i.e.binary opposition of "mine [one's own]" and "the stranger's [belonging to somebody else]", sub-breaks into five more: (a) exclusion "one's own" from "the own" turning him/ her / them, etc. into someone else for the evil committed in any form. (b) "someone's VS personal" in the form of a delicate explanation that stolen / taken from someone discretely may not bring good luck / happiness, etc., (c) "someone's [things, ideas] / someone = darkness, impossibility to fully understand ", (d) "the own / personal" as opposed to "someone's" in terms of native land, or motherland, (e) "own / personal" VS "someone's [things]" in the context of high stakes and dues to be payable as a kind of punishment by higher spiritual being.

Thus, the binary opposition of these concepts makes it possible to assess the communicative situation, to draw certain conclusions for representatives of different nationalities and linguistic cultures. Linguistically, such binary oppositions envelope in different patterns, e.g. categorical oppositions of both "the good" and "the evil", clichés reduced to one element of the opposition to strengthen the pragmatic purpose of their use, happiness personified as opposed to unhappiness, "happiness" VS "unhappiness" as corresponding to presence / absence of money or human well-being, "happiness" and "destiny" as interrelated categories, "misfortune" as extremely undesirable in the concept associated with disaster, pain and frustration, etc.

These as specified above and many other factors play an important role to follow what contribution it makes to the context of value cultivation for the peoples globally, and especially educators. It is found that the issue of cultivating spiritually marked values for global educators would be highly desirable and expected irrespective of educational institutions and/or polycultural and multicultural educational settings.

The differentiation of the contents planes of multiculturalism and polyculturalism, especially attributive to areas of cultivating cultural values for global educators, arises as solidifying pillars for understanding the importance of multicultural communication in the educational paradigm.

Finally, paremic clichés as units of paremiology are social markers and ethical correctors. Their key role is to contribute to the synthesis of a number of communication skills in various types of social life. It is worth mentioning oftheir contribution to that the peculiarities of the national mentality / mindset unveil. Moreover, it is found that paremic clichés in any of the contexts – multicultural or polycultural, transmit the original moral values and universal ideals. Paremic clichés are given the role of integral components of a national culture, they seem to level the trends and processes of consumer aesthetics with a postmodernist focus on global awareness.

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Description of Bread And Bakery in "Dīwān Lughāt Al-Turk"

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ABSTRACT: This article discusses bread, which was a significant part of the diet of the Turkic peoples during the reign of Mahmud Kashgari. Bread has been widely used by the Turks since ancient times. This bread has long been loved and used not only by the Turkic peoples, but also by the peoples of the world. Nowadays, the types of bread and methods of preparation are various. There is also a comparative analysis of the types of bread mentioned in the work of Mahmud Kashgari, as well as historical information about their preparation and further development of bread. In this scientific work, we can see in what conditions and with what tools the Turkic people baked bread.

KEYWORDS: Types Of Bread "Dīwān Lughāt Al-Turk", Thin Bread, Minced Meat, Shashlik, Navvoy - Etmakchi.

INTRODUCTION

There are thousands of various nationalities and ethnic groups in the world, each with its own favorite national dish. This, of course, depends on the conditions, the requirements of the environment. Dough made from wheat, barley, corn and oat flour is a staple in many traditional dishes. Beaten dough is used to make breads of different sizes and shapes. Sourdough is usually a piece of dough left over from a previous whipped dough. The bread baked by the population employed in agriculture has a diameter of 20-25 cm. Ordinary bread is called "uynoni", "obinon". Creamy bread (or fatty bread), jiz bread, onion bread, and pumpkin bread, made from a wide variety of foods, are popular among the population as delicious bread. The inhabitants of Fergana also made smaller kulchas of bread. It has become common to make such a pile of bread, especially when every bread is baked. In the past, among the population, especially among the pastoralists, especially in Central Asia, the Turks, Yuz, Kurama, Kipchaks and Kirghiz, it was common to cook various types of bread in a pot, which was inextricably linked with the nomadic way of life.

How it was the cuisine of the peoples of Central Asia in the Middle Ages, we analyze through the "Dīwān Lughāt al-Turk" by Mahmud Kashgari.

THE MAIN FINDINGS AND RESULTS

Mahmud Kashgari's "Dīwān Lughāt al-Turk" is an excellent encyclopedia that provides valuable information on history, ethnography, folklore and geography. This historical source shows the food used by the Turkic peoples in the XI century [1, p. 21].

According to "Dīwān Lughāt al-Turk" by Mahmud Kashgari, the cuisine of the Turkic peoples is diverse, but they have common features not only in the products from which they are prepared, but also in the methods of preparation. According to Mahmud Kashgari, the traditional food of the Turkic peoples based on food consisted mainly of agricultural products, cereals, vegetables and fruits, and it will also be understood that the nomadic Turkic peoples used more dairy and meat products in their cuisine.

Dīwān Lughāt al-Turk by Mahmuda Kashgari contains the following information about dishes such as umoch and ugra:

Kijma ogra is the name of the same taste; it is thin and hard, like the tongue of a sparrow. Then it was boiled in hot water.

Sarmachuk is a kind of Ugrian soup. The dough is prepared by chopping and slicing like peas. It is drunk by the sick and the weak [2, p. 480].

Tutmach is a popular Turkish dish. This dish is associated with Alexander the Great. So when Alexander came out of the dark, the hungry people got scared of hunger and told him: "Don't starve us, don't starve us". Alexander consulted with scientists, and they prepared an unknown dish. This food strengthens the body, reddens the face and is difficult to digest. They also drank water after eating. When the Turks saw this dish, they named it "Tutmach". "Initial fasting means hunger" [2, p. 422].

It is impossible to imagine the table of the Turkic peoples without bread then and now. Devon has a lot of information about bread.

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Among the nomadic Turkic tribes, the three-legged instrument is called "tenkuch" [3.391], which today resembles an iron hearth. The Turks baked bread in it. Its height was half the gas. A cauldron called "urkuch" was placed on top [2, p. 121]. Different types of bread were prepared in this cauldron. This cauldron was convenient for nomadic Turks to carry with them.

In addition, there is also a ceramic boiler "bukach" [2, p. 339], which was used by the sedentary population. Bread and other dishes were also cooked in this cauldron.

The remains of pottery kilns of the X-XII centuries, found in the existing archaeological sites of our country, show that the kilns were developed on the basis of individual architectural forms.

Ovens are distinguished by a variety of geometric and epigraphic patterns. The taste of the ovens shows that our ancestors were highly cultured. Archaeological excavations have shown fine-grained ceramics or sand in a mixture of fine clays dating back to the X-XII centuries. This protects the container from cracking, especially during firing, and increases its thermal conductivity.

An earthen tandoor resembling a blacksmith's furnace was called "afran" [2, p. 133], and they baked bread in it.

According to Mahmud Kashgari, most of the Turkic tribes ate thinner bread. In the Dīwān Lughāt al-Turk thin bread has different names. In the 11th century, the Kagan elite called thin Lochir bread "bushka" [2, p. 445]. In addition, bread that is neither too thin nor as thick as lochira is called "sincho" [2,394]. In "Devon" also mentions thin bread as "buscac" [2, p. 423].

In Dīwān Lughāt al-Turk we see that the baking of bread of that time was adapted to the nomadic way of life. Because most bread was baked with hot ash, charcoal or steam.

Bread baked in ash is called "komuch" [2, p. 341]. Where there is no tandoor, the dough is prepared by burying it in ash. Over time, bread has lost its lexical meaning and is now used as a "kulcha" of bread for small children [4, p. 268-269].

Bread baked in ash, sliced and sprinkled with sugar is called "isbiri" [5, p. 71].

Bread steamed in a pot is called "chukmin" [6, p. 415]. Later, they were supplemented with meat and various herbs to form "manti and khanim", which were consumed by farmers.

"Abmak" - among the Tukhi-Oguz tribes, this word describes bread [2, p. 126].

In addition, bread baked in the oven is called "kuzman" [6, p. 415].

Bread, which is thinly sliced from dough mixed with juice, then placed in a saucepan with boiling oil, stirred, and then sprinkled with sugar, is called "kiyma" [3, p. 241-242]. Perhaps, later, kebabs were made by adding minced meat and flour to it.

According to scientific work, bread is quick and easy to prepare. The nomadic lifestyle took less time to bake. Because of this, the bread is often thin and cooks quickly. It is baked in pans, stones and in small ovens. Such bread was baked by shepherds who lived in the southern regions of Uzbekistan until the beginning of the twentieth century [7, p. 107].

There are other names for bread in the play. "Katma yuga" [2, p. 127] is a layer of bread baked in butter. "Yarma-yuga" [3, p. 41] - puff bread, "Dzhurak" [6, p. 368], "etmak" [2, p. 127]. In Devon there is a saying about bread: "If a person has more bread, he will get rich" [3, p. 304].

"Yaladzhi-yuga" [3, p. 32] is a kind of bread. The loaf of bread is very thin and crumbly. This bread is probably made especially for the elderly, children and the sick.

The method of baking bread mentioned by Mahmud Kashgari and their composition also differ. We can see that baking bread is quick and easy, taking less time. This is probably due to the nomadic way of life of the tribes who lived in the XI century. Also among the farmers were special bakers. Also among the farmers were special bakers. The baker was called "etmakchi" [8, p. 54].

Bread baked in cauldrons, known as *chevati, katirma, chalpak, suzma, yucca, katlama-patir, katlama, gilmindi,* is very popular among the peoples of Central Asia. Popular

The method of making this bread is the same in all ethnic communities: some are heated in a dry pot, while others are oiled or poured into a pot and baked in it.

For example, the Turks of the valley made large and thin loaves of dough and baked them in a round shape without adding oil to the pan. They called this bread chevati. In the same way, the bread cooked in a cauldron, the Kurama tribe is called "Yukma", and in Kipchak "Thin" [9, p. 124].

We learn that in the past, people baked dough by sticking it to the walls of the oven, and also baked it in oil, steam, and even ash.

Since bread has long been the staple food of man, respect for it has risen to the level of morality among the population, especially among the sedentary and nomadic peoples of Central Asia. In the family, children are brought up in a spirit of respect for bread and do not waste it. The head of the family broke the bread on the table. It is considered disrespectful to eat bread with a knife or other cutting tool.

CONCLUSION

In short, bread is stored in separate bread boxes for farmers and in special woolen bread bags for semi-nomadic and semi-sedentary populations.

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The information contained in Mahmoud Kashgari's "Dīwān Lughāt al-Turk" helps us gain some insight into the food of his time.

The work is not about the dishes of the settlers of Transoxiana of the XI-XII centuries, but about the dishes of the nomadic Turkic peoples. However, in those days there was no significant difference in the traditional diet of the population belonging to two various lifestyles.

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Processes of Modernization of Local Government in Uzbekistan

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ABSTRACT: The article discusses the process of modernization of local self-government in Uzbekistan during the years of independence. In this regard, the author draws a number of conclusions in the direction of attracting innovations to the industry.

KEYWORDS: public administration, executive power system, local government, modernization, innovation, optimization.

INTRODUCTION

Over the years of independence, the need to reform and improve the activities of local self-government, which is the lower level of executive power in the Republic of Uzbekistan, has become urgent problem. This is due to the fact that the executive committees of the Soviets of People's Deputies, which were introduced in the Republic of Uzbekistan on the model of the former Soviet Union and for a long time were the executive and governing body, did not meet contemporary requirements at all. They were under the strong influence of the party bodies and could not decide anything on their own. As can be seen, the above issues could not be solved under the domination of the command-and-control system. These, in turn, made the reform of the local government system a topical issue for the leadership of the Republic.

For a long time, local executive bodies were entrusted with important tasks of managing economic development, cultural and educational work, monitoring compliance with labor and consumption standards, providing various services to the population, protecting property, public order, and protecting natural resources. and the environment and other tasks [1. 53].These reasons necessitated the creation of a new system of local executive bodies. Such a body became the governors.

THE MAIN FINDINGS AND RESULTS

Of particular importance was the introduction of the regulation of the government (institute) in Uzbekistan in order to improve the activities of executive bodies, increase their potential, and more clearly define their rights and obligations. In order to restructure local executive bodies, improve their system and activities, for the first time in Uzbekistan, the post of mayor of Tashkent was established, and on December 29, 1991, he was elected by the people of Tashkent. On January 4, 1992, the Law "On reorganization of local authorities of the Republic of Uzbekistan" was adopted, establishing the post of governor as a body of local executive power in all regions of the country.

The adoption of the new Constitution of Uzbekistan on December 8, 1992 marked a new stage in the activities of local executive bodies. For the first time in the Republic of Uzbekistan, the division of local power into representative and executive power has been strengthened at the constitutional level (Article 102 of the Constitution). Executive bodies - governors - will be formed in regions, cities and districts. Unlike representative bodies, governors were also formed in the districts of the city.

On September 2, 1993, the Law "On Local Government" was adopted. It defines the main tasks of the Councils of People's Deputies and governors on the basis of the norms of Articles 102-103 of the Constitution. According to Article 1, the third paragraph, "the Council of People's Deputies and the governor implement the tasks of socio-economic development common to the region, district and city, local laws, resolutions of the Oliy Majlis, the President and the Cabinet of Ministers. ensures the implementation of documents, decisions of higher Kengashes of People's Deputies, governors, relations between public authorities and citizens' self-government bodies of the Republic of Uzbekistan, the involvement of the population in the management of regions, districts and cities [2]. Local representative bodies have a two-tier system. According to Article 99 of the Constitution, "Councils of People's Deputies headed by governors in regions, districts and cities (except for cities subordinate to the district) are representative bodies of power, which decide issues within their competence in the interests of the state and citizens." Thus, the system of authoritys of the Republic of Uzbekistan - a set of governors of regions (Tashkent city) and cities and districts was created. Article 103 of the Constitution enshrines the principle of monopoly, stating that "governors of regions, districts and cities shall exercise their powers on the basis of monopoly and shall be personally responsible for the decisions and activities of the bodies they govern." This rule not only emphasizes the importance of individual leadership in the work of governors, but also strengthens their personal responsibility. One of the main reasons for the appointment of the governor was to

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strengthen the relationship between the central and local executive bodies, the lower bodies to carry out the documents of the higher bodies without exception, to strengthen the control of the higher bodies over the activities of the lower bodies [3. 35].

Subsequent reforms in the system of local government in the country began in 2003. On the basis of the Law of the Republic of Uzbekistan dated April 24, 2003 No. 470-II "On amendments and additions to the Constitution of the Republic of Uzbekistan", amendments were made to Chapter XXI of the Constitution - Fundamentals of Local Government. In particular, the provisions on the management of the activities of local councils of people's deputies by local authorities were deleted from Article 101.

Pursuant to the Law of the Republic of Uzbekistan No. ZRU-89, adopted on April 11, 2007, the second part of Article 102 of the Constitution "governors of regions and khokims of Tashkent are appointed and dismissed by the President of the Republic of Uzbekistan and approved by the relevant Council of People's Deputies" the words "and approved by the relevant Council of People's Deputies" were deleted. Thus, the President of the Republic of Uzbekistan can now appoint and dismiss regional governors and the mayor of Tashkent without the approval of the Council of People's Deputies..

Subsequent reforms in the system of local executive power were announced on November 12, 2010 by the First President of the Republic of Uzbekistan Islam Karimov at the joint session of the Legislative Chamber and the Senate of the Oliy Majlis of the Republic of Uzbekistan "The concept of further deepening democratic reforms and development of civil society in our country ". In particular, the Law of the Republic of Uzbekistan No. ZRU-366 of April 16, 2014 amended Article 103 of the Constitution by adding the second part in the following wording: "Governors of regions, districts and cities submit reports to the relevant Council of People's Deputies on the most important and topical issues of socio-economic development of regions, districts and cities, on which the relevant decisions are made by the Council of People's Deputies" [4]. This, in turn, is a specific manifestation of the democratization of public administration. After all, the accountability of the head of the local executive power, ie the governor of the region, district or city to the Council of People's Deputies, belongs to the forms of interdependence of the branches of government and the principle of mutual restraint.

Currently, the main task of state and local governments is to form an effective system of local government capable of socio-economic development and political stability of local structures that can meet the needs of modern society in global states. Optimization of the local government system means the creation of a rational model of local government in our country in today's specific socio-political and economic conditions.

Local government optimization is a system of goal-oriented actions to increase the efficiency of the local government system using traditional and innovative methods of change in the social, political, economic spheres of local government structure development. A narrower interpretation of local government optimization means the formation of effective political and administrative relations between state and local authorities, reducing the role of the state in local government, improving the structure of local government, democratization of local self-government. Innovative technologies are an inevitable condition of the process of optimizing local governance.

It should be noted that the main legal document on the activities of local governments is the Law "On local government" adopted in 1993. There have been a number of changes in the state and local government system over the years. There is a need to revise this law in accordance with the requirements of today's and modern economy [5. 130].

It should be acknowledged that the reform of local authorities has failed to address a number of issues that hinder the effective functioning of local governments. In terms of interaction with public authorities, the issue is the formation of sustainable areas of local self-government, the problem of separation of powers between levels of government, the transfer of some state powers to local governments, the formation of their own financial and economic base and accountability to the local budget, the control of public authorities over local governments, the influence of informal institutions on the local level of government.

In addition, it is necessary to develop mechanisms that would allow the interests of local government to be transferred directly to the central level through the creation of a council office, consisting of representatives of local authorities.

The internal governance of local governments often needs serious adjustments based on the laws and regulations of governance, taking into account the political, economic and social changes taking place in our society. It is necessary to introduce and popularize a new culture of governance, based on which it is decided to recognize the person and his interests as the main value of the entire system of public administration in the country. It is necessary to solve the problem of providing local authorities with professional staff.

The field of interaction between society and government is the most important area that requires serious study and reform. The society should eliminate the guidelines of political culture based on unconditional obedience and form new worldview principles that shape the relationship between government and society on the basis of partnership, equality, openness and transparency. The relationship between local government and society requires serious democratization. On its basis, there should be a "guiding (receptive) model of governance" that guarantees the accountability of the system (the responsibility of local authorities) to the specific demands of citizens. Therefore, the main goal of local government should be focused on the interests of society and social significance.

Over the past few years, the introduction of innovations and their optimization in the activities of public administration at

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all levels in Uzbekistan has become a topical issue. Today, high-level government talks are underway to modernize the political system of Uzbekistan. Such tendencies in political governance cannot but affect the system of local self-government, which demonstrates the initial results of the reform process and the implementation of local reform. The transition to an innovative framework in the organization of the governance process and the exercise of its powers for local self-government is a more pressing issue than in regional or central authorities. This is a necessary step in the modernization of the entire political system and public administration of Uzbekistan.

From the very beginning of Mirziyoyev's presidency in the Republic of Uzbekistan, the first attempts were made to reform the structure of local government. In particular, the positions of First Deputy Governor for Economic Reforms and Entrepreneurship, as well as Deputy Governor for Youth Policy, Social Development and Spirituality were introduced in all regional, city and district authoritys [6. 50].This administrative-political reform is primarily aimed at increasing the efficiency of local governments.

The process of optimizing the activities of local authorities is primarily a political process. It cannot be a simple execution of a regional government decision, an element of an election campaign, or a PR move by the relevant services. Focusing on real optimization and increasing the efficiency of local government activities requires long and extensive work.

The principle of democracy is fundamental in modern social governance. Democracy is a system of organization of activities and relations that arises from the recognition of the people as the only source of power, the rule of law as a basic indicator of public life. Adherence to this principle implies the implementation of democracy in the management of society, in which all state and political regulation is aimed at the realization of the material and spiritual needs, interests and goals of citizens.

Another important principle in this regard is the departmental principle, which indicates the need to combine functional (network) territorial functions in city management. Unlike a transnational corporation in which such a combination is implemented, the consolidation of these functions in the city administration must be done on a parity basis and include the mandatory separation of special institutions - boards - to ensure the implementation of a single local policy to serve the interests of the entire city. The need to adhere to norms and living standards in local government brings social priorities as close as possible to economic goals, which are more pronounced in private enterprises.

In our opinion, the achievement of political, economic and organizational independence of local authorities should not be the main goal of the modern development of the political system of Uzbekistan. Local governments are part of the public administration system and are integrated into a common public administration system according to their nature and functional goals. Because they operate in the territory of Uzbekistan, it may not contradict the general state principles and directions of domestic and foreign policy. Second, they are specific agents of state action to implement public policy at the local level. In local governments, all spheres of public life must be developed on the basis of state policy, limited only by the scope of this local formation.

In addition, people living in regions, districts, cities and under the influence of local authorities are citizens of the Republic of Uzbekistan and are under state protection, which imposes certain responsibilities on local authorities and forces them to protect and comply with the rights and freedoms of citizens.

Thus, an important task of local authorities is to involve citizens in their activities, which ensures the legitimacy of local government and increases the level of public confidence in it. In general, effective interaction between local government and society is facilitated by addressing the following set of tasks:

— The activities of local authorities should be open, transparent and understandable to the population, providing access;

— It is necessary to reconsider the issues of local government management and adapt them to the specific needs of society;

— Radical restructuring of the bureaucratic system is required for the effective development of local government;

— At the local level, areas and problems that really need to be managed and addressed need to be constantly monitored;

— At the local government level, conventional communication methods should be gradually transformed into a communication process that is as close as possible to the population;

— It is necessary to introduce new methods of governance at the local level, for example, to further strengthen the system of medium-term and long-term planning at the legislative level, the "single window" system and services to the local population via the Internet;

— The adoption of legal documents at the local level should be based on the initiative and the interests of citizens;

— management culture needs to be changed, which means accepting citizens' initiatives and ideas as motivation for action;

— It is necessary to develop long-distance cooperation and international long-distance networks;

— It is necessary to develop the system of regional public self-government at the local level, to reform the process

of public hearings, to hold more frequent local referendums and polls.

In our opinion, due to the specificity of the political culture of the population, the high level of distrust of local authorities, it is necessary to introduce innovations using "soft" methods. In other words, it is a matter of adapting innovations to the local conditions of development of all spheres of social life.

The practice of introducing innovative technologies in the activities of local authorities should be based on the principle that they meet the interests and needs of local communities, increase the participation of citizens in local self-government, focus on social harmony, justice, efficiency and transparency. The effectiveness of local government can be considered to be that the results of the activities of local authorities meet the requirements and expectations of the local community as much as possible. Thus, the main criterion for evaluating the activities of local authorities is not only economic growth, but also the satisfaction of the population, businesses and socio-political organizations with the activities of local authorities. "The most important thing is that as a result of these reforms we must create a prosperous and decent living environment for our people"[7].

CONCLUSION

In short, the legal consolidation and introduction of innovations in the activities of local authorities should be based on the principle of "transparency of the decision-making process at the local level." The necessary tools should be public discussion of decisions at the local level, ease of access to information about them, online broadcasting of meetings of state bodies and working meetings, the need for experts to evaluate the results of decisions, their monitoring, etc. The mandatory control system is of particular importance in ensuring the effectiveness of local government and local self-government. The rule that central government bodies work in coordination with local authorities in resolving issues of local importance is being implemented.

Such a control system must inevitably include elements of control by the central, local authorities, internal control and monitoring of their activities, and public control. The sphere of control should be determined in accordance with the principle of separation of powers, independence of local self-government and should be primarily aimed at protecting the interests and rights of citizens.

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Post Covid-19 Effects on the Future of Students in Higher Education

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ABSTRACT: Societies have been affected socially, politically, and economically due to the coronavirus pandemic. Education systems have been disrupted, impacting the future of students and global and consequently societal prospects over time. The aim of this study is to identify the effects of the covid-19 pandemic on the future of students in higher education. This study is carried out by means of a systematic literature review via a thorough literature search. The covid-19 pandemic has had a vast number of effects on students, particularly resulting from the implementation of lockdown measures and social distancing regulations. Mental health, teaching pedagogies, communication and financial stability have all been identified as factors affecting the future of students in higher education. This study had deduced that students face long-term effects as a consequence of the covid-19 pandemic. Thus, carefully devised strategies are required to progress students towards a prosperous future and through them societies at large with benefit.

KEYWORDS: Coronavirus, Future, Higher education, Students

INTRODUCTION

Over the past year, the covid-19 (coronavirus) pandemic has created a global upheaval. Societies have been affected socially, politically, and economically including the disruption of higher education systems. The deadly virus is transmitted when an infected person coughs or sneezes, projecting droplets of discharge, which is then penetrated by an uninfected person (WHO, Coronavirus, 2020).COVID-19 has affected the world (Ali, Baloch, Ahmed, Ali, & Iqbal, 2020)this includes two-hundred and ten countries and territories, and two international conveyances. The communicable disease has resulted in strict governmental legislations comprising of lockdown and social distancing measures. This was the consequence following the World Health Organization announcing aPublic Health Emergency of International Concern, on 30th January 2020 (WHO, A Joint Statement on Tourism and COVID-19 - UNWTO and WHO Call for Responsibility and Coordination, 2020). This was in the hope that the number of covid-19 cases and deaths do not exhaust health systems and of public safety is maintained. As social gatherings were not permitted, educational institutions globally underwent physical closures. This event subsequently created a period of great uncertainty for students and educators compromising student learning.

It has already been proven that through education individuals in society learn morals, habits, values, and beliefs which are deemed normal to fundamental to societal development, simultaneously providing well educated global citizens (Braskamp, 2008). Concurrently, higher education systems contribute to large amounts to the economic output of a country thus their closures have impacted the global economy (Muscatelli, 2020). Education systems very quickly adopted technology as a method of imparting knowledge to their students, resulting in the continuation of education but not without challenges. Therefore, much destruction has been caused to educational systems globally resulting from the covid-19 pandemic. This has created an impact on student's which affect their future and consequently affect societies over time.

Objectives

The aim of this study is to identify the effects of the covid-19 pandemic on the future of students in higher education.

METHODOLOGY

This study is carried out by means of a systematic literature review via a thorough literature search. The literature sources are found through an electronic and manual search, entailing published literary works, grey literature, books, journals, and magazines pertaining to the effects of the covid-19 pandemic on the future of students in higher education. A well-planned process of searching extracting, analysing, evaluating, and interpreting relevant existing literature sources is utilised within the study, so that primary sources are identified. The following research questions are devised

Q1 What effects has COVID-19 had on students in higher education?

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Q2 What can these effects have on the future of students?
Q3 How can negative effects be minimised to help students in the future?

To answer the research questions, the following electronic databases are searched: Google Scholar, Science Direct, Gateway, PubMed, JSTOR, Medline, Web of Science and Blackwell Synergy. The following keywords were used during the preliminary search: 'Education', 'Covid-19', 'Students', 'Higher education'. This search has resulted in the identification a large quantity of literature. Therefore, to find the dominant sources leading to the primary sources within this study, the following exclusion criteria has been devised:

- o Papers unrelated to students in higher education are not used
- o Papers focusing primarily on education prior to covid-19 are ignored
- o Papers written in languages other than English are excluded
- o Papers not exhibiting enough technical information relating to their approach are omitted

A total of thirty-two literature sources have been identified for investigation, post-completion of the electronic search. Upon examining the literary works in more detail, four are duplicated and not used. A further three are excluded after reading paper abstracts and introductions, leaving twenty-five literature sources for further review. The full literature works are read, revealing a lack of implementation details within two papers subsequently leaving a total of twenty-three literature sources to be used as primary studies.

RESULTS AND DISCUSSION

Covid-19 has had a vast number of effects on students particularly resulting from the implementation of lockdown measures and social distancing regulations. Mental health, teaching pedagogies, communication and financial stability have all been identified as factors affecting the future of students in higher education.

Mental health

Pre-pandemic, mental health challenges have been present within societies amongst students in higher education. However, many students have not received the adequate support, resulting from a lack of societal education surrounding the issue and associated stigmas combined with healthcare system financial constraints involving time and resources(Moreno, et al., 2020). The primary causes of mental health issues experienced by students relate to course completion, exams stress and financial constraints (Somani, 2020).

During the covid-19 pandemic many students encountered a period of uncertainty regarding their futures, this resulted in feeling of worry, anxiousness, and stress. Their concerns encompassed their current educational status, fears relating to their health and contracting the virus, financial constraints, completing their exams and graduating. During past pandemics, a primary factor relating to psychological effects pertain to the implementation of lockdown measures (Leung, Ball, Sirl, & Britton, 2018). During the covid-19 pandemic students have been subject to lockdown measures leading to isolation, loneliness, inertia, leading to mental health issues like stress and anxiety due to academic institution closures, social and economic disruptions, daily routines disturbed, a reduction in social interactions amongst other factors. Therefore, results have found that approximately 83% of students are experiencing exacerbatedpre-existing mental health issues (YoungMinds, 2020). While there has been a rise in mental health issues in students without re-existing problems by 25% (Cao, et al., 2020). The pandemic has evidently had a negative effect on the mental health and wellbeing of students. This will have an impact of the future of students education and society at large unless the issue is addressed in the present, particularly as mental health problems are already becoming a burden on public health services (Torales, Higgins, Castaldelli-maia, & Ventriglio, 2020)(Somani, The Role of Education During and After COVID-19, 2021).

Teaching pedagogies

According to the United Nations 98.6% of learners globally have been affected by the covid-19 pandemic in two hundred countries (UN, 2020). Traditionally, education has always been taught through face-to-face interactions within a group setting, however the covid-19 pandemic forced a transition to teaching students via online platforms (Somani, A TRANSITION FROM FACE-TO-FACE TO REMOTE LEARNING DURIN COVID-19, 2020). This transition requires students to possess the knowledge of hardware and software usage prior to commencing their education online, as the learning pedagogies during the covid-19 pandemic has used interactive videoconferencing software to educate students (Rapanta, 2020). This posed as a challenge to many students who then experienced added pressure to become familiar with technology prior to commencing the acquisition of learning their degree course material(JISC, 2020).

The successes of traditional learning pedagogies have been replicated onto technological platforms, facilitating a smooth transition for students to learn efficiently. Learning materials have been devised for electronic learning and uploaded for students to access.

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This provides students with the flexibility to access learning materials at convenient times for them. They have the options to serve their learning needs comprising of audio-visual learning, literary text availability and face-to-face virtual interactions, formal and self-assessments to facilitate learning. Students are being engaged in learning through virtual collaborative tasks using functions within the e-learning software, virtual polls, and questionnaires to gage effectiveness (Edu, 2021). The success of these initiatives is based upon the educator's ease to navigate around the software and student's determination to learn and succeed. Technological difficulties can lead to demotivation and frustration, which can originate from poor internet connectivity and insufficient bandwidth or underdeveloped critical thinking skills. A blended learning approach is being utilised to educate students as they enter a 'new' normal world. Thus, the future of education will incorporate progressive technological advancements and students will have the opportunity to apply their technical knowledge derived from this pandemic, and apply it in their future learnings. Simultaneously higher education institutions have developed and strengthened teaching pedagogies during the pandemic, that will help future students.

Communication

A vital element of student success is good communication that occurs between students and educators within higher education institutions. During initial stages of the pandemic, there was immense uncertainty and disruption for both students and educators. Good communication between governing bodies, institutions, educators, and students have played a key role in formulating strategies to resolve many challenges within higher education institutions. This has been made possible through utilising interactive video conferencing software, deemed closest to face-to-face interaction (Somani, EFFECT OF THE COVID-19 PANDEMIC ON COMMUNICATION, 2020). It is also the method through which education has been acquired during the pandemic. Communication has also taken place through written literature forms, visual and audio forms through social media, trusted and untrusted sources. Therefore, the reliability of distinguishing authentic literature sources communicated to the public including students, has caused confusion and anxiety. There were unclear expectations set for students from the pandemic outset until traditional classroom settings were replicated to online platforms. This is when classroom etiquette was applied on a virtual setting, where software functions were utilised to ask question by 'raising hand', group discussions through 'breakout rooms', muted microphones and highlighting different ideas through the 'chat' function.

Communicating with students effectively through accessible learning materials is important to their educational progression. It is probable that international students from various time zones would participate in scheduled learning sessions, thus requiring timely communication. Many students require flexibility to consolidate their knowledge through re-visiting live sessions. Educators can assess verbal and non-verbal communication through body language by selecting the 'gallery' view of all students with their camera's on. Through a blended learning approach is it probable that this will still be the casein the future. Therefore, education institutions are required to provide a rapid response to their intentions and provide options to offer student support. This is not only applicable during the pandemic but must be extended to post pandemic situations, as the communication of genuine knowledge is important. It will provide students the confidence in their futures and trust in the educational institution.

Financial stability

The economy has been deeply affected because of covid-19 lockdown measures, where individuals have been unable to attend their places of work. This has resulted in numerous company closures and redundancies. Although numerous companies have resorted to utilising technological platforms to carry out their transactions. Countries have endured vast financial losses where GDP is predicted to have dropped by once third resulting from the covid-19 crisis, and the implementation of a national collective initiative to rebuild the current economic state. Education institutions will be a large contributing factor of this, however higher education institutions could have lost large amounts of revenue threatening its sustainability (Muscatelli, 2020).

As learning with technology has become a 'norm' within societies, students from lower socio-economic backgrounds enduring financial constraints do not have the appropriate technology or connectivity to acquire and continue their education. As a result, many students have had to defer their year at university or terminate their degree courses on a permanent or temporary bases (Aristovnik, Damijana, Dejan, Tomaževi, & Umek, 2020).

CONCLUSION

This study had deduced that students face long-term effects as a consequence of the covid-19 pandemic. The world has not returned to normality but has naturally emerged into a 'new normal' situation. Society has been conditioned to adhere to safety precautions using personal protective equipment like mask and gloves. The virus has not been eradicated although there are vaccines now available. Mental health has affected the wellbeing of numerous students and heighted pre-existing mental health issues. This is creating a burden on healthcare systems globally. Therefore, education institutions can provide additional support where mental health issues can be identified and managed locally prior to medical intervention. As many issues are centred around isolation, loneliness, communication, examinations, and assignment pressures. Thus, many educational institutions have provided basic information for students to identify and act upon mental health challenges reducing the healthcare system burdens.

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Teaching pedagogies are likely to take the form of the blended learning approach due to the immense technology used during the covid-19 pandemic. However, this is proven effective when there is financial stability providing access to appropriate hardware, software, and a stable internet connection. Communication methods have broadened using technology, creating another medium for students and educators to communicate with each other and society at large.

Recommendations

The notion of change has been a large contributing factor to the effect of the covid-19 pandemic on students. Understanding this change that will facilitate shaping student futures, therefore it is recommended that education institutions teach the concept of change to their students and provide adequate support to help future transitions as the world will not remain static. This will provide students with a better understanding of how to tackle fluctuations within education systems and societies, aiding their future development. Effective communication between education institutions and students are vital to provide students with the confidence to face the future with a positive outlook. It is vital that higher education institutions are provided with the adequate funding, creating a sustainable future to education the future leaders of countries globally. Students have access to higher education institutions where they can become learned global citizens and consequently create a prosperous future for societies in which they live.

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Assessment of Higher Order Thinking Skills Through Stem Integration Project-Based Learning for Elementary Level

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ABSTRACT:

Purpose of the Study- The purpose of this study was to assess the level of HOTS among students through STEM integration in Project-Based Learning (PBP) by using the conceptual framework and development modules of HOTS.

Design/methodology/approach-A total of 4 teachers and 12Year 6 students from SK Methodist, Kapit were selected to participate in this study. Research data were collected through Action Research method using structured interview instrument, questionnaire form, also via pre and post test.

Findings- The findings of needs analysis for the module have shown that the teachers thought that the HOTS development module should be developed by taking into account various learning strategies and using learning methods through STEM in Project Based Learning. Descriptive findings indicated that the need for students to use modules to improve HOTS is high. The t-test done to compare students' achievement from pre- and post-test has shown significant differences in pre-test scores. The post-test scores have proven that STEM integration learning methods through Project-Based Learning can improve students' HOTS.

Authenticity/value-The results of this study are expected to help Science teachers to improve teaching practices to improve students' HOTS by using STEM integration learning methods in project-based learning. In addition, through the HOTS module developed, it is hoped to help students to improve HOTS in Science subjects and also to increase the knowledge of Science teachers in integrating STEM in project -based learning to improve students' HOTS in Science subjects. The results of this study can also be used as a guide by the MOE in designing a curriculum that can improve students' HOTS through the integration of STEM in Project-Based Learning.

INTRODUCTION

Education plays a very important role in developing the economy and also the development of the country. The determinant of a country's success in facing global economic competition today depends on the skills, knowledge and competencies possessed by the community (Ministry of Education Malaysia, 2012). Among the major challenges faced by educators in the 21st century is to guide students to think creatively and critically, collaboration skills, communication and comparative thinking while focusing on concepts and knowledge.

Thus, a transformation towards existing education has been introduced by introducing the 21st century education system so that students are able to compete globally by having the ability to think critically, creatively and innovatively (Ismail, Sidek&Mahbib, 2015).

MohdRadzi (2010) stated that thinking skill is a very important aspect. Through the application of thinking skills, students are able to apply their experiences and knowledge critically in their real lives. To provide a solid foundation, early exposure to creative and critical thinking skills during the teaching and learning process can produce a steady-minded generation (Ambotang, 2014).

According to Abd Hamid (2006), teachers were found to only give exposure on the facts of the topic to students without giving students the opportunity to think about the issues learned during the teaching and learning process. Teachers need to identify the problems faced by students when they are unable to develop a strategic plan to solve problems related to Higher Order Thinking Skills (HOTS) (Abdullah, Abidin and Alin 2015). Students in Malaysia are less exposed to HOTS with project -based learning. In addition, there is a lack of resources for assessment materials related to HOTS. STEM education is able to enhance students' high level thinking skills and interest in STEM related subjects (Wahono, Lin and Chang 2020).

To evaluate the level of HOTS among students, researchershave chosen the title of Waste Material. In this topic, students are needed to produce water rockets in groups. While they were producing the water rocket, the researchers found that each group was able to draw a picture of the water rocket that was created. In addition, students can also build water rockets based on sketches made. This proves that the students can master the elements of HOTS at the Applying level. Apart from that, students were also

able to categorize the waste materials used to build water rockets and to test the water rockets created. This shows that students can master the level of Analyzing in HOTS.

The problem arises when students are found not to be able to master the level of HOTS starting from Assessing. As a result of the interviews conducted by the researchers with 30 students while they were producing water rockets, it was found that they were not confident and could not give reasons for the following questions: Give your opinion on whether a water rocket can fly if it is not filled with water. Students were also found to be unable to submit suggestions for improvements that need to be made to water rockets that were created to be able to fly high by linking them to STEM elements. This shows that the level of students HOTS have not reached the level of Assessing (Modul AmaliSains, 2020)

In other situations, it was found that students had difficulty answering Paper 2 questions in Science subjects related to HOTS items. In the Topical Test 1 of Science subject, only 12 out of 30 students which is equivalent to 40% of students were able to answer four items of HOTS questions accurately. Among the items that students could not answer were items that tested the level of assessing related to predictive and making conclusions. Apart from that, students also failed to answer questions related to designing and sketching where the students were not able to design and sketch a given object by combining STEM elements (Buku Latihan Sains, 2020).

Therefore, this study was conducted to identify the needs of users to develop HOTS development modules based on STEM integration in Project Based Learning. Based on the needs of the users, the HOTS development module will be developed and verified by two module development experts and a Science expert. The modules that have been developed will be used to assess the level of students' HOTS through the integration of STEM in Project Based Learning.

HIGHER ORDER THINKING SKILLS

Higher Order Thinking Skills (HOTS) is defined as the ability of students to apply knowledge, skills and values in reasoning and reflection to solve problems, make decisions, innovate and be able to create something. One of the key elements in HOTS is creative and critical thinking skills. To strengthen and empower thinking skills, especially for high level thinking skills, it has been emphasized so that students can understand what they learn without relying on memorization techniques, able to think in detail, able to draw conclusions and reflect, and able to apply that knowledge in real situations. HOTS are important in assessing students' problem solving ability (Yusuf, Widyaningsih and Sebayang 2018). An inclusive and planned approach has been integrated in the implementation of HOTS at the school level where it contains three main elements namely curriculum, pedagogy and assessment; and four support elements namely co-curricular, community and private institutions support, resources and effort-building (Bahagian Pembangunan Kurikulum, 2014).

The national curriculum aims to produce students who are balanced, resilient, curious, principled, informed, and patriotic as well as having the skills to think, communicate and work in a team. To ensure that the goal is achieved, the element of HOTS is applied through writing explicitly in curriculum standard documents that focus on students' ability to apply skills, analyze information, evaluate and create products (Bahagian Pembangunan Kurikulum, 2014). Apart from pedagogy and assessment, curriculum is one of the key elements in HOTS. Teachers' understanding of the KBAT statement in the curriculum as well as the use of verbs in the level of thinking found in the curriculum document should be clear to ensure that all forms of teaching and learning are planned and implemented effectively in the classroom or outside the classroom including co -curricular activities.

The combination of STEM learning with HOTS assessment that enhances the ability to analyze, evaluate and create is an alternative strategy to improve students' thinking skills (Rosidin, Suyanta and Abdurrahman 2019).

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) LEARNING

STEM refers to the acronyms for 'Science', 'Technology', 'Engineering' and 'Mathematics'. The subjects covered in the STEM field consist of Science, Physics, Mathematics, Chemistry, Biology, Fundamentals of Computer Science and Design Technology. In the context of Teaching and Facilitation, STEM covers three main aspects namely learning areas (in school and at tertiary level), subject packages (based on a combination of STEM specialization subjects) and Teaching and Facilitation approaches (application, knowledge, skills and values to solve problems).

STEM education was introduced in Malaysia starting in 2014 in line with the needs of this era which allows the knowledge to spike very quickly. According to Becker and Park (2011), STEM education is an exploration that takes place in the teaching and learning process involving any two or more STEM components. The Ministry of Education Malaysia focuses on the integration of STEM education in Teaching and Facilitation through training and courses for teachers and collaboration with universities. Amimah Mohamad Ayub (2018) stated that National Education Development Plan 2013-2025 emphasizes on the closure of the gap between the subjects taught in schools. Multidisciplinary education is also recommended in this plan so that the quality of education can be improved, while overcoming the challenges that exist in the Malaysian education system as a whole. Thus, as one of the plans to encourage the involvement of teachers and special students in two or more fields through Teaching and Facilitation, project-based learning, collaborative learning and STEM education have been established.

Assessment of Higher Order Thinking Skills Through Stem Integration Project-Based Learning for Elementary Level

STEM education in Malaysia is currently in the second wave phase (2016-2020). Ongoing campaigns and collaborations with relevant agencies need to be implemented to meet the demands of this wave of fostering public awareness of STEM. STEM in Malaysia has a far-reaching goal which is to prepare students to face challenges and be able to compete globally (Ministry of Education Malaysia, 2016). From the aspect of the curriculum used today, namely the Primary School Standard Curriculum (KSSR), Integrated Secondary School Curriculum (KBSM) and Secondary School Standard Curriculum (KSSM), STEM elements are applied in knowledge, skills and values.

PROJECT BASED LEARNING

Project-Based Learning (PBL) is a method of learning with the concept of students studying in depth about an issue or topic to produce a product (Md Said & SISC +, 2019; Nation, 2008; Beddoes, 2010). Zimmerman (2010) and Kaldi et al (2011) stated that PBL is an instructional method that allows students to build skills and gain knowledge through projects, cooperative learning and hands-on techniques. The learning process in PBL begins with guided questions, an understanding of the core concepts and principles of learning. When completing a project, students will use inquiry, research, planning skills, critical thinking and problem-solving skills (Trudy Ann Freer-Alvarez, 2016).

During the workshop related to PBL, Rosenfeld et al (2001) have listed several steps to implement PBL namely; (1) construct the questions used to carry out the project, (2) select the main question or determine the project to be carried out, (3) read and find material related to the issue to be solved, (4) design the problem, (5) design the method appropriate for problem solving, (6) writing a project proposal paper, (7) executing and documenting pre -drafted assignments, (8) analyzing data and making inferences, (9) making a final report, (10) presenting a final project.

Previous studies have proven the advantages of PBL compared to traditional learning methods. Among them, it can help students to achieve learning outcomes and can help students to master the topic (AzliYeop, 2013). In addition, it can also expose students to organizational skills and time management. Blank & Harwell, 1997; Dickinson et.al, 1998), forming teamwork (Mioduser&Betzer, 2008), students are also able to use high -level thinking skills (MohdNoramdzan, 2015), and increase academic achievement (Nichola Harmer and Alison Stokes , 2014; Cengizhan, 2007; Kanter and Konstantopoulos, 2010; Selcuk, 2010; Shih, Chuang and Hwang, 2010), Individual learning of students (Chang & Tseng, 2011) and academic personality of students (Korkmaz and Kaptan, 2002; Nor Hamidah&Zanaton, 2014).

METHODOLOGY
Research design

The research design used in this study is an action research method. Semi structured interview protocol, questionnaires, pre- and post -tests were used as the instruments for data collection. The Kemmis& Mc Taggart 1998 model is the action research model that underpinned this study. Based on this model, action research moves through a continuous cycle involving four stages, namely stage 1: reflecting, stage 2: planning, stage 3: act and stage 4: observe. In this study, it is carried out based on measures such as plan, act, watch, observe and reflect (Reid & Brief, 2009). Interventions is carried out to ensure that this study is in line with the objectives and skills to be emphasized.

After the design for the intervention completed, the next step is the action to test its effectiveness on students. Observational measures were made to identify the data obtained throughout the approach as a result of the findings. The last step in a research cycle is reflection. Reflection is used to look at perceived effectiveness and shortcomings that need to be rectified to execute the next cycle using the same approach (Maxwell 2003). Figure 1 shows the action research model of Kemmis& Mc Taggart, 1988.

The reason to used Kemmis and Mctaggart action research models in this study as it can improve or enhance learning methods by making changes in learning methods through the integration of STEM elements in project -based learning. In addition, Science learning emphasizes the elements of HOTS in line with the aspirations of the Primary School Standard Curriculum (KSSR) which seeks to inculcate the culture of HOTS among primary school students.
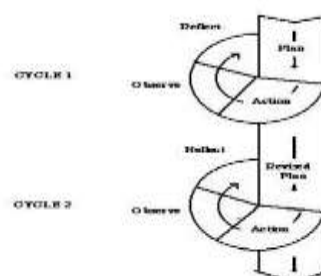
Figure 1: Kemmis & Mc Taggart Action Research Model
Source: Kemmis & Mc Taggart 1988

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This action research was conducted over a period of 6 weeks. The first week was used to build modules and instruments, 3 weeks were used to run the intervention and an interval of 2 weeks to learn as usual between weeks intervention. This is to enable students to understand the topic of waste and to avoid of the intervention is influenced by the factor of repeating the content of student learning and memorization alone. Table 1 shows the action research implementation schedule.

Table 1: Action Research Implementation Schedule

Time	Detail
Week 1	Module and research instrument development
Week 2	Action research Cycle 1
Week 3	PdPc as usual
Week 4	Action research Cycle 2
Week 5	PdPc as usual
Week 6	Action research Cycle 3
Week 7	Overall data analysis

The needs analysis phase is to determine the development requirements and module specifications where the data obtained will be used for the next development phase. The second phase of the study, namely design and development, is based on the summary of the needs analysis phase which involves designing module materials, teaching and learning strategies and evaluation of the module prototype by two appointed experts.

The last phase, the implementation and evaluation phase, focuses on the evaluation of the level of HOTS using the modules provided. Therefore, in order to obtain meaningful study results, the reporting of the module development process in this study is arranged in a more orderly manner and documented according to the phases in ADDIE. In the study of this, each phase has different study participants, as well as different data collection methods, instruments and data analysis as shown in Table 2.

Table 2: Methodology by phase

Phase	Participants	Method	Instruments	Analysis
Needs Analysis	4 teachers Science Primar School	Semi-structure interviews	Interview Protocol	Use of Atlas software Ti (Thematic)
	30 year 6 students	Questionnaire	Feedback form	Use of SPSS Software
Development	2 field experts	Expert review	Expert review form	Comparative Analysis
Implementation and Evaluation	12 students	Pre and Post Test	Paper test question set 2	Use of SPSS Software

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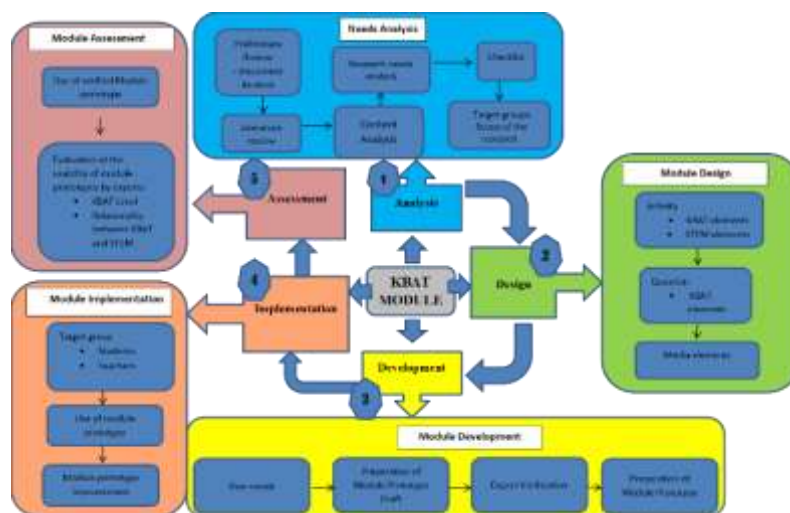
Figure 2: Conceptual Framework of the Study

Sample

In this study, *purposive sample* selection was chosen for the purpose of selecting the study sample. For the qualitative study, 4 teachers who teach Science year 6 were selected to identify the needs and specifications of the KBAT development module. Meanwhile, for the quantitative study, 30 Year 6 students in the category of failed to pass (GALUS) in Science subjects were selected to obtain information on STEM integration learning needs through Project Based Learning. The location of the study was SK Methodist, Kapit, Sarawak, Malaysia.

12 out of 30 students consisting of 7 female students and 5 male students who gained scores below 50 % during the Pretest were selected to assess their level of KBAT after they have used the KBAT development module through STEM integration in Project Based Learning. To maintain confidentiality, all personal information such as names used as study participants are pseudonyms (Norafifah Bali & Mohamad Hashim Othman, 2017).

Measurement of Variables

To identify the need for teachers to develop HOTS modules through STEM integration in project -based learning, the interview questions contained 18 items (background of respondents 3 items, teaching strategies 10 items, activities in teaching and learning Science 5 items).

In terms of student needs to develop modules, the questionnaire contained 11 items (background information 2 items, project-based learning effect in improving students' HOTS 4 items, STEM integration effect in Science learning 4 items, module requirements characteristics 1 item). For this section, the questions are in the form of closed questions where the respondent has two answer choices, namely "Yes or No".

Developed modules were reviewed and validated by two expert evaluators of the module who have expertise in the field of module development as well as Primary School Science subjects. A total of 15 items were assessed in the modules that were developed.

To ensure that the data obtained is accurate, study items were already reviewed and have high validity. The activities contained in the modules and the questions constructed in the pre and post tests should follow the syllabus description so as not to run away from the topics studied by the study sample. In addition, the terms and instructions used in the test questions and questionnaires should be clear and easily understood by the study sample.

The reliability of the items in the test should also be considered to ensure that the assessment given is honest and in accordance with the guidelines given. The test has high reliability by performing the test in a conducive and fair environment. Pre- and post -tests are reviewed based on scoring guidelines the standard of the Examination Board so that teachers can interpret the answers of the study sample correctly.

To assess the level of HOTS among students, researchers have chosen a title Waste. In this topic, students have to produce water rockets in groups using waste materials. While they were producing the water rocket, the researchers found that each group was able to draw a picture of the water rocket that was created. In addition, students can also build water rockets based on sketches made. This proves that students can master the elements of KBAT at the level of applying. Apart from that, students are also able to categorize the waste materials used to build water rockets and are able to test the water rockets created. This shows that students can master the level of analyzing HOTS.

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DATA ANALYSIS

The results of the module development interviews with four science teachers were analyzed thematically while the *Statical Package for Social Science* (SPSS) version 25 application software was used to analyze the students' needs to develop STEM -based HOTS development modules in Project Based Learning. Achievement scores in pre and post tests were analyzed by descriptive analysis in terms of mean and standard deviation while inferential analysis used t-test and one-way ANOVA test.

The pre and post tests are reviewed based on the standard UPSR scoring guidelines from the Examination Board. The 2 Science paper scoring guide is in the form of a rubric that assesses the elements of KBAT applying, analyzing, evaluating and creating. The full mark for the test question is 20 marks.

FINDINGS

All the teachers who were selected are Science teachers who teach year 6, have an acdemic qualification of degree in Science and have at least five years of Science teaching experience .   The purpose of teacher selection is to obtain useful information on the development needs of the HOTS module.

Meanwhile, a total of 30 students involved in the study, consisted of 14 male students (46.7%) and 16 female students (53.3%) year 6.Based on test results, it was found that a total of 9 students (30%) obtained grades A, 9 students (30%) got grade B, 7 students (23.3%) got grade C and a total of 5 students (16.7%) got grade D.

In the needs analysis phase, teacher respondents were selected to be interviewed to obtain the needs in developing the KBAT module. After the interview recordings were transcribed, the data were categorized into themes based on semi -structured questions and then analyzed to produce the following themes:

A)   Strategies and methods in science teaching are diversified to improve Higher Order Thinking Skills

All four respondents agreed that variety of strategies and methods in teaching sciences can help improve students HOTS understanding of the concepts of science being learned. Table 3 shows teacher comments and constructs or themes formed from the comments provided by teachers

Table 3: Comment teachers and constructsformed from the comments given by teachers related to strategies and methods teaching Science.

Teacher's comment	Constructs/Themes Formed
My students had fun when the learning session that day required students to produce a project as opposed to a learning session using the question and answer method. In addition, the students better understood the topics they studied that day and were able to answer the KBAT questions that I gave. (T1).	1. Project -based activities increase studen 'interest in learning 2. Project -based activities increase studen understanding of HOTS
My students are not tired of learning when they produce a project as opposed to a drill -down learning method. They are also quick to understand what I teach and are able to think at a higher level (T2).	1. Project -based activities increase studen 'understanding of what they are learning. 2. Project -based activities can shape HOT among students

T = Teacher

B) The use of STEM integrated learning methods in Project -Based Learning can improve students' high -level thinking skills

Apart from activities and strategies in science teaching, all four respondents also agreed that the use of STEM integration learning methods in Project -Based Learning can improve students 'Higher Order Thinking Skills Table 4 shows teacher comments and constructs formed from teacher comments.

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**Table 4: Teacher comments and constructs formed from comments given by teachers related to the effect of STEM integration in Project -Based Learning on students' HOTS.**

Teacher's comment	Constructs/Themes Formed
While teaching Science using my Project Based Learning methodhas also integrated STEM to further enhance students 'creativity and innovation as well as improve students' high - level thinking skills (T3).	1. Project Based Learning Methods through STEM integration can increase students' creativity and innovation. 2. Project -Based Learning Method through STEM integration can improve students' HOTS.
My student's high -level thinking skills increased when I integrated STEM in Project Based Learning sessions. They were also more creative and more fun to learn Science (T4)	1. Project -Based Learning Methods through STEM integration can improve students' HOTS. 2. Project -Based Learning Methods through STEM integration can increase students' creativity. 3. Project -Based Learning Method through STEM integration can increase students' interest in learning Science.

T = Teacher

In conclusion, the results of the analysis of the interviews that have been conducted have shown that the development of HOTS modules should take into account various learning strategies and use learning methods through STEM integration in Project -Based Learning to improve students' HOTS.

Analysis of Student Needs in Developing HOTS Modules

The problem arises when students are found to not be able to master the level of HOTS starting from assessing. Results from the interview against 30 students while they were producing water rockets have gathered found that they were less certain and could not give reasons to the following questions: Give your opinion on whether a water rocket can fly if it is not filled with water?. Students was also found to be unable to come up with suggestions for improvements that need to be made to water rockets created to be able to fly high by linking them to STEM elements. This shows that the level of KBAT students have not reached the level of KBAT assess (Science Practice Module, 2020)

In other situations, it is found that students had difficulty in answering paper 2 questions of Science subjects related to the item of Higher Order Thinking Skills. In the topical test of 1 Science subject, only 12 out of 30 students were equivalent to 40 %in the taught class can answer 4 items of Higher Order Thinking Skills questions accurately. Among the items that students could not answer were the items that tested the level of assessing associated with predictive and inferential questions. Apart from that, the student also did not succeed in answering questions related to designing and sketching where the student was not able to design and sketch. objects given by incorporating STEM elements in sketches and designs (Science Exercise Book, 2020).

To answer the first research question that is what is the need of users to develop KBAT development modulesbased on STEM integrationin Project -Based Learning in terms of student needs, a mean score scale as in Table 5 was used to analyze and interpret the findings of the study.

Table 5: Mean Score Scale and Interpretation

Mean	Interpretation Score
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Source: Adapted from Augustine (2012)

Table 6: Aspects of the Assessed in the HOTS module

Development Aspects of KBAT Module	N	Mean	Standard deviation	Interpretation
Application of Project Based Learning	30	3.03	0.718	Moderate
STEM Integration	30	5.70	0.836	High

Module Development Requirements	30	4.63	0.490	High
Overall	**30**	**4.45**	**0.681**	**High**

Table 6 shows the mean scores related to the aspects assessed in developing the KBAT module in terms of the application of project -based learning, STEM integration and the need to develop the module. The mean score for the application aspect of project -based learning is the lowest at 3.03 indicating that the need for project -based learning in developing modules is at a moderate level. Meanwhile, the mean score of the STEM integration aspect is 5.70 which also shows that it is needed in developing the KBAT module. Furthermore, the mean score of the need to develop the module is 4.63 which also shows the students' desire for the KBAT development module to be developed is high. Overall, the average mean score for the need to develop HOTS is 4.45 which is high which indicates that students need the HOTS module to improve their HOTS by implementing STEM integration through project -based learning.

The results of the analysis showed that there was a significant mean difference in the need to develop KBAT modules by gender (t = 13.548; p <0.01). The mean needs of male students (mean = 3.5714) were not the same as the mean needs of female students (mean = 3.1250). Therefore, the results show that there is a significant mean difference of the need to produce KBAT modules according to gender (P≤0.05/0.01).

The results of the analysis showed that there was a significant difference in the need to develop the KBAT module according to the monthly test grade (F (3,26) = 4.758; p <0.01).

To verifies the modules that have been built, researchers have selected 2 expert teachers who have expertise in science as well in designing modules. Both selected experts have more than 10 years of science teaching experience.

The basis in developing the activities in the KBAT development module is based on Needham's five -phase constructivism approach. After the prototype of the KBAT development module was completed in the development phase, an expert review was conducted to obtain expert feedback for the purpose of improving the prototype of the module that had been produced. The results of the expert review on the module prototype have shown that there are some comments and suggestions that need to be taken into account by the researchers to further improve the module. Table 7 shows the results of the expert review of the module prototypes that have been developed.

Table 7: Expert Evaluator Feedback on HOTS Development Module Through Internal STEM Integration Project Based Learning.

Expert Assessor	Views/Comments/Suggestions for Improvement
Expert Assessor	1. The content of the module is appropriate to the level of the student 2.Activities carried out by students can increaseHOTS level among students and increase student creativit Suggestions for improvement; 1. Increase the number of questions related to the HOTS construct in order to test the HOTS and improve t students' HOTS.
Expert Assessor	1. The content is appropriate to the level of student learning 2. The activities provided can be understood and can be carried out by students. 3. The questions are appropriate to the level of the student

Pre and Post Test Findings of KBAT Questions

To assess the achievement of HOTS among students through the integration of STEM in Project -Based Learning, Pre and Posttest HOTS questions have been implemented against students. Table 8 shows the Pre and Post test analysis of the HOTS questions.

Table 8 : Analysis of Pre and Post Test Results of HOB Questions

Students	Pre test scores (%)	Percent (%)	Post test scores (%)	Percent (%)	Percentage (%) Increase/ Decrease in Marks
1	10	50	9	45	-5
2	13	65	13	65	0

3	8	40	11	55	+15
4	13	65	14	70	+5
5	11	55	14	70	+15
6	11	55	13	65	+10
7	11	55	14	70	+15
8	12	60	12	60	0
9	12	60	11	55	-5
10	12	60	16	80	+20
11	12	60	15	75	+15
12	10	50	11	55	+5

Based on the analysis, eight students have shown an increase of at least 5% and above while two students have shown no increase or decrease. From the data collected, it was found that only two students did not show an increase in score as targeted by the researcher but the percentage of marks for one of them exceeded 50 % that is (55 %). Meanwhile, another student was only able to get a score of 45% which was less than the set passing score.

Students who do not show improvement are relatively weak students in answering HOTS questions in Science subjects and need more guidance from teachers to improve HOTS through STEM integration learning methods in Project Based Learning. Overall, learning methods through STEM integration in Project Based Learning HOTS achievement among students.

Referring to the table above, it was found that the mean test score had increased from 11.25 to 12.75 with an increase of 1.5. This clearly shows that the use of STEM integration learning methods through Project -Based Learning can improve students' HOTS. Apart from that, the standard deviation (SP) for the pre -test was 1.42 and for the post -test was 1.75. A small standard deviation indicates that the score findings are homogeneous, meaning the gap between low and high student scores.

In conclusion, the increase in the mean scores of students in the pre -test and post -test showed that the improvement in students' performance in answering KBAT questions after this learning method was introduced.

The results of t -test showed that there was a significant difference (t = -3.00, p = 0.01 between pre -test and post -test with a value of p <0.05. The results showed that there was a significant difference in the mean of pre -test scores with post -test scores for respondent. This proves the method STEM integration learning through project -based learning can improve HOTS among students.

DISCUSSION
As a result of the module needs analysis, it was found that the need for HOTS development modules based on STEM integration in Project Based Learning was developed to help teachers diversify teaching and learning strategies and methods appropriate to students' cognitive levels and student centered teaching methods. In addition, it is to prepare students to face challenges and should be able to compete globally in line with the aspirations of the Ministry of Education Malaysia.

Apart from that, it is also in line with the findings of Abd Rashid (1999) who stated that each stage of Piaget's cognitive development is characterized by a new cognitive development of abilities that allows for great development in children's thinking. These findings also support the findings of Sayuti et al. (2000) who stated that the learning curriculum should be adapted to the cognitive level of students and student centered teaching methods. Sneidma (2013), on the other hand, stated that the integration of several subjects, namely Science, Technology, Engineering and Mathematics is appropriate so that it becomes a more relevant field of education to be taught at the school level.

From the aspect of students, the results of the analysis of the questionnaire given to students found that they understand and are more interested in learning Science when they do project -based group activities. This finding is in line with the findings of Slavin R. E (2000) who stated that cognitive skills result from children's social interactions with peers. Apart from that, they are also able to master skills and knowledge as well as be able to reuse them in the same or different situations.

Module development uses Needham's five phase constructivism model because it emphasizes student centered learning. In addition, it can help teachers identify students 'existing knowledge and plan teaching methods based on students' existing

knowledge. This is in line with the findings of Syahida Nadia (2015) who found that through the use of Needham's five -phase constructivism learning model, teachers can identify students' existing knowledge and plan teaching methods with the basic nature of that knowledge.

The results of the study have also shown that there is an increase in the achievement of HOTS among students who follow the HOTS development module through the integration of STEM in Project Based Learning. These findings are in line with the findings of Nichola Harmer and Alison Stokes (2014); Cengizen (2007); Kater and Konstantopoulos (2010); Selcule (2010); Shih, Chuang and Huang (2010) who showed that Project Based Learning method can improve students' academic achievement.

The production of HOTS development modules has an impact on the strategies and methods commonly used by teachers. Based on the findings of the analysis of teacher needs, it is gathered that a variety of teaching strategies and methods can encourage the development of students' High LevelThinking Skills (HOTS). Through this developed HOTS development module, it can provide guidance to teachers to apply the HOTS construct to students during the learning and teaching sessions take place.

Furthermore, this module can help teachers to generate their ideas to produce their own strategies to improve students HOTS based on the activities and exercises in this module. The researchers also hope that the resulting modules can be a guide for teachers to design learning and teaching activities based on Needham's 5 phase constructivism approach and use STEM integration teaching methods in Project Based Learning.

The variety of activities in this module has implications for the development of students' knowledge of the topic of waste and they are also able to apply the use of waste in their creation of a product such as water rockets.

The production of this module can also be a source of reference for stakeholders involved in planning and implementing the curriculum in improving the existing curriculum from the aspect of teacher teaching strategies in improving student HOTS such as administrators, District Education Office and the Ministry of Education Malaysia.

This study also proves that the combination of Constructivism Theory, Cognitive Development Theory and Needham's 5 phase Constructivism Model can be applied in teaching and learning and can produce effective learning for students. This can be seen from the findings of the study of evaluating the level of students HOTS where the level of students KBAT increased after using the module.

CONCLUSION

In conclusion, the application of Higher Order Thinking Skills (HOTS) needs to be implemented by teachers to conduct teaching and learning sessions through the activities implemented. This study proves that students HOTS can be improved through the integration of STEM in project based learning. The combination of learning models and theories in developing the HOTS development module has been able to produce a module that can help teachers improve students HOTS.

Therefore, the role of teachers is to plan teaching activities that can encourage the involvement of each student to produce effective learning. The results of this research are expected to contribute to the improvement of the quality of teacher teaching to increase the level of students HOTS and subsequently to produce students who are creative, innovative and able to face the challenges of the 21st century technology world.

For future studies it is suggested that the interviews to be extended to study participants from other schools. The results of the study that will be obtained can help researchers know the need for module development from various aspects so that the content of the module can be adjusted for use purposes in schools under the Ministry of Education Malaysia. Apart from that, it is suggested, that the study of HOTS assessment to be extended to other subjects. Apart from that, the topic of teaching should be expanded to other topics that are difficult to understand and comprehend by students. Finally, it is suggested that the study be done through STEM integration learning methods in Problem Based Learning in order to help teachers integrate STEM in other learning methods.

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Transhistorical and Transnational James Baldwin in "My Dungeon Shook"[1] or "The Instructional Manual for Black People"

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ABSTRACT: This review provides an analysis of the great social, cultural, political, intellectual and even anthropological contribution about race relations made by James Baldwin through the first essay of *The Fire Next Time*. Thanks to this valuable, thoughtful and meaningful contribution about race relations between the white people and the black people, James Baldwin can be characterized here as both a transhistorical and transnational writer, thinker and truthteller. Because his realistic good social, cultural, political, intellectual and even anthropological contribution about race relations in the United States goes beyond the developing issues at the time of writing (the historical context of the essay production, the period of the essay production and the borders of the United States) to become a real transhistorical contribution (meaning is out of historical context and historical period) and a real transnational contribution (meaning is out of the borders of the country mentioned). This retrospective on his essay and its re-evaluation shed light on the visionary quality of the writer and also explore the prophetical quality of his contribution. Due to its realistic message and its effectiveness and visionary qualities, the essay "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*" may serve as a model-paradigm that can be utilized as an "Instructional Manual" by black people to deal with and to handle white people. And namely, it can serve as precisely "The Instructional Manual For Black People" to deal with and "to handle white people" in terms of useful instructions, guidelines and principles for the sake of the black race.

KEYWORDS: "Instructional Manual For Black People", "transhistorical and transnational James Baldwin", "to handle *them*", White people, Black people, Race relations, "instructions, guidelines, and principles", visionary writer, speak prophetically, racism, *Letter*

INTRODUCTION

James Baldwin's *The Fire Next Time* is divided into two important essays about race relations in American history, and especially about black people and white people race relations in America. Subtitled "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*", the first essay is an essay in which Baldwin uses the literary creation and rhetoric of a "*Letter*" (meaning something confidential / private) to address himself to his nephew (the coming generation) about some realities linked to their[2] existence and life in the United States. Dealing with the Negro problem or the fact of being a Negro in America, this essay is fundamentally a plea to his young nephew to transcend already simmering anger and adopt a broader perhaps even compassionate perspective toward life difficulties. That is why he shares with him his own perception, experience, and final conception (knowledge) about blacks and whites race relations in America. It is therefore such a kind of antidote to be alive in the white society, or in a society dominated and structured by white people as it is the case in America.

Indeed, this letter-essay focuses on African Americans concerns in America in general, and the realistic, thoughtful, prophetical and visionary qualities of its message render it (the content of this letter) a real transhistorical and transnational truth sayings. Of course, the content of this letter-essay becomes transhistorical and transnational when it transcends historical bounds, extending or going beyond national boundaries because it conveys some fundamental, existential and important messages, doctrines, principles about race relations between white people and black people which are still actual, topical, and real.

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[1] The complete title of the essay is as following: "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*" in *The Fire Next Time* by James Baldwin.
[2] Black people, represented here by James Baldwin and his nephew James.

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Thanks to an insightful exploration and interpretation, one observes that this important and meaningful essay may revolve or be summarized around nine (9) major instructions, guidelines and principles for the black people to know, follow, respect and perform "in order that the race might live and grow" and namely for his nephew to know, follow, respect and perform. And these different instructions, guidelines and principles addressed to his nephew and at a larger sphere to the black people may be considered as "The Instructional Manual For Black People", a kind of metaphor that we use to say that the different instructions, guidelines and principles are in fact lessons, advice, warnings and consciousness awareness given by Baldwin as fundamental for the black people. So "The Instructional Manual For Black People" with its nine (9) realistic, thoughtful, foretelling and visionary instructions, guidelines and principles becomes fundamental in the sense that black people should or must know, follow, respect and perform them[3] "in order that the race might live and grow".

Let us analyze those nine (9) instructions, guidelines and principles composing "The Instructional Manual For Black People" which represents a kind of antidote to be alive in the white society or in a society dominated and structured by white people supremacy, hegemony, and superiority. And to this end, the central problematic of this paper will be the following question: how the long history of black people predicaments at the hands of white people hegemony, superiority and supremacy has developed the necessity and existence of an "Instructional Manual For Black People" on the part of James Baldwin?

Then as far as the writer James Baldwin is concerned, the following question is of great importance also: how does the role of writer of James Baldwin reinforce the importance of such realistic, thoughtful, prophetical and visionary writing with its instructions, guidelines and principles in terms of ethnic literature, namely in terms of African American ethnic literature?

Being "something about how to handle *them[4]*", this "Letter to *his* Nephew" representing "The Instructional Manual For Black People" or considered as "The Instructional Manual For Black People" arises some important questions. The first important question one may ask about "The Instructional Manual" is: what is the real need of "The Instructional Manual"? Or how does James Baldwin justify the need of "The Instructional Manual"? The second important question is the following: what are the different instructions, guidelines and principles composing "The Instructional Manual"? Of course due to the need of "The Instructional Manual", it is important to know or identify the different instructions, guidelines and principles and their suitability and relevance. The third and last important question will be to know: how does "The Instructional Manual" through its instructions, guidelines and principles be still topical and actual and necessary for black people? Of course the topicality of these instructions, guidelines and principles is important in qualifying James Baldwin and the content (message) of his essay as transhistorical and transnational in terms of usefulness of those instructions, guidelines and principles for today's black people all around the world.

The theoretical background that will be used in analyzing critically "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*" and its quality as being "The Instructional Manual For Black People" will be theories such as Historicism and Sociocriticism. It is important to precise in terms of theoretical background that the title of the essay obliges us to refer to historicism through the meaningful and central word "*Emancipation*" and through the expression "*the One Hundredth Anniversary of the Emancipation*" because those two expressions and references are not simple one in the history of the United States. "The Emancipation" or better "The Emancipation Proclamation" being historically speaking "the freedom of all persons held as slaves"[5]; it should be known that the contextual explanation, analysis and interpretation of this *Emancipation* in relation to the "*Letter*" is very important for it shows the big contradiction[6] mentioned by Martin Luther King in this quotation:

> Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves [*Audience*:] (*Yeah*) who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. (*Hmm*) But one hundred years later (*All right*), the Negro still is not free. (*My Lord, Yeah*) One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. (*Hmm*) One hundred years later (*All right*), the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later

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[3] The nine (9) realistic, thoughtful, foretelling and visionary instructions, guidelines and principles.

[4] *Them* represents the white people or the white race.

[5] EXCERPT : "[O]n the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom." On https://www.gilderlehrman.org/history-resources/spotlight-primary-source/emancipation-proclamation-january-1-1863?gclid=CjwKCAjw0On8BRAgEiwAincsHOTxVg-rIm__WuvzolF8eGU7byWVDrCSf2rWXiayRdPHPmTvXkmp1hoC_NoQAvD_BwE. Visited on January 4, 2021.

[6] The contradiction of being free but still live under the weight of slavery and its aftermaths one hundred years later.

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> (*My Lord*) [*applause*], the Negro is still languished in the corners of American society and finds himself in exile in his own land. (*Yes, yes*) And so we've come here today to dramatize a shameful condition.[7]

The historical context permitted by the evocation of the *Emancipation* therefore permits the use of historicism which is a critical way of using historical contexts to interpret texts, because "*Historicism (or 'historism' in this translation of Currius' Historismus) is a critical movement insisting on the prime importance of historical context to the interpretation of texts of all kinds*"[8]. Historicism can be seen as an analytical instrument that brings together literary interpretation and historical explanation.

Sociocriticism is important here because it is related to the characteristics of blacks and whites relationships or race relations in the same society (how white people interact with black people) through history since long time till today. So one can notice through the continuity in blacks and whites relationships or race relations that sociocriticism and historicism work together to help us better comprehend the sense and meaning of the *Letter* addressed to his nephew about blacks and whites race relations.

Sociocriticism is also important through the instructions, guidelines and principles of this *Letter* which should or must be known, followed and performed by black people in the society and in their relationships with white people. It is as well important thanks to the topicality of the content (message, lessons, advice) of the letter-essay due to today's blacks and whites relationships in the American society and in the world. The notion of actual or topicality resides in the title of the essay because of the expression "My Dungeon Shook" for it "shook" because the sender of the letter realized that it is the same reality since long time. It is a state of mind when you realize a stark reality or when you make up your mind about something you didn't realize at first.

Based on the hermeneutics approach, meaning the critical interpretation and analysis of the essay "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*"; the larger project of this review will dwell on those three important questions above which are specifically to know the need for "The Instructional Manual", to know the guidelines[9] composing "The Instructional Manual", and to know the topicality of "The Instructional Manual For Black People". Those three aspects will constitute the blueprint of our analysis.

THE NEED FOR "THE INSTRUCTIONAL MANUAL"

The fundamental need for "The Instructional Manual" is embedded in the role played by "The Negro Mother" in the poem of the same title by Langston Hughes, a role that puts together the need for "The Instructional Manual" and justifies that need or important need.

Indeed, in this poem, one sees clearly the role and duty for the older generation to instruct, inform and guide the younger generations on what life looks like—precisely and particularly in the African tradition and custom; and to this end, the beginning verses of the poem *The Negro Mother* explain and justify this role so clearly that we cannot re-explain the fundamental semantic meaning linked to this role again.

Thanks to the Oral Tradition in Africa where knowledge is shared from generation to generation, and also thanks to the tradition, custom and culture in which there is the compulsory duty for the older generations to transmit beliefs, ideas, cultural materials, value, information, memories and other knowledge to younger and new generations. We can globally retain that "The Instructional Manual" is of important need so that "the race might live and grow" and without this "Instructional Manual" which in fact follows the pattern of the African traditional education and sharing of experiences and beliefs from generation to generation, the race and namely the black race cannot "live and grow".

> V 1 Children, I come back today
> V 2 To tell you a story of the long dark way
> V 3 That I had to climb, that I had to know
> V 4 In order that the race might live and grow.[10]

One may observe through those verses above that the fact to "live and grow"[11] is so fundamental and necessary for the black people that "The Instructional Manual" becomes a useful reference book of instructions, guidelines and principles for the black race to know, to learn, to follow and to practice in terms of contents (message) and guidelines and in terms of race relations between them and the white race.

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[7] https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom. Visited on January 4, 2021.

[8] *M. Hum Suryo Sudiro*, "The Depiction of Native American in the Novels of Forrest Carter", International Journal of Linguistics, Literature and Culture, March 2020 edition Vol.7 No.1 ISSN 2518-3966, pp 13-29 URL:http://dx.doi.org/10.19044/llc.v7no1a2

[9] By the only word "guidelines" in this sentence we mean the set: "the instructions, guidelines and principles."

[10] Langston Hughes, "The Negro Mother", *Selected Poems of Langston Hughes* (New York: Alfred A Knopf, Inc., 1979), p. 288-289.

[11] A metaphor to say to be alive and to develop oneself

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As given explicitly by Langston Hughes here in this poem entitled *The Negro Mother* or simply, as said explicitly by "The Negro Mother" herself (a Negro Mother who is responsible of the destiny of the Negro Race so that the Negro Race "might live and grow"); "The Instructional Manual" becomes also a necessity or a need for James Baldwin so that his Nephew James "might live and grow". That is why he says: "I tell you this because I love you, and please don't you ever forget it"[12]… "--but I am writing this letter to *you*, to try to tell you something about how to handle *them*, for most of them do not yet really know that you exist."[13]

In clear, one can argue that the relationship between "The Instructional Manual", its writer who is James Baldwin and his Nephew James is the same relationship that we have between "a story of the long dark way", its teller who is "The Negro Mother" and her Children (meaning the black children she is talking to). So those three entities are intrinsically linked, on the one hand we have James Baldwin, "The Instructional Manual", and his Nephew James and on the other hand, we have "The Negro Mother", "a story of the long dark way", and her Children. And the intrinsic relationship that one has between those three entities may lead to the following scheme about the message, the sender of the message and the receiver:

The message	The sender	The receiver
"a story of the long dark way"	The Negro Mother	Children/ Black Children
"Letter"	James Baldwin	his Nephew James
"The Instructional Manual"	James Baldwin	his Nephew James/Black People
"Knowledge"/ "Truth"	old generation	new and young generation

This clear cut correspondence and this link between those three elements at each level (namely as far as James Baldwin is concerned and as far as "The Negro Mother" is concerned) are so fundamental that this quotation[14], through the main reason it promotes which is "In order that the race might live and grow"; is a good one and suitable to clarify and show the fundamental need for "The Instructional Manual For Black People" or the necessity of "The Instructional Manual For Black People".

Through the meaning of this quotation (the four verses), one notices that "The Negro Mother" here as an elder has the duty and role, may it be the moral duty or the racial duty or the anthropological duty or the cultural and traditional duty; she has the duty to tell, to teach, to inform the children (The Negro Children) about "a story of the long dark way / In order that the race might live and grow". And this important responsibility takes the shape of something done from generation to generation, from elder to younger, from mother to children as it has always been done in the African traditional concept and way of life.

When referring to this statement: "I tell you this because I love you, and please don't you ever forget it"[15]… "but I am writing this letter to *you*, to try to tell you something about how to handle *them*, for most of them do not yet really know that you exist."[16] One can say that James Baldwin also and here as the uncle (so the elder) has the duty and role, may it be the moral duty or the racial duty or the anthropological duty or the cultural and traditional duty; he has the duty to tell, to teach, to inform his Nephew James (the son of his dead brother) about "The Instructional Manual" or "Letter"[17] considered metaphorically also as "a story of the long dark way" in order that his Nephew James (his nephew and namesake) "might live and grow". And this important responsibility takes the shape also of something done from generation to generation, from elder to younger, from uncle to nephew as it has always been done in African traditional concept and way of life.

These major characteristics implying racial relationships or familial relationships, sharing of knowledge, information and teaching process from "The Negro Mother" to the Children about "a story of the long dark way" or from the Uncle (James Baldwin) to the Nephew (James) about "The Instructional Manual" can be clarified by the following schemes of correspondences and equivalences:

The Negro Mother → The Uncle (James Baldwin)

Children → Nephew (James)

      A story of the long dark way → The Instructional Manual

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The Negro Mother → The Uncle (James Baldwin)

             ↓   ↓

      A story of the long dark way → The Instructional Manual

             ↓   ↓

         Children → Nephew (James)

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[12] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.4
[13] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.6
[14] (V 1 Children, I come back today / V 2 To tell you a story of the long dark way / V 3 That I had to climb, that I had to know / V 4 In order that the race might live and grow.)
[15] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.4
[16] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.6
[17] Meaning the content of the letter, the message, the lessons, the advice

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(Older generation)	The Negro Mother	→	The Uncle (James Baldwin)
	↓		↓
(Truth-Knowledge)	A story of the long dark way	→	The Instructional Manual
	↓		↓
(Younger generation)	Children	→	Nephew (James)

Going back to the text itself as far as the "*Letter*" is concerned, one may observe that the statement of Uncle James (James Baldwin): "I tell you this because I love you, and please don't you ever forget it"[18]… "--but I am writing this letter to *you*, to try to tell you something about how to handle *them*, for most of them do not yet really know that you exist"[19] in the choice of the words is very meaningful and of great importance because of the rhetoric he uses.

Indeed, another major and important aspect of the need for "The Instructional Manual" is that through the same statement of Uncle James, one observes that the function and role of "The Instructional Manual" is clearly stated through the expression "to tell you something about how to handle *them*" and namely through the meaningful expression "how to handle *them*". Therefore it means that one should have the "Instructional Manual" to know, to learn, to follow, and to practice something about "how to handle *them*". It means also in terms of connotation that the role and function of the "Instructional Manual" is to show to the nephew (and at a larger scale to show to the black people) "how to handle *them*". It means also metaphorically speaking that the title of the "Instructional Manual" may clearly be "how to handle *them*". And if the title of the "Instructional Manual" is metaphorically "how to handle *them*", it means that the different instructions, guidelines and principles will help the nephew (and at a larger sphere will help the black people) to really "handle *them*". In a word, the "Instructional Manual" is really a clue with the metaphorical title: "How To Handle *Them*".

Pragmatically speaking, the fundamental utility and the fundamental need for "The Instructional Manual For Black People" is to preserve the black race, to permit the black race to "live and grow", and to permit the black race "to handle *them*[20]". And in this essay, the addressee who is the nephew James is indeed the microcosm of the Negro race while the real audience or addressee which is the macrocosm is the black race or the Negro race itself. It is like the figure of speech of metonymy in which James represents the black race and the black race is represented by James.

In conclusion, the Negro race or the black people need this "Instructional Manual" to live and grow, to handle the white race and to better manage or handle race relations between them and the white race that is why this "Instructional Manual" becomes therefore a necessity, a need. Because it is a useful and necessary reference book of instructions, guidelines, and principles entitled "How To Handle *Them*" for the black people if they think they must or they should "live and grow".

The duty of preservation of the race through the meaningful expression "How To Handle *Them*" concerns the older generation and it becomes therefore a responsibility that the older generation should not avoid and cannot avoid because it is like something which strikes them, something "Which binds [them] like a heavy iron chain."[21] That is why after several attempts to write this letter, James ended up by writing it: "Dear James: I have begun this letter five times and torn it up five times."[22]

The other reason why James finally decided to write this letter is that he loves his nephew and thanks to his love for his nephew and his duty of preservation of the race he decided to write this "*Letter*" which is a real "Instructional Manual" so that his nephew can better deal with race relations between him and white people in the United States: "but I am writing this letter to *you*, to try to tell you something about how to handle *them*"[23]

So both Love and the consciousness of the race preservation and growth seem to be the alone heritage or the alone African heritage the older generation can leave to the new generation. Moreover, this notion of Love and this instinct of preservation are so sacred and secret that they need confidentiality about the truth (knowledge, information, message, instructions, guidelines, principles, lessons, advice, etc.) to be shared through the "story of the long dark way" … "in order that the race might live and grow"; or again, about the truth (knowledge, information, message, instructions, guidelines, principles, lessons, advice, etc.) to be shared through the "*Letter*"/ "The Instructional Manual" about "how to handle *them*".

And due to the fact that those "story" and instructions, guidelines, and principles should be preserved, the author or the storyteller (James Baldwin) uses the paradigm of a letter here to convey the symbolic sense of confidentially because a letter is

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[18] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.4.
[19] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.6.
[20] with *them* representing white people.
[21] Verses 1 and 2 of Claude McKay's poem entitled "The negro's tragedy" : "It is the Negro's tragedy I feel / Which binds me like a heavy iron chain"
[22] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.3.
[23] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.6.

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confidential. That is why the confidentiality of this "Instructional Manual For Black People" in order to "live and grow" is imbedded in the title of the essay which is: "*Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*".

James being by means of metonymy the microcosm of the black race and also the new or younger generation, the confidentiality James[24] shares with James[25] is the same confidentiality James shares with the whole black people because by the act of writing this "Instructional Manual" and by playing the role of the statesman of the whole black race as writer, he (James Baldwin) addresses himself to only the black race.[26]

In fact, one of the reasons why James Baldwin writes or "tells" to his nephew this "Instructional Manual" is simple: "I tell you this because I love you"[27] Of course "love" for his nephew and by means of metonymy, "love" for his race is one of the fundamental reasons why James tells the "story of the long dark way" to his nephew. And both his love and his story or his letter will help the race to live and grow, both his love and his story or his letter will help his nephew to live and grow. That is why it is very important to never forget "The Instructional Manual" if the nephew or the black race wants to live and grow: "I tell you this because I love you, and please don't you ever forget it."[28]

Being something of great importance, being "something about how to handle *them"*, a reference book for the nephew and for the black people which they should never forget, it is very useful to know, to learn and to follow the different instructions, guidelines and principles composing "The Instructional Manual For Black People" by responding to the question: what are the different guidelines[29] composing "The Instructional Manual"? Of course due to the need for "The Instructional Manual", it is important to know or identify the different instructions, guidelines and principles, their suitability and their relevance.

THE GUIDELINES[30] COMPOSING "THE INSTRUCTIONAL MANUAL"

"The Instructional Manual" that we can also entitle metaphorically speaking "How To Handle *Them*" because its function or role is "to tell something about how to handle *them"*[31]*;* is in reality considered as a useful and necessary reference book in which we are supposed to have fundamental instructions, guidelines and principles which are useful for black people to "live and grow".

In the analysis before this one, it has been question of the need for "The Instructional Manual" and for this concern, it has been said that there is a need and a real need for "The Instructional Manual" because the black race must "live and grow", because the black race should "live and grow". But it has also been said that there is a need and a real need for "The Instructional Manual" because black people should know "something about how to handle *them*", because black people must know "something about how to handle *them*", with "*them*" representing the white race or the white people.

As far as this part is concerned, two major and important logic questions linked to the need for "The Instructional Manual" and to the reasons of this need ("live and grow" and "how to handle *them*") are why the black race should / must "live and grow" and why the black people should / must know "how to handle *them*". Those two important questions are of great importance because they oblige us in the process to make an incursion into some historical contexts to better comprehend their suitability and relevance.

Indeed, it should be known that historically speaking white people supremacy, hegemony and racism toward black people had conditioned and constructed any kind of relationships between the two races or the two groups of people. There was an atmosphere of white supremacy versus black inferiority and white people "have had to believe for many years, and for innumerable reasons, that black men are inferior to white men."[32]

> The White writer has invented and perpetuated a stereotype of the African which depicted him as "physically unattractive, intellectually incompetent and spiritually degraded. Africans, according to the Whites are barbarians, born slaves, great singers, loyal servants, hard workers and true Christians. Only very low and inferior roles are assigned to the Blacks. The African is considered to be a conglomeration of mere arms and limbs, bones and eyes and as meaningless as his forests, rivers and silence.[33]

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[24] James Baldwin

[25] James, the nephew

[26] Because (V5 Only a thorn-crowned Negro, and no white / V6 Can penetrate into the Negro's ken, / V7 Or feel the thickness of the shroud of night / V8 Which hides and buries him from the other men. /V9 So what I write is urged out of my blood.) in «The Negro's Tragedy» by Claude McKay.

[27] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.4.

[28] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.4

[29] By the only word "guidelines" in this question we mean the set: "the instructions, guidelines and principles."

[30] By the only word "guidelines" in this title we mean the set: "the instructions, guidelines and principles."

[31] "I am writing this letter to *you*, to try to tell you something about how to handle *them*"

[32] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), pp. 8-9.

[33] https://shodhganga.inflibnet.ac.in/bitstream/10603/64079/7/07_chapter%201.pdf / CHAPTER ONE / ASSERTIVE BLACK POETS/ p. 7. VISITED ON 4 July 2020. Visited on January 4, 2021.

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Such ideas of "a worthless human being"[34] and of "an inferior black man" surrounding this quotation were unfortunately the main atmosphere (environment) which characterizes the relationships and all the relationships between black people and white people or the race relations between them. So in clear terms, the context was a context of denial and nihilism of Africans and African Americans' status as human beings. And in our context, as far as this *"Letter"* is concerned with regard to its title, we can admit that it had been the same situation, context, and environment for almost one hundred years meaning at the time of writing this letter in December 1, 1962 despite the Emancipation Proclamation in January 1, 1863. That is why the full title of this essay "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*" is so meaningful through the expression "*on the One Hundredth Anniversary of the Emancipation*" and also through the expression "the Emancipation Proclamation" because due to their culture of hegemony, supremacy, and racism, white people have always got bad relationships with other groups of people and namely with black people who they consider as inferior to them.

> President Abraham Lincoln issued the **Emancipation Proclamation** on January 1, 1863, as the nation approached its third year of bloody civil war. The **proclamation** declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free." … As a milestone along the road to slavery's final destruction, the Emancipation Proclamation has assumed a place among the great documents of human freedom.[35]

Since the beginning with the practice of slavery, black people have always got dramatic and traumatic experiences in their relationships with white people. Being used to and being indoctrinated into this culture of racism, hegemony and supremacy, white people will live the contradiction of the Emancipation Proclamation[36] and this till "*the One Hundredth Anniversary of the Emancipation*". It is in this respect that the full title of the letter is so meaningful but also the context of writing and the time of writing this letter are also important and meaningful. James Baldwin wrote this letter "on the One Hundredth Anniversary of the Emancipation" as a landmark to say that this is now one hundred (100) years that black people live the same situation, this is now one century (100 years) that black people live the aftermaths of slavery, this is now five scores years (100 years) that black people are not really free. Because simply black people are free in document and words which are symbolized by "the Emancipation Proclamation" document itself but not in reality, not in the real life for they still live and experience other forms of slavery and the aftermaths of slavery itself.

That is why this *"Letter"*, the publication of this *"Letter"*, the truth of this *"Letter"*, the content of this *"Letter"*, the sense of this *"Letter"*, the sense of the title of this *"Letter"*, and the testimony in this *"Letter"*; all these are of great interest as symbols and are corroborated by what happened in August 1963 at the March on Washington for Jobs and Freedom (August 28, 1963) with the memorable Address delivered by Martin Luther King entitled "I HAVE A DREAM" in Washington, D.C.. It means simply that this *"Letter"* in its content and message is symbolically a truth and a real testimony.

Indeed, in this iconic speech at the Lincoln Memorial for the 1963 March on Washington for Jobs and Freedom, Martin Luther King urged America to "make real the promises of democracy."

> I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. [*applause*] Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves [*Audience*:] (*Yeah*) who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. (*Hmm*) **But one hundred years later (*All right*), the Negro still is not free. (*My Lord, Yeah*) One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.** (*Hmm*) One hundred years later (*All right*), the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later (*My Lord*) [*applause*], the Negro is still languished in the corners of American society and finds himself in exile in his own land. (*Yes, yes*) And so we've come here today to dramatize a shameful condition. In a sense we've come to our nation's capital to cash a check. When the

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[34] "you were a worthless human being. You were not expected to aspire to excellence: you were expected to make peace with mediocrity." James Baldwin, *The fire next time*, p. 7.

[35] https://www.archives.gov/exhibits/featured-documents/emancipation proclamation#:~:text=President%20Abraham%20Lincoln%20issued%20the,and%20henceforward%20shall%20be%20free.%22. Visited on January 4, 2021.

[36] As a milestone along the road to slavery's final destruction, the Emancipation Proclamation has assumed a place among the great documents of human freedom

architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence (*Yeah*), they were signing a promissory note to which every American was to fall heir. This note was a promise that **all men, yes, black men as well as white men (*My Lord*), would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.** It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. (*My Lord*) Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked insufficient funds. [*enthusiastic applause*] (*My Lord, Lead on, Speech, speech*) But we refuse to believe that the bank of justice is bankrupt. (*My Lord*) [*laughter*] (*No, no*) We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. (*Sure enough*) And so we've come to cash this check (Yes), a check that will give us upon demand the riches of freedom (*Yes*) and the security of justice. (*Yes Lord*) [*enthusiastic applause*]³⁷

In view of this long experience of bad relationships with white people, in view of this long experience under the hegemony, supremacy and racism of white people, in view of these contradictions between the Emancipation Proclamation of 1863 and the realities of Racism, Discrimination, Segregation, withering supremacy, white hegemony, injustice, abuse etc. all the time until in 1962-1963, James Baldwin will write a precious "Letter to *his* Nephew" and by the process of metonymy to all black people in order "to tell *them* something about how to handle *white people*".

Indeed, since the first contact with black people, white scholars formulated collective behavior and related theories to explain white people hegemony, superiority and supremacy over black people all around the world. These theories argued that black people were inferior to white men and worthless human beings. Resource mobilization and political process theories reconceptualized those stereotypes and sought to ameliorate race relations between white people and black people but unfortunately, the so cast stereotypes along history are stubborn. That is why this so called "Instructional Manual For Black People" will be for utility and will play a key role in generating this paradigmatic shift in blacks' relations with white people because of its rich empirical base that led scholars and readers to rethink social, political, economic, intellectual, even anthropological race relations between black people and white people.

So in conclusion, this black contribution by James Baldwin which is this *"Letter"* and which represents "The Instructional Manual For Black People" to "handle white people" is really of precious need and necessary to rethink social, political, economic, intellectual, even anthropological race relations between black people and white people.

With regard to this letter, it incorporates in itself (in its content) several instructions, guidelines and principles about "how to handle white people" but those ones are not "visible" or "perceptible" at first look. One should decode the encode message or content and decipher the meaning in order to discover the real instructions, guidelines and principles linked to the way to "handle white people". Due to the fact that the different instructions, guidelines and principles are not directly conveyed but incorporated into the meaning and the content of this letter through some codes, one should practice the technique of hermeneutics³⁸. One should therefore apply a critical interpretation to the content of this letter in order to detect, to know, to make out the different instructions, guidelines and principles composing "The Instructional Manual For Black People" which may also be metaphorically entitled "How To Handle *Them*".

Considered as a useful and necessary reference book of instructions, guidelines and principles, we observe that around nine (9) fundamental guidelines, instructions and principles³⁹ compose "The Instructional Manual" that James Baldwin gives to his nephew⁴⁰ (or to the Negro people or furthermore to the black race) about race relations between white people and black people. And even though those instructions, guidelines and principles or to better say "truths" about race relations between white people and black people may be considered as not true by the "innocents" as James Baldwin himself made it clear when saying "I hear the chorus of the innocents⁴¹screaming, "No! This is not true! How bitter you are!""⁴² We realize that it is still "The Instructional Manual

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³⁷https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom. Visited on January 4, 2021.

³⁸Hermeneutics (/ˌhɜːrməˈnjuːtɪks/) is the theory and methodology of interpretation, especially the interpretation of biblical texts, wisdom literature, and philosophical texts.

³⁹ on the basis of the précis of the different advices and lessons given by James Baldwin to Big James (his nephew) in this short essay

⁴⁰ Under the format of a letter.

⁴¹ To refer to white people in this sentence: "But it is not permissible that the authors of devastation should also be innocent." P. 5-6.

⁴² James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.6.

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For Black People" to deal with race relations and white people because Baldwin insists on this fact by saying "I hear the chorus of the innocents[43] screaming, "No! This is not true! How bitter you are!""—but I am writing this letter to *you*, to try to tell you something about how to handle *them"*[44].

In fact, it is still "The Instructional Manual" because it is "something about how to handle *them"* and in this context of experiences and life memories, it may be considered as the conclusion, the précis of the "story of a long dark way" about one hundred years of race relations and also the précis of his own life experience as well as the précis of the life experience of the whole black community. For more insight into this conviction, we can refer to this assertion when saying:

> How could he know such things about poverty and pain if he had not experienced them? Can a poet be that accomplished a liar? Can a poet invent history so well that his audience is completely fooled? Only if they want to be fooled … each great book was the Holy Bible, and each great author was a prophet.[45]

Let us therefore decipher, decode and make out the different instructions, guidelines and principles composing "The Instructional Manual for Black People" to "handle *white people*" from the content, message and meaning of the "Letter to *his* Nephew":

Guideline 1- Principle 1- Instruction 1: You can only be destroyed by believing that you really are what the white world calls a *nigger*. (p.4)

Original context of production:

> Well, he is dead, he never saw you, and he had a terrible life; he was defeated long before he died because, at the bottom of his heart, he really believed what white people said about him. This is one of the reasons that he became so holy. I am sure that your father has told you something about all that. Neither you nor your father exhibit any tendency towards holiness: you really *are* of another era, part of what happened when the Negro left the land and came into what the late E. Franklin Frazier called "the cities of destruction." You can only be destroyed by believing that you really are what the white world calls a *nigger*. I tell you this because I love you, and please don't you ever forget it.[46]

Concept directed or derived: Internalization by black people of black inferiority and stereotypes about black people created by white people, as an example one can read the poem entitled "Bad Man" by Langston Hughes.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): "Well, he is dead, … and he had a terrible life; he was defeated long before he died because, at the bottom of his heart, he really believed what white people said about him. This is one of the reasons that he became so holy."

Guideline 2- Principle 2– Instruction 2: They have destroyed and are destroying hundreds of thousands of lives and do not know it and do not want to know it. (p.5)

Original context of production:

> I know what the world has done to my brother and how narrowly he has survived it. And I know, which is much worse, and this is the crime of which I accuse my country and my countrymen, and for which neither I nor time nor history will ever forgive them, that they have destroyed and are destroying hundreds of thousands of lives and do not know it and do not want to know it. One can be, indeed one must strive to become, tough and philosophical concerning destruction and death, for this is what most of mankind has been best at since we have heard of man. (But remember: most of mankind is not all of mankind.) But it is not permissible that the authors of devastation should also be innocent. It is the innocence which constitutes the crime.[47]

Concept directed or derived: They are actors and agents of the destruction of black lives and black humanity on purpose and for interests without regret because they don't consider it a wrong deed. As an example one can read «Thirty Years of Lynching in the United States (1919)» by the National Association for the Advancement of Colored People.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): **"**I know what the world has done to my brother and how narrowly he has survived it… One can be, indeed one must strive to become, tough and philosophical concerning

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[43] To refer to white people in this sentence: "But it is not permissible that the authors of devastation should also be innocent." P. 5-6.
[44] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.6.
[45] Sherman Alexie, *Ten Little Indians*, Grove Press, New York, 2003, p 39.
[46] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p. 4.
[47] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), pp. 5-6.

destruction and death, for this is what most of mankind has been best at since we have heard of man. (But remember: most of mankind is not all of mankind.)"

Guideline 3- Principle 3- Instruction 3: Most of them (white people) do not yet really know that you exist. (p.6)

Original context of production:

> Now, my dear namesake, these innocent and well-meaning people, your countrymen, have caused you to be born under conditions not very far removed from those described for us by Charles Dickens in the London of more than a hundred years ago. (I hear the chorus of the innocents screaming, "No! This is not true! How *bitter* you are!"—but I am writing this letter to *you*, to try to tell you something about how to handle *them*, for most of them do not yet really know that you exist. I *know* the conditions under which you were born, for I was there. Your countrymen were *not* there, and haven't made it yet. Your grandmother was also there, and no one has ever accused her of being bitter. I suggest that the innocents check with her. She isn't hard to find. Your countrymen don't know that *she* exists, either, though she has been working for them all their lives.)[48]

Concept directed or derived: White people consider black people as humanless persons, as worthless human being, as inferior persons, as third degree persons, and as an example one can refer to "Invisible Man" and to the novel entitled *Invisible Man* by Ralph Ellison and namely to the notion on black people invisibility in this novel through the prologue.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): "Your grandmother was also there. Your countrymen don't know that *she* exists, either, though she has been working for them all their lives."

Guideline 4- Principle 4- Instruction 4: if we (Black people) had not loved each other none of us would have survived. And now you must survive because we love you, and for the sake of your children and your children's children. (p.7)

Original context of production:

> Well, you were born, here you came, something like fifteen years ago; and though your father and mother and grandmother, looking about the streets through which they were carrying you, staring at the walls into which they brought you, had every reason to be heavyhearted, yet they were not. For here you were, Big James, named for me—you were a big baby, I was not—here you were: to be loved. To be loved, baby, hard, at once, and forever, to strengthen you against the loveless world. Remember that: I know how black it looks today, for you. It looked bad that day, too, yes, we were trembling. We have not stopped trembling yet, but if we had not loved each other none of us would have survived. And now you must survive because we love you, and for the sake of your children and your children's children.[49]

Concept directed or derived: Promotion of difficult but necessary Love among and between black people for the only weapon, the only antidote that black people can have against white people's racism, hatred and destruction is love. Black people must and should love themselves to be united and to protect their lives; there is a necessity of love between black people and among black people to be a whole against the white man project of destruction of black lives and black humanity. Only love because love combats destruction and black destruction by white people. With Love black people can protect themselves each other. Through love black people can achieve great goals. If black people don't love themselves and each other white people will always attain their goals.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): "To be loved, baby, hard, at once, and forever, to strengthen you against the loveless world. Remember that: I know how black it looks today, for you."

Guideline 5- Principle 5- Instruction 5: -You were born into a society which spelled out with brutal clarity, and in as many ways as possible, that you were a worthless human being. (p.7)

Original context of production:

> This innocent country set you down in a ghetto in which, in fact, it intended that you should perish. Let me spell out precisely what I mean by that, for the heart of the matter is here, and the root of my dispute with my country. You were born where you were born and faced the future that you faced because you were black and for no other reason. The limits of your ambition were, thus, expected to be set forever. You were born into a society which spelled out with brutal clarity, and in as many ways as possible, that you were a worthless human being. You were not expected to aspire to excellence: you were expected to make peace with mediocrity.[50]

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[48] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.6.

[49] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), pp. 6-7.

[50] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.7.

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Concept directed or derived: Racism and hatred and supremacy are the foundation of white people existence and are the characteristics of white people humanity and self for without racism and hatred they are nothing and they become holy persons. As an example one can refer to the recent interview of Toni Morrison's about white people racism in "Toni Morrison on White Supremacy"[51] when saying:

> Don't you understand that the people who do this thing, who practice racism are bereft. There is something distorted about the psyche. It's a huge waste and it's a corruption and a distortion. It's like it's a profound neurosis that nobody examines for what it is, it feels crazy. It's crazy and it leaves it has as just as much deleterious effects on white people and possibly equal as it does to black people. I always knew that I had the moral high ground. All my life, I always thought those people who said I couldn't come in the drugstore and I had to sit in this funny places, I couldn't go in the park. And I thought that they knew, that I knew, that they were inferior to me morally. I always thought that. And my parents always thought that. - You said your father was racist because he always felt he was superior. That's right. He always felt superior. And that was a form, you know of a defensive racism. But if the racist white person. I mean the person who is examining his consciousness and so on doesn't understand that he or she is also a race. It's constructed, it's also made and it also has some kind of serviceability. But when you take it away. I take your race away. And there you are, all strong out. And all you got is your little self. And what is that? What are you without racism? Are you so good? Are you still strong? Still smart? You still like yourself? I mean these are the questions. Part of it is. Yes the victim. How terrible it's been for black people? - But you don't like that? I'm not a victim. I refuse to be one. -And the victim is the other person who is morally inferior and who... That is a serious question. ... Has to hold on to racism to somehow for his or her own self esteem and definition ? If you can only be tall because somebody is on their knees then you have a serious problem. And my feeling is white people have a very very serious problem. And they should start thinking about what they can do about it. Take me out of it.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): "You were born where you were born and faced the future that you faced because you were black and *for no other reason*. The limits of your ambition were, thus, expected to be set forever. You were not expected to aspire to excellence: you were expected to make peace with mediocrity."

Guideline 6- Principle 6- Instruction 6: You have been told where you could go and what you could do (and how you could do it) and where you could live and whom you could marry. (pp. 7-8)

Original context of production:

> Wherever you have turned, James, in your short time on this earth, you have been told where you could go and what you could do (and *how* you could do it) and where you could live and whom you could marry. I know your countrymen do not agree with me about this, and I hear them saying, "You exaggerate." They do not know Harlem, and I do. So do you. Take no one's word for anything, including mine—but trust your experience. Know whence you came. If you know whence you came, there is really no limit to where you can go.[52]

Concept directed or derived: white people plan to have the total control on/of black lives and future, on black people actions and thoughts, on black people destiny and development, on black people welfare and wellbeing. They are the one to tell and who want to tell where black people should go, what black people should do, how black people should do, where black people should live, and with whom black people should be in contact etc. As an example one can read the poem entitled "Tiger" by Claude McKay or the poem entitled "Barrier" by the same poet.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): **"**They do not know Harlem, and I do. So do you. Take no one's word for anything, including mine—but trust your experience. Know whence you came. If you know whence you came, there is really no limit to where you can go."

Guideline 7 - Principle 7 - Instruction 7: The details and symbols of your life have been deliberately constructed to make you believe what white people say about you. Please try to remember that what they believe, as well as what they do and cause you to endure, does not testify to your inferiority but to their inhumanity and fear. (p.8)

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[51]Soapbox a publié une vidéo dans la playlist BACK THEN 7 Aout 2019.
https://web.facebook.com/SoapboxStand/videos/421821298432636. Visited on January 4, 2021.

[52] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), pp. 7-8.

Transhistorical and Transnational James Baldwin in "My Dungeon Shook"[1] or "The Instructional Manual for Black People"

Original context of production:

> Know whence you came. If you know whence you came, there is really no limit to where you can go. The details and symbols of your life have been deliberately constructed to make you believe what white people say about you. Please try to remember that what they believe, as well as what they do and cause you to endure, does not testify to your inferiority but to their inhumanity and fear. Please try to be clear, dear James, through the storm which rages about your youthful head today, about the reality which lies behind the words acceptance and integration. There is no reason for you to try to become like white people and there is no basis whatever for their impertinent assumption that *they* must accept *you*.[53]

Concept directed or derived: Eurocentric view and Western Civilization view that favors it over non-western civilizations with ideological control, cultural control, scientific control, historical control, religious control, economic control, power control etc. focusing on European culture or history which implies the exclusion of a wider view of the world. This Eurocentric view is implicitly regarding European culture as pre-eminent with an apologetic stance towards European colonialism and other forms of imperialism with the exclusion of contradiction. As an example one can read how they (Europeans) have deliberately constructed the life and history of indigenous or native Americans to make us believe what they said in the past about native Americans in the book entitled AN INDIGENOUS PEOPLE S 'HISTORY OF THE UNITED STATES by Roxanne Dunbar-Ortiz. Identified as "A must-read for anyone interested in the truth behind this nation's founding" by VERONICA E. VELARDE TILLER, this book about the life of indigenous or Native Americans at the hands of European in America with their Eurocentric view supplemented by ideological control, cultural control, scientific control, historical control, etc.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): "There is no reason for you to try to become like white people and there is no basis whatever for their impertinent assumption that *they* must accept *you*."

Guideline 8- Principle 8- Instruction 8: *You* must accept *them* and accept them with love. For these innocent people have no other hope. (p.8)

Original context of production:

> The really terrible thing, old buddy, is that you must accept them. And I mean that very seriously. You must accept them and accept them with love. For these innocent people have no other hope. They are, in effect, still trapped in a history which they do not understand; and until they understand it, they cannot be released from it. They have had to believe for many years, and for innumerable reasons, that black men are inferior to white men. Many of them, indeed, know better, but, as you will discover, people find it very difficult to act on what they know. To act is to be committed, and to be committed is to be in danger. In this case, the danger, in the minds of most white Americans, is the loss of their identity. Try to imagine how you would feel if you woke up one morning to find the sun shining and all the stars aflame. You would be frightened because it is out of the order of nature. [54]

Concept directed or derived: black people should/must adopt humanism to avoid chaos, black people should be tolerant to avoid chaos, black people should pardon, black people should be humanists, it is an obligation, it is a must. In face of white people Racism, Black people should perform love and retaliate with love and wisdom. Black people should possess the courage to respond to white people racism with love. Black people must perform the superhuman power toward white people for they are desperate people. As an example one can or should read the poem entitled "The white House" by Claude McKay.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): "They have had to believe for many years, and for innumerable reasons, that black men are inferior to white men. Many of them, indeed, know better, but, as you will discover, people find it very difficult to act on what they know. To act is to be committed, and to be committed is to be in danger. In this case, the danger, in the minds of most white Americans, is the loss of their identity."

Guideline 9- Principle 9- Instruction 9: If the word *integration* means anything, this is what it means: that we, with love, shall force our brothers to see themselves as they are, to cease fleeing from reality and begin to change it. For this is your home, my friend, do not be driven from it; great men have done great things here, and will again, and we can make America what America must become. (p.10)

Original context of production:

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[53] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.8.
[54] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), pp. 8-9.

Transhistorical and Transnational James Baldwin in "My Dungeon Shook"[1] or "The Instructional Manual for Black People"

> Any upheaval in the universe is terrifying because it so profoundly attacks one's sense of one's own reality. Well, the black man has functioned in the white man's world as a fixed star, as an immovable pillar: and as he moves out of his place, heaven and earth are shaken to their foundations. You, don't be afraid. I said that it was intended that you should perish in the ghetto, perish by never being allowed to go behind the white man's definitions, by never being allowed to spell your proper name. You have, and many of us have, defeated this intention; and, by a terrible law, a terrible paradox, those innocents who believed that your imprisonment made them safe are losing their grasp of reality. But these men are your brothers —your lost, younger brothers. And if the word integration means anything, this is what it means: that we, with love, shall force our brothers to see themselves as they are, to cease fleeing from reality and begin to change it. For this is your home, my friend, do not be driven from it; great men have done great things here, and will again, and we can make America what America must become. It will be hard, James, but you come from sturdy, peasant stock, men who picked cotton and dammed rivers and built railroads, and, in the teeth of 4 the most terrifying odds, achieved an unassailable and monumental dignity. You come from a long line of great poets, some of the greatest poets since Homer. One of them said, *The very time I thought I was lost, My dungeon shook and my chains fell off.* [55]

Concept directed or derived: like Rosa Parks action, like the March on Washington on 28th August 1963, black people need to distrust white authority and white system, like the different movements for the Civil Rights, black people need to act and to express themselves. But aside the promotion of the distrust of white system, aside from the promotion of rejecting fear, black should look for equality and justice by all the means valuable and worthy. There is also the idea of black people intelligence through important black deeds and cornerstones which dedicated the Black History Month each February. Black people contribution to the development of America, black people acts, actions, inventions, creativity but also struggles for the becoming of the American nation. From slavery time to the Civil Rights movement passing by Rosa Parks' action and the March on Washington at Lincoln memorial, black people have achieved great thing and have contributed to the future of the nation, the American nation. Black people should address American society and problem.

Truth, prophetical or proverb characteristic and explanation in the letter (by the text itself): "Any upheaval in the universe is terrifying because it so profoundly attacks one's sense of one's own reality. Well, the black man has functioned in the white man's world as a fixed star, as an immovable pillar: and as he moves out of his place, heaven and earth are shaken to their foundations. You, don't be afraid. I said that it was intended that you should perish in the ghetto, perish by never being allowed to go behind the white man's definitions, by never being allowed to spell your proper name. You have, and many of us have, defeated this intention; and, by a terrible law, a terrible paradox, those innocents who believed that your imprisonment made them safe are losing their grasp of reality."

With reference to the critical interpretation above, one may observe that from the beginning to the end of this letter, there are nine (9) fundamental guidelines, principles and instructions. And for each fundamental guideline, principle and instruction, there is a concept which is directed to the meaning or there is a concept which derived from the meaning. And also for each fundamental guideline, principle and instruction, we have a portion of the text itself which explains or characterizes the part of truth, or the part of prophecy or the part of proverb associated with this fundamental guideline, principle and instruction. It is as if the given guideline, principle and instruction is justified by a part of the text or a portion of the text itself in order to show its veracity, its foretelling characteristic or its proverb characteristic.

Even though James Baldwin contextualizes (American society) and periodizes (his living time or until one hundred years) his guidelines, principles and instructions in the message of this "letter to *his* nephew" by saying: "And I know, which is much worse, and this is the crime of which I accuse my country and my countrymen, and for which neither I nor time nor history will ever forgive them" [56] or by saying also and later "we can make America what America must become". It is very important to precise that those guidelines, principle and instructions (or metaphorically speaking those "truths" or those "prophecies" or those "proverbs" or those "truth sayings") composing "The Instructional Manual" are still topical and concern all the white people both inside and outside the United States. That is why they are still actual and need to be followed and practiced and also they are important to "never forget" as "cult member" for they transcend historical bounds and extend or go beyond national boundaries to be still topical as "The Instructional Manual For Black People" to be applied in the blacks and whites relationships or in race relations between the two races both by today's African-Americans and by today's African people.

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[55] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), pp. 9-10.
[56] James Baldwin, *The fire Next Time* (New York: The Dial Press, 1963), p.5.

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Indeed, when we consider a pragmatic reading of the essay, or when we consider a biblical reading of the essay or when we consider a visionary reading of the essay; we observe that it applies to any black people and this essay in its core message is considered as a prophetic message addressed to the black people in the world in general. And with regard to this concern, the following question is of great importance: how does "The Instructional Manual For Black People" through its guidelines, principles and instructions be still topical for black people?

THE INSTRUCTIONAL MANUAL AND ITS TOPICALITY FOR BLACK PEOPLE

It is very important to tackle this important aspect of James Baldwin's essay which is this part concerning the topicality of the "The Instructional Manual" because we need to reconsider the different guidelines, principles or instructions of this "The Instructional Manual" in today's life while revisiting and reevaluating this *Letter* in today's life because of these assertions giving evidence about or testifying the topicality of James Baldwin sayings 50 years later: "James Baldwin's thoughts on his nephew's future—in a country with a terrible history of racism— first appeared in The Progressive magazine in 1962. Over 50 years later his words are as powerful as ever."[57] And also as observed in this similar assertion of the same *The Progressive magazine* "*James Baldwin's thoughts on his nephew's future—in a country with a terrible history of racism— first appeared in The Progressive magazine in 1962. Over 50 years later his words are, sadly, more relevant than ever.*" [58]

We can therefore say that the topicality of the content of the essay or the topicality of "The Instructional Manual" is of great importance for this present moment because James Baldwin speaks prophetically about race and racism but also about race relations in the sense that black people should/must know "how to handle *them(white people)*"[59]. And the essay "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*" in a metaphorical way is his lessons, his advice, his "truth sayings" for our own time in managing race relations and in dealing with white people.

Indeed, in this essay, James Baldwin is a kind of "truthteller", a kind of visionary writer who gives some "instructions" about race relations between white people and black people and on the national sphere today (meaning America), his words are more prescient than ever today as the country confronts mass protests over the latest killings of black men and women, most famously Ahmaud Arbery, Breonna Taylor, and George Floyd.

> **EG:** It's an evasion. People tend to think of race as a kind of bounded subject that can only be evidenced in moments of explicit discrimination or the loud screams of obvious bigots. It often happens that people want to ignore the ways race continues to overdetermine our lives in this moment, and how it has driven our political process, particularly since 2008 and the election of Barack Obama. The kind of deep racial anxieties that define our country as white, working people who feel that they've lost a step and the country doesn't reflect the country that they remember, that they're a part of, and they feel like they're being left behind.[60]

The value of this *Letter* in terms of message, in terms of instructions, in terms of guidelines, and in terms of principles for this present moment is one of the things that one may think is so important for the validity of reevaluating this essay (and its nine (9) fundamental instructions, guidelines and principles constituting "The Instructional Manual") because James Baldwin is characterized by Eddie Glaude[61] as:

> **EG:** Jimmy's anger, his rage, his love, his generosity, his vulnerability, his insistence of his own individuality. He was fond of saying he had no antecedents. He, for me, represents this extraordinary black democratic perfectionism, this attempt to create a self in a world that denies that act. He does so not with the aspiration toward wholeness,

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[57] The Progressive, a voice for peace, social justice, and the common good. A Letter to My Nephew by James Baldwin December 1, 1962. https://progressive.org/magazine/letter-nephew/. Visited on January 4, 2021.

[58] The Progressive, a voice for peace, social justice, and the common good. A Letter to My Nephew by James Baldwin December 1, 1962. https://progressive.org/magazine/letter-nephew/. Visited on January 4, 2021.

[59] "something about how to handle *them"*

[60] "Lessons from James Baldwin: An Interview with Eddie Glaude" By Marie Griffith | June 2, 2020 in *Religion & Politics*. https://religionandpolitics.org/2020/06/02/lessons-from-james-baldwin-an-interview-with-eddie-glaude/. P2. Visited on January 4, 2021.

[61] Eddie Glaude is a scholar and a pundit. His latest book, due out in August, covers the life and work of the writer James Baldwin, delving into their lessons for our own time. Last fall, Glaude visited the John C. Danforth Center on Religion and Politics to discuss his new book and give a lecture entitled, "James Baldwin and the Moral Crisis of American Democracy." Eddie S. Glaude Jr. is the James S. McDonnell Distinguished University Professor at Princeton University, where he is the chair of the African American Studies department. He is the author of *Democracy in Black* and most recently of *Begin Again: James Baldwin's America and Its Urgent Lessons for Our Own*.

but with the understanding that he's broken. … But then there's the truthteller, his searing account of America. I think there is no other critic who understands the country, who understands us, who can come close to Baldwin. I've been thinking about him since graduate school. I've been running away from him for a while, but he's always in my work. He's always been present. I just made him explicit finally. The later Baldwin work, the nonfiction in particular, for me, offers a blueprint for our own moment. [62]

Indeed nationally speaking, one aspect of the topicality of the "The Instructional Manual" may also resides in the fact that in the same interview of June 2, 2020, entitled "Lessons from James Baldwin: An Interview with Eddie Glaude" By Marie Griffith; Eddie Glaude, a scholar who covers the life and work of the writer James Baldwin, declares answering to a question:

> **R&P: In the description of your talk, in describing Baldwin's era, you wrote, "Choices had been made, and were continually made, to believe that ours was a country where white people were valued more than others." What similar choices do you see facing our country today?**
>
> **EG:** I think it's the same choice. It's insidious. We have this view that racial justice is a zerosum game. That in order for us to be a racially just society, we have to take something from deserving white people and give it to undeserving people of color. And it's just wrong. It's not a zero-sum game. We simply have to expand the pot. We are the richest nation in the history of the world, and people hoard opportunity, they hoard so much. Part of what we've seen is that people think whiteness ought to accord one a certain kind of advantage, and when it doesn't, there's a kind of backlash. We have to build a world where whiteness doesn't matter, where it has no effect on the outcomes of one's life. Just as we would want to build a world where blackness doesn't matter, it's just a part of who we are. This is where I translate Jimmy's insight. We want to build a New Jerusalem.[63]

Coming back to the text itself, the essay itself, one may observe that on the textual level, the idea of the topicality of the "The Instructional Manual" through its guidelines, principles and instructions is present and is of great importance. Indeed, the very first idea of the topicality of "The Instructional Manual" of James Baldwin is imbedded in the title of the essay itself when he says: "*Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*". Of course, this part of the title of the essay is very meaningful about the idea of topicality of "The Instructional Manual" in the sense that between the time of the present "*Letter*" and the time of the Emancipation[64], there is one century ago, meaning one hundred years have passed: "You know and I know that the country is celebrating one hundred years of freedom one hundred years too early. We cannot be free until they are free. God bless you, James, and Godspeed."[65]

And due to its content and usefulness and necessity for his nephew and the other blacks of the new generation "to handle *them*", we realize that still at the time of this "*Letter*", it is clear that the Negroes are not really emancipated and their situations and conditions have not changed. The new Negro generations represented symbolically his nephew are not still free from the bondage of their fathers. They still suffer the same situations, the same worthless human conditions. And they are still trapped in "the cities of destruction" because they are "born under conditions not very far removed from those described for us by Charles Dickens in the London of more than a hundred years ago"[66] as it is described clearly in this poem entitled "Enslaved" which symbolically summarizes the Negro situation since one hundred years after the *Emancipation* or at *the One Hundredth Anniversary of the Emancipation*:

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[62] "Lessons from James Baldwin: An Interview with Eddie Glaude" By Marie Griffith | June 2, 2020 in *Religion & Politics*. https://religionandpolitics.org/2020/06/02/lessons-from-james-baldwin-an-interview-with-eddie-glaude/. P3. Visited on January 4, 2021.

[63] "Lessons from James Baldwin: An Interview with Eddie Glaude" By Marie Griffith | June 2, 2020 in *Religion & Politics*. https://religionandpolitics.org/2020/06/02/lessons-from-james-baldwin-an-interview-with-eddie-glaude/. P4. Visited on January 4, 2021.

[64] President Abraham Lincoln issued the *Emancipation Proclamation* on January 1, 1863.

[65] The Progressive, a voice for peace, social justice, and the common good. A Letter to My Nephew by James Baldwin December 1, 1962. https://progressive.org/magazine/letter-nephew/. Visited on January 4, 2021.

[66] James Baldwin, *The Fire Next Time*, New York, The Dial Press, 1963, p.6.

Transhistorical and Transnational James Baldwin in "My Dungeon Shook"[1] or "The Instructional Manual for Black People"

> Oh when I think of my long-suffering race, For weary centuries despised, oppressed, Enslaved and lynched, denied a human place
> In the great life line of the Christian West; And in the Black Land disinherited, Robbed in the ancient country of its birth,[67]

If James Baldwin thinks that this letter is really necessary for his nephew one hundred years after the *Emancipation*, it means that there is a sort of continuity. If James Baldwin thinks that this letter is really important for his nephew, someone who will "live" after James himself, it means that his message and lessons are of actuality. If James thinks that this *Letter* and its instructions, guidelines, and principles are necessary to his nephew at this "present time" so that he can "handle white people", it means simply that James Baldwin is conscious that the situation has not changed since "his own lifetime" and it will still be the same after "his own death", meaning during his nephew lifetime: "You know and I know that the country is celebrating one hundred years of freedom one hundred years too early. We cannot be free until they are free. God bless you, James, and Godspeed."[68]

> James Baldwin's thoughts on his nephew's future—in a country with a terrible history of racism— first appeared in The Progressive magazine in 1962. Over 50 years later his words are as powerful as ever. *James Baldwin's thoughts on his nephew's future—in a country with a terrible history of racism— first appeared in The Progressive magazine in 1962. Over 50 years later his words are, sadly, more relevant than ever.*[69]

In a word, if James Baldwin conceives that the future will be the same likewise the past, this conception reinforces the idea and notion of the topicality of "The Instructional Manual" because the situations occasioning this "Instructional Manual" are still ongoing or present even one hundred years later and symbolized by the idea and quotation above: "my long-suffering race".

The second idea about the topicality of "The Instructional Manual" of James Baldwin is imbedded in the fact that on the grammatical level, James Baldwin uses both the present perfect tense[70] and the present continuous tense[71] namely to recall and reinforce the idea and the fact that the destruction of the Negro people by white people still continues and still exists when saying: "they have destroyed and are destroying hundreds of thousands of lives and do not know it and do not want to know it."

> And I know, which is much worse, and this is the crime of which I accuse my country and my countrymen, and for which neither I nor time nor history will ever forgive them, that they have destroyed and are destroying hundreds of thousands of lives and do not know it and do not want to know it.

On the one hand, by using the present perfect tense, James Baldwin informs us that the destruction of the Negro people by white people started in the past and still continues in the present time but also he is talking about his life experience up to the present time of the publication of the *Letter*. On the other hand, by using the present continuous tense, James Baldwin remembers us that the destruction of the Negro people by white people is the activity at the moment of his speaking (the *Letter*[72]) but also he uses the present continuous tense to foretell that the destruction of the Negro people by white people will be part of future plans or arrangements.

Generally speaking, the topicality of the bad situation justifies the need and topicality of the message of his essay meaning by the same way justifies the need and topicality of "The Instructional Manual" and its guidelines, principles and instructions or by the same way justifies the need and topicality of the essay itself when he says: "*Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*" because this part of the title of the essay is very meaningful.

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[67] Claude McKay, "Enslaved", *Selected Poems of Claude McKay* (San Diego-New York: Harcourt Brace Jovanovich, Publisher, 1953), p. 42.

[68] The Progressive, a voice for peace, social justice, and the common good. A Letter to My Nephew by James Baldwin December 1, 1962. https://progressive.org/magazine/letter-nephew/. Visited on January 4, 2021.

[69] The Progressive, a voice for peace, social justice, and the common good. A Letter to My Nephew by James Baldwin December 1, 1962. https://progressive.org/magazine/letter-nephew/. Visited on January 4, 2021.

[70] The present perfect is formed from the present tense of the verb *have* and the past participle of a verb. We use the present perfect for something that started in the past and continues in the present: *They've been married for nearly fifty years. She has lived in Liverpool all her life.* We use the present perfect when we are talking about our experience up to the present: *I've seen that film before. I've played the guitar ever since I was a teenager. He has written three books and he is working on another one.*

[71] The present continuous is made from the present tense of the verb *be* and the *–ing* form of a verb. We use the present continuous to talk about activities at the moment of speaking: *I'm just leaving work. I'll be home in an hour. Please be quiet. The children are sleeping.* We use the present continuous to talk about future plans or arrangements: *Mary is going to a new school next term.*

[72] When he is writing the letter (meaning at te moment he is writing the letter to his nephew)

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This consciousness of a situation which is the same since the past to his own lifetime to the future (meaning his nephew lifetime) justifies the topicality of "The Instructional Manual" in the sense that as well as these instructions will be useful to his nephew or are supposed to be useful to his nephew to "handle *them*" (white people)[73]; those same instructions will be or may be useful to us (today's African Americans and today's Africans) to "handle *them* (white people)[74]" "in order that the race might live and grow". We need to live and we need to grow. This senseful ideal is really a deep metaphor encompassing many meanings at two levels (live and grow) but also hiding the essential idea that the white race will prevent us by any way to "live" and "grow". Of course, if this visionary writer had thought the instructions useful to his nephew and topical for his future lifetime, we can also say that "The Instructional Manual" in its core value is still topical for black people nowadays because the Negro problem is also still topical in our daily lives.

When we refer to the second idea of the topicality of "The Instructional Manual" we just mentioned, we observe a movement through the use of the two important tenses which are the present perfect tense and the present continuous tense and their combination. Indeed the combination at the same time of the present perfect tense and the present continuous tense gives us a movement of three steps:

One: something happened and still happens (present perfect)

Two: something happens and will still happen (present continuous)

Then the combination of the present perfect tense and the present continuous tense (present perfect tense + the present continuous) at the same time gives:

Three: something happened and still happens and will continue to happen or will still happen

PAST   →   PRESENT   →   FUTURE

THE NOTION OF CONTINUITY

So in terms of topicality of "The Instructional Manual", when we study the different guidelines, principles and instructions under the light of this system of continuity or under the light of the trilogy: Past-Present-Future; we can admit when coming back to the nine (9) different guidelines[75] (or when coming back to some of the different guidelines) that the following table is very expressive and relevant:

Guideline 1- Principle 1- Instruction 1: You can only be destroyed by believing that you really are what the white world calls a *nigger*. (p.4)	
PAST	It had worked in the past and it is an evidence, it is obvious
PRESENT	This principle still works today and nowadays
FUTURE	And necessary this principle will work tomorrow if you continue to believe that you really are what the white world calls a *nigger*.
Guideline 2- Principle 2– Instruction 2: They have destroyed and are destroying hundreds of thousands of lives and do not know it and do not want to know it. (p.5)	
PAST	It had been a sad reality and the history of the encounter between the two races is full of events about such destruction
PRESENT	It is a sad reality that we experience even today through wars and massacres, through imperialism and capitalism
FUTURE	It will be a necessity due to the demands of imperialism, capitalism and domination and due to the trend toward power and powerful army
Guideline 3- Principle 3- Instruction 3: Most of them (white people) do not yet really know that you exist. (p.6)	
PAST	Since the beginning black existence had been a matter of debate through racial theories
PRESENT	Today black people experience and live their invisibility and claim that their lives matter all around the world. The dramatic and sad problem of immigration plays also in favor of black people inexistence and invisibility
FUTURE	And necessary tomorrow Most of them (white people) will not yet really know that you exist for they will promote and struggle for their survival instead of being human (humanity)
Guideline 4- Principle 4- Instruction 4: if we (Black people) had not loved each other none of us would have survived. And now you must survive because we love you, and for the sake of your children and your children's children. (p.7)	
PAST	It is through love among black people and thanks to love for each other that this race still exists since the beginning till today otherwise white people would have eradicate it through massacres and evil deeds

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[73] "the authors of devastation" p. 5.

[74] "the authors of devastation" p. 5.

[75] By the only word "guidelines" in this sentence we mean the set: "the instructions, guidelines and principles

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<u>PRESENT</u>	Today the lack of love among the black community, among the black countries, and the black presidents is the source of their domination and massacre by white people because without true unity they are powerless
<u>FUTURE</u>	If black people don't love themselves or each other today and tomorrow, none of them will survive in the future

<u>Guideline 5- Principle 5- Instruction 5</u>:-You were born into a society which spelled out with brutal clarity, and in as many ways as possible, that you were a worthless human being. (p.7)

<u>PAST</u>	Racism had destroyed the humanity of black people
<u>PRESENT</u>	Racism still destroys the humanity of black people
<u>FUTURE</u>	Racism will always destroy the humanity of black people because he is considered a worthless human being since the beginning, today and even tomorrow

<u>Guideline 6- Principle 6- Instruction 6</u>: You have been told where you could go and what you could do (and how you could do it) and where you could live and whom you could marry. (pp.7-8)

<u>PAST</u>	Barriers, fences and social classes (master-porter) and human classification (white/black) had already structured and constrained the world
<u>PRESENT</u>	Today Barriers, fences and social classes (master-porter) and human classification (white/black) still structure, constrain and characterize the world and its opportunities and the bounties of the earth
<u>FUTURE</u>	Tomorrow and with an enforcement, Barriers, fences and social classes (master-porter) and human classification (white/black) will of course still structure, constrain and characterize the world and its opportunities, even food and life and the bounties of the earth

<u>Guideline 7 - Principle 7 - Instruction 7</u>: The details and symbols of your life have been deliberately constructed to make you believe what white people say about you. Please try to remember that what they believe, as well as what they do and cause you to endure, does not testify to your inferiority but to their inhumanity and fear. (p.8)

<u>PAST</u>	Since the past different Machiavelli plans have worked out till today to convince them that you are inferior even when being inhuman
<u>PRESENT</u>	Today everything work to perpetuate this duality (superior white-inferior black) and all the actions even the Machiavelli ones are useful in this purpose
<u>FUTURE</u>	The future will tell more in inhumanity or inhuman actions and Machiavelli ones than in the past despite the fact the world is more religious today

<u>Guideline 8- Principle 8- Instruction 8</u>: *You* must accept *them* and accept them with love. For these innocent people have no other hope. (p.8)

<u>PAST</u>	You had been oblige to accept them with love and pardon
<u>PRESENT</u>	Today you accept them and are accepting them with love and pardon
<u>FUTURE</u>	You will accept them and will accept them with love and pardon as usually

<u>Guideline 9- Principle 9- Instruction 9</u>: If the word *integration* means anything, this is what it means: that we, with love, shall force our brothers to see themselves as they are, to cease fleeing from reality and begin to change it. For this is your home, my friend, do not be driven from it; great men have done great things here, and will again, and we can make America what America must become. (p.10)

<u>PAST</u>	Since long time black people are trying to create a rainbow (multiethnic, multiracial, multicolor) world of peace through love and acceptance and equality and namely a multiethnic, multiracial, multicolor America
<u>PRESENT</u>	Even today black people are still trying to create a rainbow (multiethnic, multiracial, multicolor) world through love and acceptance and equality and namely a multiethnic, multiracial, multicolor America
<u>FUTURE</u>	Tomorrow black people will still dream (or have this dream) of a rainbow (multiethnic, multiracial, multicolor) world of peace through love and acceptance and equality and namely a multiethnic, multiracial, multicolor America [76]

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[76] While ignoring this fundamental assertion by James Baldwin: "If we—and now I mean the relatively conscious whites and the relatively conscious blacks, who must, like lovers, insist on, or create, the consciousness of the others—do not falter in our duty now, we may be able, handful that we are, to end the racial nightmare, and achieve our country, and change the history of the world. If we do not now dare everything, the fulfillment of that prophecy, re-created from the Bible in song by a slave, is upon us: *God gave Noah the rainbow sign, No more water, the fire next time!*", pp 105-106. In *The Fire Next Time*.

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It is frightening when we refer or take the history of black people and we realize that many events and actions of today's world and of today's blacks and whites relationships match with the "truth" in some of the guidelines, instructions and principles through this system of continuity or under the light of the trilogy Past-Present-Future of the table above; we realize the topicality but also the necessity of "The Instructional Manual For Black People".

CONCLUSION

Thanks to this thorough analysis of the first essay of *The Fire Next Time*, we observe that James Baldwin through his own life experience (but also through the collective experience of the whole Negro community[77]) found the need and necessity to produce a written statement (*"Letter"*) which is a good paradigm of an ethnic literature and through which formally and with an instructional tone, he tells the black people and namely his nephew "something about how to handle *them* (white people)." The exploration and interpretation of the message, content, advice and lessons of this essay, show that this "something about how to handle *white people*" is indeed a set of instructions, principles and guidelines that James Baldwin thinks necessary and useful for his nephew because he loves him: "I tell you this because I love you, and please don't you ever forget it"[78].

In light of this, being a set of instructions, principles and guidelines intended to help his nephew and all the black people, therefore entitled metaphorically "The Instructional Manual For Black People" as the title of this paper states it clearly, the essay "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*" is indeed a great racial didactic achievement on the part of James Baldwin.

First of all, this written statement ("*Letter*") or this "Instructional Manual For Black People" or again, this reference book that we can once again metaphorically entitle "how to handle *them*" was of great need and necessity for his nephew and all the black people in the sense that precisely and particularly in the African tradition and custom; the role and duty of the old black generation is to instruct, inform and guide the young black generations on what life looks like. And here "The Instructional Manual For Black People" is of great need and necessity "In order that the race might live and grow", that is the main good and suitable reason why black people need "The Instructional Manual". Put simply, we can globally retain that "The Instructional Manual" is of important need so that "the *black* race might live and grow" and without this "Instructional Manual" (which in fact follows the pattern of the African traditional education and sharing of experiences and beliefs from generation to generation), the black people cannot "live and grow".

Secondly, in this essay and precisely about the "something about how to handle *them*", we observe, decode, decipher and make out in précis nine (9) different fundamental instructions, guidelines and principles which compose "The Instructional Manual For Black People". So we have nine (9) fundamental instructions, guidelines and principles "to handle *them* (white people*)*". Those nine (9) fundamental guidelines, principles or instructions composing "The Instructional Manual For Black People" to "handle white people" are very relevant, senseful and are the summary of the perception, experience and final conception (knowledge) of James Baldwin about black people and white people race relations in America.

Being a kind of antidote to be alive in the white society, or in a society dominated, controlled and structured by white people, the topicality of his instructions, principles, guidelines or the topicality of his lessons and advice in the today's blacks and whites relationships or in the today's blacks and whites coexistence is really of special emphasis, importance and significance.

. When analyzing today's relationships between blacks and whites both in the USA and in the world, we observe that those nine (9) guidelines, principles and instructions are still topical, useful, necessary and actual for any black community or country to deal with white people and to know "how to handle *them*". In fact, those lessons and advice (incorporated in the nine (9) guidelines, principles and instructions) of "The Instructional Manual" transcend the historical bounds, and go beyond the national boundaries of the USA.

Those instructions encapsulated in the expression "to tell you something about how to handle *them"* being the result of his coexistence and life experience with the white community in the United States are so important and topical that we realize they go beyond the national boundaries and transcend the historical bounds. And these aspects justify why the content of the essay of James Baldwin is both transhistorical and transnational.

That is why this principal essay may therefore identify James Baldwin as a transhistorical and transnational writer, thinker, and "truthteller". Because characterized as "The Instructional Manual for Black People", it is a real reference book to deal with white people in general and it is striking and frightening when we realize today that those nine (9) guidelines, principles and instructions are still topical.

In light of this, Black people should revisit "The Instructional Manual" or revisit the whole essay in order to update or contextualize the different instructions, principles and guidelines given to them in a spirit of African American ethnic literature

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[77] The experience being the same as far as their coexistence with white people is decreed by the same codes
[78] James Baldwin, *The Fire Next Time*, New York, The Dial Press, 1963, p.4.

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because those instructions have been given to them "in order that the race must live and grow". They should also revisit "The Instructional Manual" because the today's blacks and whites coexistence (both in USA and in other parts of the world) seems to be like the past blacks and whites coexistence with little changes. And the big notion of love[79] in its largest sense: being humanist, being sensitive, think reciprocity of value and dignity, "A world where black or white, Whatever race you be, share the bounties of the earth"[80]; is still problematic in today world generally speaking.

Of course the topicality links to the transhistoricality and transnationality of this *Letter's* content and message through its different instructions, principles and guidelines is observable through the value of the main advice or main lesson in each guideline, principle, and instruction. It is therefore very important to reexamine, reanalyze and reconsider the different instructions, guideline, and principle given by James Baldwin to his nephew and by metonymy to all the black people. And in this concern, the death of George Floyd which shuttered the world both inside the USA and outside the USA with the Black Lives Matter Movement or Demonstration shows that the race problem James Baldwin is dealing with in this "Instructional Manual" is both transhistorical and transnational to the United States.

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[79] "We, with love, shall force our brothers to see themselves as they are, to cease fleeing from reality and begin to change it" (p. 10).
[80] Langston Hughes, "I Dream A World", https://allpoetry.com/I-Dream-A-World.

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