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Learning Strategy in Higher Education

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Discovering Thoughts, Inventing Future

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From Insolent Fratricide to Outrageous Genocide: Interethnic War and the Exorcisation of the Injustice of War in Eugène Ebodé's *Souveraine Magnifique*

By Pierre Eyenga

Summary- The war between the Longs and the Shorts is the backdrop for Eugène Ebodé's Sovereign Magnificent. Told through the eyes of the eponymous character, Souveraine Magnifique, an orphan from the Longs' ethnic group, she recounts the alarming circumstances of an atrocious war that sprang up between brothers of the same blood in the heart of a Rwanda ravaged by jealousy and unjustified hatred. How does fictional literature script this genocidal war by emphasizing the representation of an ethical value system in order to postulate an ethical worldview? Edmond Cros's sociocriticism, through its two axes, the phenotext and the genotext, serves as a reading frame of reference to answer this question. On this basis, we revisit, in three points, the meaning of the chronotope that takes the place of a war scene; then the stylistic manoeuvres that allow us to visualize the literarity of the novel and, finally, the significant indices that inscribe the novelist's argument in a humanist worldview.

Keywords: *interethnic war, phenotext, genotext, exorcisation, humanist worldview.*

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Introduction

Speaking about the novel, Michel Zéraffa states that 'it is the first art form that signifies man in an explicitly historical-social manner' (1971: 16). As such, it cannot be disconnected from human facts since its vocation is to 'speak of man and the world in its entirety' (Mveng, 2010: 350). Terrorist violence and war in particular are part of the current issues that the novelist examines through their multiform representations in a world in the grip of barbarism: attacks on Charlie Hebdo; truck attacks in France; explosive charges in Sousse, Tunisia, and at Brussels airport; shooting at students in a college in the United States; inter-ethnic war in Rwanda in 1994... This raises the nagging question of whether literature is really an effective means of denouncing the injustice of war or of stigmatizing its inappropriateness, if 'the committed writer knows that to unveil is to change and that one can only unveil by planning to change' (Sartre, 1953: 27)?

Edmond Cros's sociocritical approach sheds light on our quest for the meaning of Eugène Ebodé's narrative. This reading frame of reference "is interested in what the text [...] transcribes, that is to say, in the way it is incorporated into history [...], at the level of forms" (Cros, 2003: 55). The challenge of this approach is based on the argument that "the text of a novel is not limited to expressing a meaning that is already there. Through the work of writing, it modifies the previous balance of meaning. It both refracts and transforms social discourse" (Mitterand, 1980: 7). Two essential axes articulate Cros' approach: the phenotext and the genotext. Phenotexts are "to be considered as formulas of signifiance in natural language, as successive reworking and recasting of the fabric of language" (Cros, 2003: 55). These are the textual indices or signifiers that convey meaning. The genotext, on the other hand, concerns the generation of the text. It "corresponds to ungrammaticalized enunciation, in the sense that this enunciation has not yet been formulated" (Cros, 2003: 53). Our contribution is divided into three parts. The first examines the semantic contours of the chronotope. In the second part, we examine the aesthetic components involved in the narrative of the Rwandan genocide. The last part examines the message underlying the novelist's worldview.

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I. The Chronotope in the Dynamics of the War Narrative

The etymon chronotope refers to the relationship between time and space at work in the narrative. In the chronotope of literary art, "the fusion of spatial and temporal indices into an intelligible and concrete whole takes place" (Bakhtin, 1978: 235). In other words, in art and literature, "all spatio-temporal definitions are inseparable from each other, and always carry an emotional value" (Bakhtin, 1978: 384). Time and space are thus combined to provide the background for the narration of a young woman's atrocious memories from twenty years ago in a Rwanda metaphorically referred to as the 'Land of a Thousand Hills'. Under this title, we distinguish between time as a characteristic factor of the victims' feelings and the dates that inscribe the narrative in the African lived reality.

a) The space-time relationship: a reason for the secretion of atrocious memories

The violence of the war between the brothers has spread horror everywhere and the victims remain deeply traumatized, like the now orphaned Sovereign Magnificent. In retrospect, her youthful memory is marked by overwhelming pain: 'I was eight years old in 1994; I had a father and a mother... She was waiting for my little brother... Twenty years have gone by and I

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cannot come to terms with their absence. Twenty years have gone by and I cannot come to terms with their absence." At the time she begins to relate her sad misadventure in the Land of a Thousand Hills, Sovereign Magnificent is twenty-eight years old. But the time of the 'shortening of the cockroaches', as the Shorts call it, remains dependent on the misfortune endured for a long time by a child struck with the seal of infamy by those whom she esteemed and in whose house she was playing a few days before. Moreover, she does not hide her frustration from her interlocutor: 'these are memories that come back to me like the smell of dry seasons, it breezes me' (SM, 62). The narrator recalls the days of tragedy, remembering the passage from a citizen's existence to a posture of cadaverous subsistence because of her fellow citizens' passion for war. She will speak in these words: 'in a hundred disastrous days and a hundred horrible nights from April to July 1994, a million human beings were passed over by weapons but, above all, by machetes'. (SM, 24).

In Ebode's story, the space-time diptych allows the reader to reconstruct the psychological posture of crisis in which the eponymous character Sovereign Magnificent is immersed. The space is described as horror on stage, so much so that the pejorative vision it offers haunts the brave minds. As she flees to Bukavu, the narrator remembers a macabre setting: 'In other places, it was not the red colour of the laterite that was obvious, but that of the blood of the victims. Bodies of women and men lay here and there along our route' (SM, 86). The space that once offered superb tourist views is transformed into a site where the appalling human insanity is enthroned: it is the time of betrayal that is pointed out, since it translates a kind of psychic stagnation that has become natural among Rwandans who, only yesterday, behaved as friends. The space bears the mark of this betrayal when the narrator specifies that: 'the murderers did not hasten to give the corpses a burial, they left them to rot in the sun so that the flies and vultures could get hold of them' (SM, 87). The reader then witnesses the time of stagnation; it is singled out by the discriminatory vision that now governs inter-human relations. It is also a time of death. It plunges the young woman into the meanders of the pride shown by the ruthless Shorts towards their Long brothers.

Moreover, Ebode's narrative is full of descriptive periphrases that punctuate the text and caricature the murderous time generated by lawless reactionaries: '[moment] of the final devastation or extermination of the Longs'; 'harvests of skulls and hocks' (SM, 47). Chronological time, for its part, obeys a senseless division into years or seasons that better describe the momentum of horror and death whose ins and outs it conveys: "years of cactus"; "season of the cutters"; "season of disaster", "season of corpses" (SM, 22, 23, 25). We might as well acknowledge that the lexical field defining time bears the stamp of macabre discourse. Time also makes it possible to unveil a disastrous programme stamped with the seal of horror. The omniscient narrator recalls the circumstances of a destabilizing communication, tinged with violence and trauma, passed by word of mouth between radical Shorts. The war takes place at a frequent interval of ten years, as Sovereign Magnificent explains: 'this idea broke out [...] every ten years like a boil [...] first it was broadcast on the radio, [...] word of mouth spread it like wildfire in the country; that's how it developed' (SM, 47).

It is therefore the time of the manifestation of hatred. It unfolds like a "volcano of hatred" (SM, 56), so much so that Ebodé's heroine struggles to recover from this traumatic shock: "we have suffered atrocities that it is not possible to enumerate or even name, so much so that words have now lost their meaning" (SM, 20). Alongside the atrocious memory that still grieves the victims, there is the weight of solitude. Sovereign confesses her frustration to the journalist who has come to interview her about the war that is eating away at her memory: 'thinking about it all again is killing me! [...] I thought of the season of the cutters, of the hundred days and nights when rivers of blood ran down the green hills of a small central African state" (SM, 23 and 25). To speak of the duration of the trauma, however, is to question the temporal clues that point to what might be seen as a programmed tragedy.

b) Historical dates or the inscription of horror in time

Each war has its own time. Each war takes place in a given time that history necessarily inscribes in the collective memory. If the First and Second World Wars took place between 1914 and 1949, it has to be said that in Ebodé's narrative, the men who sublimate the act of war set themselves a series of exciting dates called to see the death of the other perpetrated. Indefinitely, dates are fixed beforehand, precisely the time for the Shorts to exterminate the Long race, to wipe it off the map of the Land of a Thousand Hills. The narrator confides that this country is only '26338 unfortunate square kilometres' (SM, 19). In the novel, there are secure temporal markers that allude, in retrospect, to the thirty-five years that a terrible civil war lasted. While these real moments place the story in the history of Rwanda, it is important to note that the evocation of the exact dates reflects the period of human capsizing into bestiality. The pronounced seduction for unpunished crime to which the Shorts give in to at the sight of the blood of the Longs is displayed through the dates that symbolize great moments of celebration for Catholic Christians, for example, but which ultimately end up in baths and pools of blood: 'there was the Red All Saints' Day in 1959, but also Christmas 1963, then 1973, and, on a smaller scale, there was Pentecost 1983. The whole cycle was like the aftershock of a badly extinguished volcano... a volcano

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of hate' (SM, 39). The hatred in question underlines the urgency of identifying the belligerents at war with each other

II. On War: Its Actors and Means

We will present our arguments in this second part of the work from two perspectives: first, the belligerents positioned in order of battle and, second, the means convened by the warriors to pass their targets from life to death.

a) From the cause of war to the identification of belligerents in order of battle

One of the curiosities of the scripting of war is that the two parties to the conflict do not agree in principle to the beginning and continuation of the war. The Longs remain faithful to their way of being and doing things, which attracts great jealousy from their brother Shorts. So that only the Shorts want to start a war by legitimizing it with false accusations of bunkering against the Longs. They alone control the trajectories of the war in which they are plunging the Land of a Thousand Hills. They intend to keep control of the country and reside there as masters. Faced with this selfish desire, Sovereign Magnificent retorts to the journalist: "It's nonsense, because we are from here and nowhere else. We have no country but these thousand hills' (SM, 21). If one agrees that every war is based on a specific motive, then one will wonder, at first, about the root causes that justify the war in scripted Rwanda.

It is known, for example, that the terrorist organization Boko Haram is waging war on all Christians by maliciously taking the lives of the inhabitants of Nigeria and the far north of Cameroon. In Jean Metellus' Anacaona, the unrestrained search for gold on the Haitian coast and the desire to establish Western colonial hegemony are the motives for the war between the Spanish colonizers and the various caciquats that make up the island of Ayti. The Haitian genocide is expressed in these terms: 'In 1492, the island of Ayti had about a million inhabitants: ten years later, only a few hundred remained' (Metellus, 1986: 5). As for the suicide bombers in the pay of the Islamic State, they promise war to everyone in order to justify the religious argument that sacrificing one's life by killing thousands of innocent people leads to eternal happiness with Allah. This is also the belief shared by Sihem in Yasmina Khadra's *L'Attentat*. Having secretly joined and honed her skills in the ranks of the militants of the Cause, she manages one day to deceive her husband Amine and blow herself up in a restaurant where students were celebrating the birthday of one of their own. In fact, the war that Sihem claims to be waging is a staging of the secular Israeli-Palestinian conflict through an attack.

Ebodé's novel situates the space-time relationship in a reminder of the causes of the conflict that has struck the Land of a Thousand Hills. The Shorts try to justify their barbaric imposture by displaying it to the world in order to legitimize the tragedy that they perform every ten years, accusing their brothers of every conceivable charge, some as derisory as others. Sovereign Magnificent recalls the words that apparently incriminate the Longs and justify their slaughter by the Shorts:

> Simply because we were born Longs, that we were more slender than the Shorts. They have always attributed to us an indefinite origin, bizarre! In their eyes, we are not legitimate citizens of this country. We are too many! Some have concluded that we should go back home or disappear. (SM, 21)

Through the space-time relationship, the reader is shown the instigators of the war and the charges against the Longs. One of these is their more refined physiological appearance as well as their original cultural practices. All of these assets give rise to a strong inferiority complex among the Shorts because of their negligible size, among other things. Sovereign Magnificent reinforces this argument, which sounds like an argument if you think about it:

> Our slenderness, our long noses, our mages, our rites, our ancient monarchy had created a strange feeling of inferiority in some Shorts. No matter how much we repeated that the monarchy was that of the country and did not belong to any particular group, we were told that we were distinguished by our myths (SM, 53).

Moreover, the crimes that the Longs are accused of are their agricultural practices, which the Shorts find frustrating to say the least. They are accused of owning cows, the use of which is invaluable for their own development, to the detriment of the Shorts. Sovereign Magnificent well remembers the facts that articulate this accusatory motive marked by ill-negotiated jealousy:

> The divine cow [...] gave us its milk for sustenance, its skin to cover or clothe us, its horns to make jewellery or musical instruments, its dung to fertilize our soils and cement the straw, its flesh to feed us and its bones for a whole range of art objects or kitchen utensils (SM, 53).

The last motive that sets fire to the beams between Longs and Shorts is the false accusation itself embalmed with vile slander. A false trial is orchestrated against the Longs in order to question their religious convictions, better their spirituality. They are considered outlaws or religious non-conformists. Describing herself as 'a survivor of a season of horrors' (SM, 54), Sovereign Magnificent confides to her interlocutor the other charge against those of her race: 'we were accused of holding more to these myths than to the person of Jesus Christ, the son of God who died on the cross for us. We had come to be identified with those who had crucified him" (SM, 54).

One can also look to politics to find a major justification for the war waged by the Shorts against the Longs. On the eve of a final war, the accident of

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Rwandan President Juvénal Habyarimana constitutes an additional but essential motive to motivate the Shorts to accuse the Longs of assassinating the political leader. One of the women 'in charge of innocent jugs' pays attention to this recrimination that she utters in front of the Babazimpa couple: 'Your wife and you, you two Muslims, are you aware that the cockroaches killed the President by bringing down his plane? (SM, 70). By turning this accident into a political recuperation, the Shorts and their wives base their war argument on tribalism and the corollary revenge: the murderers of 'their' President must now be made to pay. The vocal performance of a female water collector illustrates the seriousness of such a revengeful discourse:

> Can you believe it, shooting down the plane the President was on! God in heaven, he still wanted to die at home, almost in his bed [...] President Juvénal Habyarimana was not alone in his plane. It was the rebels; these Longs, whom we will shorten to the last, who did the job (SM, 71).

Since all these elements are sufficient to launch the assault against those who sinned, all that is missing is the examination of the means that will be used by each of the belligerents to bend their opponent to their will.

b) A strange framework for human barbarism

With a view to destabilizing the United States and thus seeing the collapse of the twin towers that used to furnish the World Trade Center and symbolize the power of the United States of America, terrorists have resorted to using aircraft packed with explosives. In the two world wars that have marked the history of the modern world, the use of tanks, very long-range rifles and powerful missiles is noted. For its part, the 'postmodern' terrorist variant 'enshrines the use of chemical, biological and even nuclear materials' (Chaliand, 1998: 9). In *L'Attentat*, Sihem uses an explosive belt to fatally hit as many targets as possible at the risk of her own life. In the light of the above examples, it is clear that the means required to wage a war vary according to the ambitions of the warriors. In the case of the Rwandan war, its singularity lies in the harshness of the war material used to bear witness to the barbarity that characterizes it. The Short massacres use tools that are more easily malleable but whose effects on the human body are immediate. They use sharpened cutters and machetes to 'cut off feet and heads in order to shorten cockroaches' (SM, 56). The Longs, on the other hand, had only the most paltry of equipment, which could nonetheless take a Short's life: 'a few slings, arrows and pieces of wood to defend themselves' (SM, 76-77).

It is important to note, however, that the weapons used by the Shorts are not only material: they also take the form of verbal aggression. The war is therefore also verbal. Indeed, the Shorts make abundant use of an unpleasant lexicon covering the semantic field of horror, as well as of every conceivable word of language secreting a barbaric discourse with a view to intimidating those of the Longs who are still hidden in the surrounding hills. Faced with Souleymane and Sara, a couple of humanist Shorts who assist the Longs in distress by offering them shelter and meals, the water-drawers do not hesitate to assimilate the Longs respondents to animals that must be disposed of. The Longs are described as 'cockroaches scattered in the bush that had to be crushed' (SM, 69). Thirsty for bloodshed, these women, followers of Shaytan the villain, rely on the broadcasting of brutal programmes by the Mille Collines radio station to give a tribal character to the war, planning to carry out their intimidation of the suspected couple:

> You were born Christians, weren't you? Do not forget that! Those who stray from the Christian family will sooner or later regret it. One wonders what keeps us from breaking your hocks, even if you are from the family of the Courts, you still betray the other Christian family (SM, 79).

Some male massacres, on the other hand, compare them to chaff. The Longs are like "those weeds [...] that choke and harm the fertility of the national soil" (SM, 69). They are meant to be the sounding boards for the aforementioned radio, which praises vice and sublimates abuse, as the omniscient narrator shows:

> When the Mille Collines radio station began, well before April 1994, to broadcast its noxious programmes and its calls for murder, which it ended with the same recommendation: 'Cut down all the big trees', the Longs knew that they were being talked about, that they were being singled out, that their days were numbered (SM, 135).

For example, Melchior-Gaspard, a very short artist who was married to a Longue, Dorlothée, will be split into two equal halves: 'with a sharp, cutting gesture, the murderer split Melchior-Gaspard from top to bottom like a coconut' (SM, 136). The figure of comparison visible in this macabre account illustrates the cruelty of the facts and the barbarity of the murderer coupled with his cold-bloodedness. Above all, it shows that the rudimentary war equipment requisitioned by cruel Shorts to pass the Longs from life to death sometimes hurts the naked eye more than the bullet from a simple hunting rifle.

If the war between the Longs and the Shorts stands out as a tumultuous period reminiscent of the misty days of uninterrupted streaming tears and implacable monstrosity, it must be agreed that 'the production of meaning is both the meaning produced and the mode of production of meaning' (Mitterand, 1980: 227).

III. The Genotext or Meaning through Aesthetics

Defining sociocriticism, Edmond Cros states what it should be: "[...] it is first of all a work through

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which the encounter between subject and language takes place" (2003: 52). The encounter in question takes place through two significant attributes: the issues inherent in style or aesthetics and the novelist's vision of the world. We might as well agree that the genotext is articulated through "the semantic latencies of a single statement" (Cros, 2003: 55).

a) From the play of style to aesthetic issues

Style being defined as the way in which a writer appropriates language in order to convey his or her message, the style that characterizes Eugène Ebodé's text is both rich and varied, since "with words, writing creates a meaning that the words do not initially have" (Barthes, 1981: 15). We will highlight the meaning of retrospections, inter-generecity and intertextuality.

i. *Between retrospective narrative and double narration*

Ebode's narrative is offered to the reader in the form of a vast analepsis that Genette still calls retrospection. The whole novel structures a very long dialogue between a journalist and a victim of the genocidal tragedy. The art of the dialogue consists in the narrator informing the reader as much as in narrating the facts endured long ago. The change of narrator, manifested through the passage from "I" to "she", translates an alternation in the narrative: "I am not ashamed of my life" (SM, 13). In this instance, it is Sovereign Magnificent who speaks. But after her intervention, the narrator takes over the narrative as if to replace her: "she lowered her eyes. It seemed to me that she had been more astonished by the last words she had spoken' (SM, 13). The narrative under review is also distinguished by the mixture of genres it offers to read. The double narration can also be seen as a strategy of embedded narrative. Sovereign Magnificent summons it in the form of a tale when, in the middle of the first narrative, she begins the story her father once told her: 'I remember the story my father told me, which pitted a master blacksmith, Muana, married to Cumana, against his neighbour Giromani, the hunter and husband of Kito' (SM, 128). In fact, this story, which recounts the circumstances of the blacksmith's death, aims to expose the irrationality of the trial at the Gacaca.

ii. *Inter-generecity perspective: a bundling of literary genres*

Inter-generality is defined as the mixing of genres in the same story. In addition to the regular use of the oral genre, which sees many Lingala sentences translated into French, such as "Nyakamwe ntavumba mu Bakara! he who is not related to the Bakara is not going to beg them for beer! (SM, 122), Eugène Ebodé inserts the epistolary genre into his text in order to complete the narration of the misfortunes born of the war between sister tribes in the heart of a battered Rwanda. Fatigued, Sovereign Magnificent writes a letter to the journalist, allowing her to learn more about the end of the events of the genocidal war that she has been recounting since the beginning of the novel. The journalist now knows as much as the victim about the contours of the Gacaca in a five-page letter: 'Dear stranger, Gacaca means 'green grass', the grass on which we sat to settle the problems of the hill' (SM, 125).

Ebodé's novel also contains an evocation of other texts that precede it and which he transforms in order to re-tell the horrors of a war on the main victim.

iii. *From paratext to intertextuality: the quotation*

The paratext consists of

A heterogeneous set of practices and discourses - virtually unlimited, synchronically and diachronically variable - whose main function is to surround the text, to announce it, to highlight it (or even to sell it), in short to make it present, to ensure its presence in the world, its reception and its consumption (Genette, 1987: 8).

As for intertextuality, it refers to the 'literal presence, more or less literal, integral or not, of one text in another' (Kristeva, 1979: 87). In Ebodé's novel, the citation paratext escorts the narrative. It is the most obvious example of this type of [intertextual] function, which includes many others" (Kristeva, 1979: 87). It provides the reader with clues that enable him or her to make reading assumptions that are indispensable for understanding the contours of the story even before reading its substance. As a mode of intertextual declension, the quotation opens Ebodé's narrative by giving it a pathetic tone. The evocation of a passage from Victor Hugo's *Les Châtiments* predisposes the reader to the suffering that the central character will face at the heart of the text's society. It turns out that very early in her life, she becomes an eyewitness to the murder of her parents. She will have to suffer the consequences of this trauma until the end of the novel. The words of Hugo's quote then articulate an implicit message:

> Murder by your side, follows the divine service,
> Screaming! Fire on who moves!
> Satan holds the cruet, and it is not wine
> That your ciborium is red (SM, 12)

Another quotation from Denis Diderot that Distinguished Judge Ovingué invokes to describe the moral decrepitude in which Sovereign Magnificent is immersed during the trial can be mentioned. Putting himself in the shoes of the victim, he states that she thinks that 'when hatreds have broken out, all reconciliations are false' (SM, 131). This quote shows that for a young woman who has lost everything like Sovereign, the idea of reconciliation seems biased because it is not thought of but imposed on the guilty. This is why Sovereign 'did not want a generalized forgiveness of the victims' (SM, 131).

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This last part of the analysis shows that it would be reductive for the novelist to confine himself to mimesis. It would be important for him to inscribe his invention in semiosis by conferring a new meaning on the social facts observed in the reference society. From then on, we can share the argument that 'it is in the very form that the novelist gives to the social mode of existence of his characters [...], that the ideological gesture slips in' (Reuter, 1996: 69). Thus, the use of retrospective narrative, double narration, as well as the mixture of genres and the inscription of intertextuality at work in the novel, position the writer above all as an artist, that is, an inventor of new worlds, a creator of discourse. This is crystallized in his ability to let a singular style speak for itself in order to convey his vision of the world on war. So that 'interpreting a text is not a matter of giving it a meaning (more or less well-founded, more or less free), but rather of appreciating the plural it is made of' (Barthes, 1970: 11).

b) Beyond testimony: denouncing the injustice of war

To the question of whether the work of art can constitute a testimony, it is appropriate to answer in the affirmative in that it unfolds as a "discourse on the world" (Mitterand, 1980: 5). As if to say that the world through which the novelist holds up his Stendhalian mirror is bathed in all kinds of horror born of the throes of inhuman behaviour. The testimony that the work claims to bear does not therefore aim to relate the facts in their exactness, but to ward off the evil pointed at in order to allow a harmonious world to emerge that is more just and more worthy of humans. More than just a poignant testimony from an eight-year-old war survivor who witnessed the massacre of her Hutu parents (the Longs) by Tutsis (the Shorts) during the Rwandan genocide of 1994, it is about tracing the furrows of a strong reconciliation likely to foster or bring back peace to a war-torn country. Having managed to escape from the scene of the fratricidal crime thanks to the good auspices of a court, Souleymane Babazimpa, the 'survivor of the 1994 carnage' will return to the country twenty years after a forced exile and will obtain reparation during the Gacaca, a national meeting that reinstates peace between the belligerent parties. A judge will confirm this: 'if the country returned to the Gacaca, [...], it was to paint our hills with the colours of peace. Our traditions came to the rescue of modernity' (SM, 129). We can therefore share the opinion that literature is an effective means of denouncing the injustice of war by affirming, following Serges Doubrovsky, that it '[...] is the sum of possible answers to the real questions that a man, and through him, an era, a civilization, and ultimately, humanity, asks' (1966: 93). As such, it becomes a postulation of living together.

i. *The postulation of a 'new' living together*

Living together is no longer a new discourse in the global geosphere; rather, it is the content assigned to this way of life that has to put on the diadem of novelty so that it is renewed over time. The variant of living together that places man at the centre of its humanistic concerns is what Dominique Mvogo understands as the ethics of being together. He sees it as 'the imperative of refounding our world to establish a healthy life worthy of man' (2009: 65). In order to take shape and be built harmoniously, this ethic calls for the participation of all stakeholders. This is why Mvogo maintains that it 'requires a minimum of respect for common rules to which everyone must submit' (2009: 65). As a theorist of the discourse on living together, Eugène Ebodé also illustrates himself as a literary activist for the emergence of peace. By scripting human fraternity, he draws the appropriate lines with a view to making them engines for the emergence of a new city. In this space of the new, evils such as barbarism, gratuitous cruelty, tribalism and especially war are no longer allowed. The idea celebrated is thus that of curing man of any nihilistic desire, like the clan divisions that could cause the country to capsize in the escalation of horror. By portraying characters such as Souleymane Babazimpa, an adept of the 'culture of kubana, of cohabitation' (SM, 73), Ebodé attests to her willingness to postulate living together among brothers from different clans within the same homeland. Having just resided for months with this Short, who could have eliminated her and her brothers at any time, Sovereign Magnificent bears witness to the fact that peace results from a patient quest. However, it must involve extraordinary risk-taking: 'At the Souleymane house, I had to hide at the slightest suspicious noise and throw myself under the bed, in the kitchen, behind the pots' (SM, 73).

Moreover, at the height of the inter-ethnic war, Souleymane defies the threats of the Court women and makes the heroine flee to Bukavu, to his brother's house. Having gracefully arrived on the banks of the Ruzizi River, Sovereign meets another Short, Polycarpe Logambugu, who proves to be a kindly helper to her. Subscribing to the argument that 'whether it is a war of liberation or a civil war, war is always a failure of the imagination [since...] the history of Africa and of the world is there to teach us' (Nganang, 2005: 25), Eugène Ebodé sculpts the figure of the ethical man: he is a virtuous man who behaves with everyone indiscriminately; he does not discern the ethnic origins of any one person before coming to the aid of those who are tortured. Sovereign finds in Logambugu the face of such a man: 'He distributed water and food to us. He took the wounded with him and took them in his boat [...] He was subjected to assassination and imprisonment attempts, and received threats from groups that were opposed to his action' (SM, 107).

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Moreover, by mentioning that in 2001 the government promulgated a law proposing that criminals who had confessed to their crimes be tried on the hills, Ebodé highlights the urgent need for every human society to use the force of law to repair the abuses committed against individuals while punishing the guilty. One might as well believe that the materialization of such a postulate requires a relentless fight against all forms of disastrous discrimination aimed at reifying others. A sort of exhortation to greater humanism thus emerges from Ebodé's text.

ii. *Literature and the quest for humanism*

"One only goes to war to finally make peace, says a French proverb (*French Academic Dictionary*, 1839). In other words, when men have allowed their bestial instincts to triumph over reason, nothing but an escalation of barbarism can follow. It is therefore appropriate for them to smoke the peace pipe and thus return to better feelings in order to (re)bring about the shaken calm. This is the argument behind the creation of a work of art. Gaëtan Picon clarifies the contours generated by the literary work by stating that it "[...] offers itself to the mind as an object of interrogation [...]. As soon as it meets a gaze, [it] irresistibly calls for critical consciousness' (1953: 11). The consciousness in question here is defined as a quest: that of a more humane world, in which social actors no longer look at each other as dogs, but as brothers and sisters concerned with the development of their country.

From this point of view, the reconstruction of peace in the heart of a humanly ravaged Rwanda cannot be the sole concern of politicians, any more than it is of novelists. It concerns all stakeholders, first and foremost government institutions. This is why the aim of the Gacaca organisers is to 'mend the country in tatters' (SM, 140). The role of the government becomes indispensable in that it ensures concerted negotiation by bringing it out of the Rwandan ethnic tribulations. It is a question of basing the new life on the virtue of humanism that will restore the city to its former glory. It is for this reason that the government agrees on a number of precautionary measures to restore the threatened peace. It undertakes to 'remove the ethnic references that have appeared on identity cards for too long' (SM, 118). Subsequently, he organizes a public palaver in the form of an impartial customary court to establish responsibility for the genocidal crime. The aim is to punish the guilty parties in accordance with the law. It is at the end of this legal process that the Longs will regain a taste for life.

But the novelist does not stop there in the process of regaining peace in the fictionalized Rwanda. Although Modeste Constellation is sentenced to seven years' imprisonment with the obligation to rebuild the damaged house of the Magnificent, it is the work of the 'NGO Renaître ensemble' that strikes people. In an effort to bring the former enemies back together, it announced the donation of a cow that would belong to both Sovereign Magnificent and Modest Constellation. This animal will oblige them to maintain it out of love and to arouse this virtue around them, for, as the elders say

It is by the chance of birth that we are Long, Short or Very Short; only our actions make us [...] good neighbours or good citizens of our hills and our country. The elders ask us [...] to be reborn together (SM, 149).

Named Doliba by the murderer Donatien, the cow acts as an umbilical cord between the two 'belligerents' of yesterday. It assigns them a mission, that of sowing the seed of true forgiveness while at the same time generating a dose of hope intended to resolutely ward off the reclusive life led by the Longs. The humanism that Ebodé's writing conceals bears the mark of forgiveness. This is seen in the words of Sovereign Magnificent: "around this beast [...] we have, it is true, relearned how to talk to each other [...] Doliba is our rope to get us out of the abyss. It was thrown to us so that we could speak with ourselves" (SM, 166-167).

IV. Conclusion

All in all, Eugène Ebodé's novel is a plea for the advent of a more humanistic world, stripped of the infamous souls that lend themselves to war. It further attests that literature, as a possible answer to the existential questions facing mankind, is an effective means of denouncing the injustice of war. By expunging from the city the outdated ethnic convictions that fuel a visceral hatred between brothers by setting them against each other in the context of a genocidal war, the novelist works to build a blissful humanism that only peace can sustain. Literature thus contributes to a dynamic of living together that is based on ethical virtues such as tolerance and mutual forgiveness, even where war has generated horror and resulted in the loss of many human lives.

Biobibliography

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one on the application of sociocriticism to the contemporary Cameroonian novel, and the other on gender.

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Group Work as a Learning Strategy in Higher Education

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Abstract- This article presents the results of a research conducted with higher education teachers who work in the Pedagogy degree course of a private college in the city of São Paulo. The objective was investigating the criteria used in the organization of the students for the development of work in group activities in the classroom. The qualitative research included questionnaires and interviews with higher education professors. The research allowed to point out who the professors are - profile, academic background, time in teaching - if they make use of group work and how they use this methodology as a learning strategy. The result confirmed the hypothesis that group work can offer a concrete opportunity to build knowledge in a cooperative way and with the potential for the student to relate with knowledge in various ways. However, in order to achieve the proposed learning objectives, the student needs an active participation and willingness to cooperate and the teacher must have a systematic monitoring of the groups.

Keywords: *group work. higher education teaching, cooperation, learning.*

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Group Work as a Learning Strategy in Higher Education

O Trabalho Em Grupo Como Estratégia De Aprendizagem No Ensino Superior

Mousar Casanova [α] & Maria de Fatima Ramos de Andrade [σ]

Resumo- Este artigo apresenta resultados de uma pesquisa realizada com professores do ensino superior que atuam no curso de Licenciatura em Pedagogia de uma faculdade particular na cidade de São Paulo. O estudo se propôs a investigar os critérios utilizados na organização dos alunos para o desenvolvimento de trabalhos em grupo em sala de aula. A pesquisa, de caráter qualitativo, contou com aplicação de questionários e entrevistas que permitiram apontar quem são os professores – perfil, formação acadêmica, tempo na docência –, se fazem uso do trabalho em grupo e como utilizam essa metodologia como estratégia de aprendizagem. O resultado confirmou a hipótese de que o trabalho em grupo pode oferecer uma oportunidade concreta de construir o conhecimento de forma cooperativa e com potencial para o aluno se relacionar de formas variadas com o conhecimento. No entanto, para que atinja os objetivos de aprendizagem propostos, é necessário, por parte do aluno, uma participação ativa e disposição para a cooperação e, do professor, um acompanhamento sistemático dos grupos.

Palavras-chave: trabalho em grupo. ensino superior, cooperação, aprendizagem.

Abstract- This article presents the results of a research conducted with higher education teachers who work in the Pedagogy degree course of a private college in the city of São Paulo. The objective was investigating the criteria used in the organization of the students for the development of work in group activities in the classroom. The qualitative research included questionnaires and interviews with higher education professors. The research allowed to point out who the professors are - profile, academic background, time in teaching - if they make use of group work and how they use this methodology as a learning strategy. The result confirmed the hypothesis that group work can offer a concrete opportunity to build knowledge in a cooperative way and with the potential for the student to relate with knowledge in various ways. However, in order to achieve the proposed learning objectives, the student needs an active participation and willingness to cooperate and the teacher must have a systematic monitoring of the groups.

Keywords: group work. higher education teaching, cooperation, learning.

I. Introdução

Metodologias e programas de educação que estimulam a formação de grupos de trabalhos têm sido estratégias usadas por educadores como auxiliares no processo de aprendizagem e no desenvolvimento dos alunos. Buscar maneiras de envolver os alunos, criar situações que estimulem o desenvolvimento das atividades e dar sentido e propósito ao apresentar os objetivos de aprendizagem devem ser princípios fundamentais de qualquer processo de aprendizagem.

O presente artigo se propôs a discutir os critérios utilizados na organização dos alunos para o desenvolvimento de trabalhos em grupo em sala de aula. Para tal, inicialmente apresentamos alguns princípios educacionais do trabalho em grupo, procurando evidenciar sua importância no processo de ensino e aprendizagem. Na sequência, os dados gerados na pesquisa são descritos e analisados. Por último, tecemos algumas considerações a respeito do que foi desenvolvido na pesquisa.

II. Trabalho em Grupo: Estratégia de Aprendizagem

Por muito tempo foi consenso que o fato de o professor ter domínio do conteúdo era suficiente para ensinar. No contexto atual, essa visão está superada, ou seja, compreender como a criança/aluno aprende é fundamental no estabelecimento das estratégias de ensino.

Para entender as questões centrais da natureza da aprendizagem é necessário reportar-se às correntes de pensamento que tiveram suas origens na filosofia e se desenvolveram e se estabeleceram como modelos educacionais que vem sendo praticados até hoje. Para Mizukami (1986), as teorias de conhecimento em que se fundamentam as escolas psicológicas e de onde surgem seus posicionamentos, apesar de muitas variações e combinações, podem ser consideradas como: primado do sujeito, primado do objeto e interação sujeito-objeto

No primado do sujeito, denominado como corrente empirista, parte do princípio que o indivíduo é uma "tábula rasa", um ser absolutamente passivo, uma folha em branco. O conhecimento é externo ao aluno e ele só consegue "adquirir" conhecimento pelas aulas transmitidas pelos professores. No primado do sujeito, denominado de corrente inatista, diz que o ser humano já nasce com o saber, é inato ao indivíduo, o conhecimento está em estado latente, cabendo ao

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professor, tão somente, retirá-lo do aluno e estimulá-lo para que para que ele se desenvolva. Na interação sujeito-objeto, denominado de interacionismo, diz que a origem do conhecimento está na interação entre o indivíduo e o meio, a participação ativa do aluno é essencial para agir sobre o objeto e transformá-lo. As concepções de aprendizagem podem, na prática, ser comparadas entre si sob as perspectivas do professor, do aluno e de suas respectivas propostas pedagógicas, conforme tabela a seguir.

Quadro 1: Comparação entre as Concepções de Aprendizagem

Concepção	Empirista	Inatista	Interacionista
Professor	Conhecedor do assunto transmite seu conhecimento para o aluno.	Oferecer condições para que o aluno se desenvolva dentro das possibilidades que já possui.	Interagir com o aluno, valorizando o conhecimento prévio que ele traz.
Aluno	Receptor passivo das informações e cumpridor de tarefas e deveres.	Centralidade no aluno, o professor tem pouca intervenção. Depende da predisposição individual para a aprendizagem.	O aluno é ativo em seu processo de construção de conhecimento e interage com o professor e colegas.
Proposta Pedagógica	Planejamento centrado nos conteúdos e os recursos externos deve levar às mudanças de comportamento desejadas.	O ensino é organizado a partir de uma "pseudo autonomia" do aluno diante de um conhecimento e não se enfatiza o papel de um mediador.	Valorização da compreensão do processo da forma como se dá o aprendizado.

Fonte: Os autores.

Segundo Mizukami (1986), todo fenômeno essencial, seja ele biológico, sociológico, psicológico, tem necessariamente uma relação do sujeito com o ambiente, ou seja, é resultado de um posicionamento epistemológico que se assume entre o sujeito e o meio. Das concepções apresentadas, a linha interacionista é a que apresenta maior aderência aos princípios relacionados ao trabalho em grupo.

Zabala (1998), ao referir-se à concepção construtivista, ressalta que aprendizagem é uma construção pessoal e social, por meio da qual o indivíduo atribui significado ao objeto de aprendizagem e implica, necessariamente na sua interação, na sua disponibilidade e nos seus conhecimentos prévios.

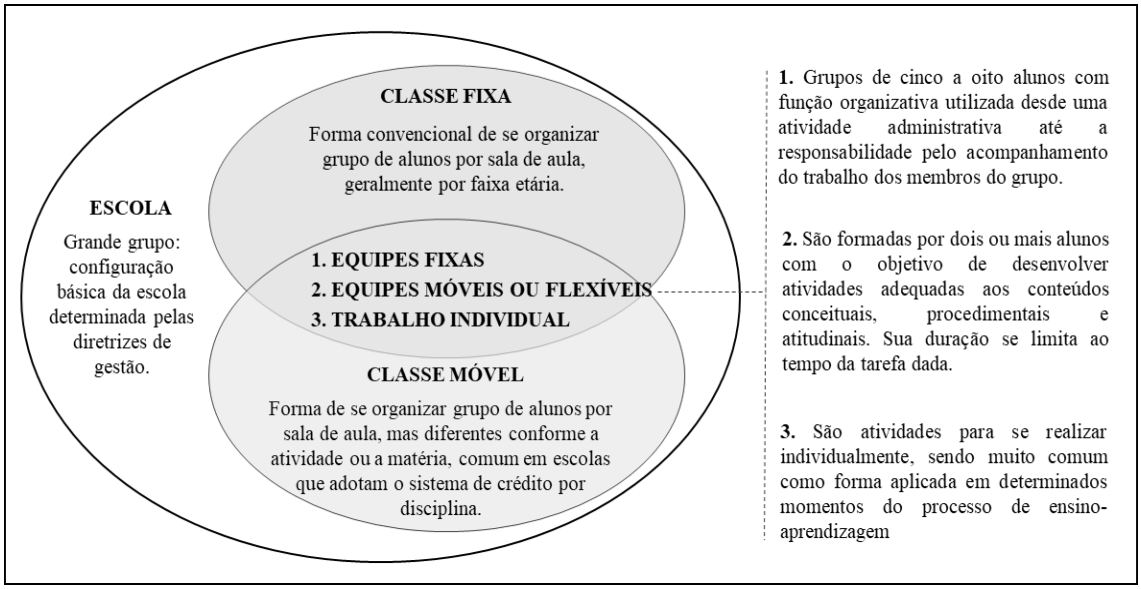
O aluno precisa ser orientado a ser protagonista do seu aprendizado, sua contribuição é relevante e imprescindível para a construção do conhecimento. Na perspectiva do professor, é importante perceber e entender esse contexto e trabalhar as relações causais entre a interação social e o desenvolvimento cognitivo do aluno e do grupo. Ao professor cabe também o papel de criar situações de aprendizagem para os grupos de trabalho para que sejam auxiliados mutuamente na construção do conhecimento, tanto na troca entre os alunos e entre ele (professor) e os alunos.

Ao analisar as diferentes formas de organização social da classe, Zabala (1998), apresenta suas relações com o processo de aprendizagem, as respectivas características de cada agrupamento, bem como recomendações de conteúdos e atividades. Observa, também, que existem vários tipos de formação de grupos de alunos e de organização das atividades às quais a escola e o professor podem recorrer.

Os tipos de agrupamentos, assim como as atividades a serem usadas pelo professor – aderentes à forma de gestão de escola – devem levar em conta se o processo de aprendizagem é mais adequado para atingir os objetivos, levando em consideração que cada tipo de grupo permite certas possibilidades e potencialidades educativas diferentes.

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As formas de organização em grupo analisadas por ele apresentam as seguintes configurações:



Fonte: Os autores

Figura 1: Organização Social da Sala

Para o desenvolvimento de uma boa prática educativa é necessário conhecimento prévio do que se pretende fazer em sala e uma boa gestão das variáveis que poderiam impactar a atividade e os alunos, permitindo ao professor planejar, executar e avaliar o processo de aprendizagem; "como em todas as experiências que alunos vivem, devemos nos perguntar que aprendizagem promovem" (ZABALA, 1998, p.13).

O trabalho em grupo como estratégia de aprendizagem deveria levar em consideração o tipo de aprendizagem e conteúdo que se espera desenvolver, entendendo que a organização social da classe tem relação direta com a aprendizagem. Segundo Oliveira, "discussões em grupo propiciam a participação de todos os indivíduos no processo de resolução de dúvidas e questionamentos, o que torna a busca pelas respostas um processo de aprendizagem mais interessante" (2017, p. 227).

Cohen e Lotan (2017) afirmam, em seus estudos, que o trabalho em grupo é uma técnica eficaz para alcançar determinados objetivos de aprendizagem, classificadas por elas de aprendizagem intelectual e social. No aprendizado intelectual, o trabalho em grupo se torna bem interessante para o desenvolvimento de conteúdos tais como a resolução criativa de problemas, os estudos de caso, a abordagem de conceitos e princípios. O aprendizado social é mais apropriado para situações que envolvem aspectos comportamentais, pois ajuda a melhorar as relações intra e intergrupais, aumentando a confiança e a cordialidade. Além disso, é também uma estratégia para enfrentar desafios comuns na condução da aula e na forma de manter os alunos envolvidos na tarefa.

Para Zabala (1998), o grupo é um meio de promover a socialização e a cooperação para atender aos diferentes níveis e ritmos de aprendizagem, para resolver problemas de dinâmica grupal e para tornar possível a aprendizagem entre iguais.

Trabalho em grupo não pode ser entendido como um passatempo que se usa para preencher o tempo de aula em sala ou dar o trabalho pelo trabalho para que os alunos se juntem fora da sala de aula. Ele deveria ser utilizado com um propósito e função, como estratégia para a aprendizagem, visando maiores possibilidades de tornar o ensino mais eficiente/eficaz, respectivamente, caso contrário pode gerar desmotivação e falta de engajamento.

Segundo Cohen e Lotan (2017), a falta de envolvimento e comprometimento dos alunos está relacionada, de fato, com a escolha do método de organização da sala que não oferece o apoio necessário para o aprendizado do aluno. Os alunos não recebem as orientações necessárias a respeito do objetivo da atividade e de como ela pode ser realizada com êxito, bem como se os alunos estão tendo desempenho dentro do esperado ou até mesmo maneiras de desempenhar melhor a tarefa. Além disso, as próprias atividades, muitas vezes, não são ministradas de maneira que crie interesse e atenção dos alunos e não há estímulos adequados para que eles continuem a desenvolver um determinado trabalho.

Dessa forma, é importante criar situações desafiadoras que desperte a curiosidade do aluno para que ele participe ativamente do processo de aprendizagem e da interação com o grupo, ampliando seus conhecimentos, bem como suas experiências. Ao

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participar dessa troca, possibilitada pelo trabalho em grupo, o aluno organiza seu pensamento a fim de exprimir suas ideias, que devem ser compartilhadas e compreendidas por todos. Há uma dinâmica no grupo em que o aluno ouve, fala, analisa, sintetiza, expõe opiniões, questiona, argumenta, justifica, avalia, desenvolvendo maior senso crítico e catalisando o aprendizado.

Para Perrenoud (2000), trabalhos em grupos têm potencial para proporcionar ao aluno maior autonomia, protagonismo e cooperação, no entanto, o autor alerta que nem sempre é tão simples atingir a aprendizagem pretendida, pois os alunos precisam estar dispostos a trabalharem juntos, a respeitarem as orientações recebidas e desenvolver uma cultura de solidariedade, da tolerância e da reciprocidade.

III. Resultado da Pesquisa: Organização e Análise Dos Dados

O estudo foi realizado com professores universitários que atuam no curso de Licenciatura em Pedagogia de uma faculdade da cidade de São Paulo em uma de suas unidades localizada na Zona Leste, que oferece 240 vagas anuais no período noturno do curso de Licenciatura.

Por meio de amostragem probabilística, a pesquisa foi desenvolvida dentro de um universo de 17 professores que lecionam no referido curso com aulas atribuídas no ano de 2018, com cargos efetivos e celetistas na faculdade. Destes, 11 dispuseram-se a participar da pesquisa, 64,7% do quadro efetivo.

Na primeira etapa, os professores responderam a um questionário contendo perguntas abertas e fechadas. Na segunda etapa foi realizada uma entrevista de aprofundamento e esclarecimentos de dúvidas com a participação de seis professores, representando 54,5% dos 11 que haviam respondido o questionário e 35,3% do total de 17 professores.

Com relação ao perfil dos participantes, identificamos que a maioria tem idade acima de 50 anos, é graduada e mestre. Além disso, todos têm mais de 10 anos de experiência na docência e atuam na instituição pesquisada há mais de 5 anos. Por último, a maioria realiza uma jornada semanal de até 20 horas-aula (h/a).

A análise das respostas dos professores favoreceu a elaboração de cinco categorias de análise sendo: metodologias habitualmente utilizadas pelos professores; trabalho em grupo como estratégia de aprendizagem; critérios para a organização do trabalho em grupo; contribuições do trabalho em grupo para a aprendizagem; o Alcance dos objetivos de aprendizagem com o trabalho em grupo. Vale ressaltar que os professores entrevistados foram identificados pela letra "P" mais a combinação de uma sequência numérica de 1 a 11.

Categoria 1: Metodologias habitualmente utilizadas pelos professores

Ao serem questionados sobre as metodologias de ensino adotadas habitualmente em sala de aula, a maioria afirmou utilizar a aula expositiva combinada com uma ou mais metodologias ativas. No decorrer das conversas, o trabalho em grupo surgiu como uma metodologia utilizada pelos professores, dos 11 professores, quatro mencionaram especificamente o trabalho em grupo como sendo uma das estratégias utilizadas em sala de aula, combinada com outras metodologias. As falas, a seguir, ilustram o que foi afirmado anteriormente:

> Sala de aula invertida, discussões em grupos, apresentação de seminários, pesquisa de campo, trabalho em grupo. (P 1)
>
> Aulas expositivas, trabalho em grupo, seminários. (P 6)
>
> Aula expositiva, atividades em grupos, pesquisas prévias. (P 8)
>
> Aulas expositivas com recursos da informática, seminários, trabalhos e temas em grupo para discussão, pesquisa e reforço da aprendizagem. (P 10)

Ainda que o enfoque da pesquisa fosse entender os critérios adotados na sala de aula, os professores disseram que se utilizam do trabalho em grupo de três maneiras: os realizados totalmente dentro de sala de aula; os realizados completamente fora de sala de aula, sendo que as orientações gerais são dadas em sala de aula; e os que são mistos, ou seja, parte do trabalho é realizada dentro de sala de aula e parte é feita fora de sala de aula.

E, além do trabalho em grupo como estratégia de aprendizagem, diversas outras metodologias foram mencionadas, demonstrando variado repertório de práticas pedagógicas em sala de aula. Os professores afirmaram:

> Em minhas aulas, existem momentos em que se faz necessário uma aula tradicional, em outros momentos, utilizo algumas metodologias, tais como: rotação por estação, sala de aula invertida, estudo de caso, aprendizagem por pesquisa, resolução de problemas e "gameficação." (P 2)
>
> [...] Procuro trazer para a sala de aula outros recursos visuais, como vídeos e trechos de filmes ou documentários que possam ilustrar os conteúdos. (P 3)
>
> Tento mesclar abordagens construtivistas e montessorianas, partindo dos interesses dos alunos, valorizando a experimentação, discussão do conteúdo [...], porém reservo um certo tempo para exposição do conteúdo, que seria algo mais presente nas metodologias tradicionais. (P 5)
>
> [...] pauto meu trabalho na pedagogia que se aproxima dos conceitos sociointeracionistas, ou seja, parto do pressuposto que o aluno constrói o conhecimento a partir de sua interação com o meio e com a sociedade em geral, relações intermediadas pelo professor [...] (P 11)

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Nesta categoria de análise conclui-se que o trabalho em grupo é uma das estratégias utilizadas pelos professores para tornar o ensino mais dinâmico e promover maior interação entre os alunos, bem como para estruturar conceitos, debates, relacionar a teoria com a prática e desenvolver análise e exposição de conteúdo.

Categoria 2: Trabalho em grupo como estratégia de aprendizagem

Quanto à opinião dos professores sobre o trabalho em grupo como estratégia de aprendizagem, eles entendem como sendo importante para a interação entre os alunos, para o aprendizado e o desenvolvimento cognitivo. Discorrem que a aprendizagem consiste em um processo pelo qual os alunos adquirem conhecimento e desenvolvem relacionamentos, habilidades, atitudes e valores a partir do seu contato com os demais colegas. Para os professores:

> O trabalho em grupo pode ser uma ferramenta interessante, principalmente para a socialização dos estudantes. (P 5)
>
> Uso muito esta metodologia em minha prática pedagógica como uma estratégia didática, pois entendo que a interação, o compartilhar de experiências, é muito significativa para o aluno em seu processo de aquisição de conhecimento. (P 8)

No entanto, alguns professores percebem certa dificuldade por parte dos alunos na realização do trabalho em grupo, visto que eles nem sempre compreendem a necessidade de cooperação entre pares para que haja uma ambientação propícia ao aprendizado. Eles disseram:

> Acredito que o trabalho em grupo, apesar de muito difícil para as alunas, é fundamental para desenvolver algumas habilidades como liderança, respeito, organização e comprometimento. (P 3)
>
> O trabalho em grupo é complexo, pois os alunos não compreendem a necessidade da colaboração entre os pares para que se desenvolva uma boa situação de aprendizagem [...]. (P 6)

Apenas o P 4 não considerou que o trabalho em grupo seja uma estratégia para a aprendizagem, pois percebe que, no grupo, nem todos participam efetivamente das atividades. Ele disse:

> Não considero trabalho em grupo uma estratégia eficiente para uma melhor aprendizagem. Minha experiência mostra que algumas alunas elaboram o trabalho e as demais não participam efetivamente. (P 4)

Assim, é possível concluir que os professores veem no trabalho em grupo uma estratégia de aprendizagem, mas, assim como ocorre com as outras metodologias exige dos professores planejamento.

Cohen e Lotan (2017) afirmam que o processo de planejamento começa com a resposta a uma questão fundamental: "Como os alunos trabalham juntos em sala de aula?". Tendo essa resposta é possível definir o que fazer e como direcionar a natureza das atividades a serem realizadas para o estabelecimento das habilidades cooperativas. A orientação para o trabalho colaborativo reside num dos primeiros passos para a elaboração de um plano didático.

Categoria 3: Critérios para a organização do trabalho em grupo

Os critérios adotados para a organização do trabalho em grupo em sala de aula são os mais diversos e variam conforme o objetivo proposto. Por exemplo: ora para sociabilização, ora para troca de experiências, ora para a busca e construção de conhecimento.

Apesar de haver uma variedade de critérios na formação dos grupos, nenhum dos professores toma a decisão unilateral de definir a organização dos grupos; no entanto, podem existir exceções e o professor intervir. Um dos entrevistados afirmou:

> Depende do grau de conhecimento que tenho de determinada turma. Eu posso tanto intervir para incluir alunos por níveis de domínio do tema, aprendizagem e sociabilidade quanto para permitir o maior contato entre alunos que não interagiriam entre si [...]. (P 5)

Na maioria das situações, os professores deixam que os alunos se organizem. Um dos motivos que os leva a tomar essa decisão está relacionado à resistência que os alunos apresentam na intervenção do docente, devido aos vínculos consolidados nos grupos que, frequentemente, já estão formados na sala. As falas, a seguir, ilustram o que foi afirmado anteriormente:

> Deixo as alunas escolherem os membros do grupo. São praticamente os mesmos no decorrer de todo o curso." (P 4)
>
> [...] entretanto devido às turmas que encontro nos últimos semestres, ando deixando os alunos formarem seus próprios grupos e os oriento. (P 5)
>
> Ou os próprios alunos se escolhem como parceiros, ou faço um sorteio com números de 0 a 5, por exemplo, e os números iguais formam o grupo. (P 6)
>
> As alunas criam seus grupos. Há grande resistência do professor montar esse grupo com colegas de sala diferentes de suas escolhas e convívios. (P 9)

Em relação às orientações para o desenvolvimento do trabalho em grupo, verificou-se que os professores são muito cuidadosos ao explicar os objetivos da atividade, os conteúdos – conceituais, procedimentais e atitudinais – que serão abordados e como deve ser realizada, incluindo orientações do que se espera quando se trabalha em grupo.

Os professores consideram também que as orientações para as atividades em são imprescindíveis para que o aluno compreenda que o trabalho em grupo demanda diálogo, cooperação e pesquisa e não apenas uma simples divisão de tarefas.

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> Dependendo do objetivo e da formação de grupos, as orientações para que seja realizado com aprofundamento são: objetivos, o que pesquisar, onde e como realizar a pesquisa, a forma de apresentação (escrita e oral) e os critérios de avaliação (inclui autoavaliação). (P 1)
>
> Oriento sobre as fontes que deverão ser consultadas, como dividir o trabalho a fim de que todos trabalhem descobrindo e desenvolvendo novas habilidades e aprendizagens, além de explicar como compartilhar o conhecimento para a confecção da atividade final. (P 5)

A falta de envolvimento e comprometimento dos alunos, segundo Cohen e Lotan (2017), está relacionada com a escolha do método de organização da sala que, por vezes, não oferece o apoio necessário para o aprendizado. Portanto, adotar critérios adequados e orientar os alunos em suas atividades é fundamental para que direcionem seus esforços no desenvolvimento de suas tarefas, visando a aprendizagem.

Categoria 4: Contribuições do trabalho em grupo para aprendizagem

Quando questionados se o trabalho em grupo traz contribuições para a aprendizagem, 64% dos professores responderam positivamente, 27% disseram que se trata de uma possibilidade e 9% dizem que não percebem contribuições para a aprendizagem.

Ao considerar a importância do trabalho em grupo como estratégia de aprendizagem, os professores trazem aspectos muito aderentes as ideias de Zabala (1998), mencionando que o trabalho em grupo proporciona a interação entre os alunos por meio da convivência, da cooperação, da troca de ideias e experiências que ajudam a desenvolver os conhecimentos, favorecendo o processo de aprendizagem. Eles afirmaram:

> Com o trabalho em grupo ensinamos a ouvir o outro e falar, a fazer análise e síntese, a conviver com as diferentes interpretações etc. (P 1)
>
> Se bem realizado, o trabalho em grupo incentiva a pesquisa, o desenvolvimento de habilidades de trabalho em grupo, liderança, tolerância e maior confiança, elementos que são úteis em qualquer momento da vida. (P 5)
>
> Entendo que a interação entre os participantes do grupo é essencial, mas também as divergências de ideias são positivas para um diálogo e, assim, ampliar o campo do conhecimento, tirando o aluno de uma atitude passiva, fazendo com que suas ideias nas discussões se tornem discutidas pelos demais. (P 8)

Entre os que o consideram como uma possibilidade e, até mesmo, entre aqueles que não percebem contribuições, pode-se inferir que os pontos de atenção estão mais voltados para a forma de aplicar o trabalho em grupo, em lidar com o contexto da sala de aula e das dificuldades em acompanhar o desenvolvimento dos trabalhos pelos alunos, do que a descrença de que a estratégia não produza resultados.

> O trabalho em grupo deveria trazer vários benefícios, pois além dos já descritos anteriormente, deveriam propiciar a aprendizagem de forma autônoma e promover ação e reflexão, muito embora, na prática, percebamos que a realidade em sua maioria é outra. (P 10)
>
> Como afirmei, não vejo vantagem para a aprendizagem. Geralmente os trabalhos em grupos que solicito ocorrem fora do horário de aula, e, dessa maneira, não controlo a participação dos membros do grupo. (P 4)

Poderia parecer um paradoxo o posicionamento entre os professores, no entanto, na verdade são ideias que se complementam, pois para aplicar o trabalho em grupo como estratégia de aprendizagem é necessário um planejamento bem estruturado e com objetivos claros para que os alunos adquiram maturidade e compreensão de que o princípio maior é o aprendizado. Outro aspecto analisado nessa categoria, diz respeito se o trabalho em grupo também promove maior autonomia do aluno para a aprendizagem. Na percepção dos professores, 45% disseram que sim, 37% parcialmente, 9% disseram não e 9% não se posicionaram.

As considerações dos professores, neste sentido, apontam que essa estratégia tem potencial para retirar o aluno de sua passividade na aprendizagem e incentivá-lo à autogestão na busca pelo conhecimento. Entretanto não acontece a contento, visto que os alunos precisam se apropriar dessa responsabilidade. Na verdade, quando Zabala (1998) aborda o tema acerca da organização da sala de aula, elucida que o trabalho em grupo não exclui o esforço individual, pois o processo de ensino-aprendizagem pode se apropriar de vários meios para viabilizar e potencializar a consecução de seus objetivos, reforçando que a aprendizagem depende do próprio indivíduo. Os professores, cuja percepção é de que o trabalho em grupo promove uma aprendizagem mais autônoma, esclarecem:

> Sim, faz com que os alunos aprendam com a vivência. Faz também com que se envolvam nos temas propostos, se organizem com as etapas e prazos e produzam um produto final. (P 3)
>
> Por princípio teórico sim, pois os alunos são obrigados a dividir as atividades, reunir o conhecimento adquirido, confeccionar o trabalho final, discutir o que foi encontrado, compartilhar experiências e vivências que podem enriquecer a todos, checar as informações em grupo. Tudo isso retira o caráter passivo da aprendizagem e desenvolve formas e abordagens úteis nas pesquisas e trabalhos individuais e interações sociais mais amplas. (P 5)
>
> Sim, quando feito com honestidade, proporciona liberdade e autonomia ao estudante. (P 7)

Os professores com uma percepção parcial de que o trabalho em grupo promove uma aprendizagem mais autônoma dizem o seguinte:

> De certa forma. Hoje, temos muitos alunos que querem somente resumos nas aulas, não leem os textos e não

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pesquisam nem o significado das palavras, não entendem a orientação. O que quero dizer é que se os alunos não são habituados a pensar autonomamente, eles sentem muita dificuldade. (P 1)

Deveria ter este caráter, o aluno sendo pesquisador, criativo, através do interesse e prazer em aprender, muito embora os conteúdos já sejam predeterminados e o aluno não veja significado nos mesmos. (P 10)

Ativa sim, na medida em que dentro de um grupo menor de integrantes, a possibilidade de o aluno interagir mais contundentemente é maior. Em relação à autonomia, esta característica é mais difícil de desenvolver em grupo, penso que para isso é melhor a proposta de trabalho em duplas. (P 11)

É possível concluir que os professores consideram que a responsabilidade pelo aprendizado seja do próprio aluno e o trabalho em grupo pode contribuir para gerar maior autonomia. Por meio dos trabalhos em grupo, os professores podem melhorar a qualidade da interação entre os membros das equipes, propiciando relações de trocas de experiências e de conhecimentos.

Categoria 5: O alcance dos objetivos de aprendizagem com o trabalho em grupo.

Quanto ao alcance dos objetivos de aprendizagem, 80% dos professores dizem que frequentemente atingem os resultados propostos da atividade, enquanto 20% dizem atingi-los parcialmente, como pode ser observado pelos relatos a seguir:

Apenas 70 a 80% dos objetivos são alcançados. (P 1)

Nem sempre, porém reúno o grupo e fazemos autoavaliação e a partir daí retomamos o trabalho. (P 2)

Quanto ao produto final sim, mas sinto falta de um acompanhamento mais próximo do desenvolvimento que, por vezes, não é possível. (P 3)

Geralmente sim, pois avalio mais a participação e a capacidade dos alunos do grupo discutirem o tema do que o produto final em si, e entendo essas práticas como um processo de duração mais ampla que uma única atividade. (P 5)

Sim, normalmente meus objetivos são alcançados, como resultado das propostas dos respectivos trabalhos em grupo. (P 11)

Entre os professores observa-se que os motivos que levam ao cumprimento dos objetivos estão relacionados com o comprometimento individual do aluno e o seu engajamento com o grupo, pois para aqueles que efetivamente se envolvem na elaboração das atividades é possível perceber resultados concretos.

Quanto ao envolvimento do aluno, Cohen e Lotan (2017) recomendam que, de início, as orientações quanto aos papéis e responsabilidades de cada um no grupo precisam ser claras e objetivas, bem como quanto aos objetivos que se pretende alcançar com a atividade proposta.

A pesquisa mostrou que o alcance dos resultados depende também de um acompanhamento sistemático do grupo por parte do professor. Cohen e Lotan (2017), destacam que escolha de uma metodologia depende do que se pretende a alcançar, portanto, se acompanhar o desenvolvimento do grupo é imprescindível, o planejamento da atividade deve contemplar essa etapa como sendo factível de ser realizada, caso contrário não se recomenda fazê-la.

[...] quando você passa uma proposta de trabalho um pouco mais densa, que é preciso que elas se encontrem em outros lugares, você não acompanha o envolvimento desses alunos. [...] Eu entendo que o ideal seria a gente acompanhar todo esse processo. (P 3)

O trabalho em grupo não é ruim, na medida em que ele for feito dentro desses parâmetros de acompanhamento, ele é uma atividade enriquecedora para o aluno. (P 4)

Zabala (1998) também traz de uma visão semelhante e diz que o uso de uma metodologia ou a realização de uma atividade pedagógica deve ser bem planejada e jamais poder ser fruto de improvisações.

O próximo aspecto dessa categoria de análise diz respeito de como os professores realizam a avaliação dos alunos quando utilizam o trabalho em grupo como estratégia de aprendizagem.

Nota-se que há várias formas de avaliação que são utilizadas tais como, pelo desempenho individual do aluno, pelo resultado do trabalho do grupo, a avaliação entre os pares e até mesmo a própria autoavaliação. No entanto, predomina a avaliação do grupo como um todo.

Zabala (1998) diz que, habitualmente, quando se fala de avaliação, a referência prioritária ou mesmo exclusiva está nos resultados obtidos individualmente pelo aluno, no entanto, professores mais inquietos propõem formas de avaliar que considere no processo a combinação de referenciais individuais e coletivos, visando torná-la menos arbitrária e mais justa e útil.

Nesse sentido, pode-se inferir que as variadas formas de avaliação praticadas pelos professores possuem aderência às ideias de Zabala (1998).

Outro aspecto dessa categoria de análise, está associada a percepção dos professores se o resultado do trabalho em grupo culmina num esforço comum de todos. A maioria diz não perceber que a eficácia dos grupos de trabalho seja resultado de um esforço comum e, para alcançar um bom nível de participação e cooperação entre os alunos, é necessário que eles compreendam que a participação ativa, o comprometimento com os objetivos e o envolvimento com o grupo propiciam um resultado de qualidade e um aprendizado significativo.

Na medida em que cada membro tem a clareza da sua parte naquele grupo. Quando fica estabelecido o que cabe a cada um. (P 1)

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Na medida em que haja participação, diálogo, troca de informação que possibilite novos aprendizados. (P 4)

Pouco comum a todos quando os trabalhos são feitos por apenas alguns membros do grupo, se todos do grupo contribuem de forma igual, a evolução é nítida. (P 7)

Na medida em que todos efetivamente participem, o que não significa que todos devem expor ou falar ou mesmo apresentar. (P 11)

Pode-se deduzir que o ponto de atenção não está no entendimento de que a cooperação é um elemento estruturante de grupo de trabalho, mas está relacionado à atitude dos alunos em querer cooperar para que o resultado do trabalho em grupo seja, necessariamente, resultado do esforço comum de todos.

Para concluir esta categoria de análise, foi perguntado aos professores que competências e perfis mais aparecem nos grupos com melhores e piores avaliações, considerando a capacidade de trabalhar em grupo. Eles afirmaram:

Com o trabalho em grupo ensinamos a ouvir o outro e falar com e para o outro, a fazer análise e síntese, a conviver com as diferentes interpretações, a respeitar prazos [...] O perfil que aparece é o comprometido e dedicado, o responsável, o assistencialista, o desligado, o desapegado. (P 1)

Organização, gestão de tempo, monitoramento e comprometimento. Acredito que os conteúdos atitudinais se sobressaiam aos conteúdos conceituais. (P 3)

Nos grupos com pior avaliação cada um faz o que bem entende, não conseguem articular e compartilhar e, principalmente, não seguem as orientações da proposta do trabalho em grupo, requerem a intervenção do docente para situações que poderiam ser bem resolvidas pelos pares, e, muitas vezes, podem até apresentar um produto final de boa qualidade, mas de nítida confecção individual. (P 5)

Para os grupos com uma avaliação não tão boa, geralmente ele está formado com participantes que não demonstram interesse pelas atividades acadêmicas. Sendo assim, alunos acabam por se ancorar naqueles que executam as atividades com primor. Os melhores grupos têm alunos que se dispõem a pesquisar, investigar o tema proposto vão em busca de novos conhecimentos, fazem correlações entre os conceitos, têm uma maior eficácia no cumprimento das atividades atingindo mais facilmente e de forma mais positiva os objetivos com aquela atividade. (P 8)

Com melhor avaliação - todos participam e se comprometem com a atividade proposta. Com pior avaliação - quando há falta de envolvimento e comprometimento dos participantes do grupo com a atividade proposta. (P 9)

Melhor avaliação: liderança, capacidade argumentativa, resiliência, empatia, pensamento crítico, capacidade em resolver problemas, empoderamento, iniciativa etc. Piores avaliações: inércia, passividade, reprodução de conteúdo, incapacidade de resolver problemas, dependência instrumental ou pessoal. (P 11)

Ao analisar as respostas, observa-se que os grupos com melhores e piores avaliações apresentam pontos positivos e negativos sobre suas competências e motivações. Os alunos que apresentam individualmente competências mais elevadas e alto grau de motivação demonstram melhores condições e maior potencial de apresentarem bons resultados quando desenvolvem uma atividade em grupo. O diagrama a seguir apresenta uma visão geral e busca sintetizar, em quadrantes, a análise entre os grupos melhores e os mais mal avaliados e a relação entre as competências e motivação dos alunos.

Quadro 2: Grupos de trabalho: avaliação dos melhores e dos piores



Fonte: Os autores.

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É possível concluir que os melhores apresentam competências mais elevadas e um grau de motivação no desenvolvimento das atividades em grupos, o inverso também é verdadeiro para os grupos com as piores avaliações.

IV. Considerações Finais

A discussão a respeito das estratégias de ensino pressupõe superar a visão de que o "aspecto burocrático, que se revela no dito muito popular entre os educadores de que o professor finge que ensina e o aluno finge que aprende" (RODRIGUES, p. 22, 2021), seja superado. Nesse sentido, investigar as estratégias de ensino definidas pelo professor no contexto da sala de aula faz parte de uma prática reflexiva crítica.

O foco do presente estudo foi investigar os critérios utilizados por professores que atuam no ensino superior quando o trabalho em grupo é estabelecido como estratégia de aprendizagem. Os resultados desta pesquisa mostram que o trabalho em grupo constitui uma prática regular na sala de aula universitária e são estratégias frequentes adotadas pelos professores para estimular a aprendizagem e promover a interação entre os alunos, e que os trabalhos em grupos podem ser realizados com o objetivo de construir e debater conceitos, discutir e relacionar a teoria com a prática e a para exposição de conteúdo.

O estudo apontou que o trabalho em grupo como estratégia de aprendizagem requer um acompanhamento planejado do professor e uma interação fluída entre aluno-aluno e professor-aluno, no qual o professor deve atuar como mediador entre os conhecimentos que o aluno possui e os novos conhecimentos que o aluno vai construindo de forma ativa ao longo deste processo.

O trabalho em grupo se apresenta como uma importante ferramenta de apoio ao processo, pois proporciona situações favoráveis à aprendizagem e o desenvolvimento de competências. Nesse sentido, é essencial que haja cooperação entre os membros dos grupos, no entanto, isso nem sempre acontece, correndo-se o risco de ser realizado sem a devida cooperação, em que cada um faz uma parte de trabalho e depois as juntam sem as devidas conexões, deixando de atingir o propósito do trabalho em grupo.

Constatamos também que o trabalho em grupo, como estratégia didática de ensino, apresenta pontos muito favoráveis para o processo de aprendizagem, mas sinaliza que depende da uma interação séria e autêntica entre os alunos e visão compartilhada, na medida em que eles se relacionam com as diferentes visões de cada membro do grupo. Para isso, o aluno precisa desenvolver a compreensão de que a cooperação traz benefícios para o seu aprendizado e ele precisa querer estar disposto a colaborar com os demais.

No trabalho em grupo há um grande potencial para promover comportamentos mais ativos para o desenvolvimento das atividades do que num trabalho individual. A interação e a colaboração entre os alunos por si só estimulam o engajamento e despertam o interesse dos alunos. Quando o grupo é responsabilizado e reconhecido pelo seu trabalho, há uma força mobilizadora que não permite que se desengajem do objetivo: todos agem de forma colaborativa.

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Social Genome – An Imperative of Human and Society Self-Organization

By Teregulov Filarit Sharifovich

Abstract- Generalizing the biosocial development of human population, the author discovers the consequential pattern of sophistication of the inside-outside heritage, in which education, training and social activity are represented as structural and functional parts of establishing sociogenome. The logic of social transformations covering with its explanatory power all the areas and levels of society structure, formation of a single social organism is revealed.

Keywords: social communication channels, basis (codes and genes), agreements; developed sociogenome as a complex of social agreements and conditions for proper functioning of the humanity.

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Social Genome – An Imperative of Human and Society Self-Organization

Teregulov Filarit Sharifovich

Abstract- **Generalizing the biosocial development of human population, the author discovers the consequential pattern of sophistication of the inside-outside heritage, in which education, training and social activity are represented as structural and functional parts of establishing sociogenome. The logic of social transformations covering with its explanatory power all the areas and levels of society structure, formation of a single social organism is revealed.**

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I. Introduction

The main theme of the March 2015 issue of the journal "Knowledge is power" was the question whether "Genes determine everything?" And the chapter ends with the following sentence: "It is tempting to consider the usage and modifications of the term "gene" and its fluxions in the fields of knowledge which are very distant from the genetics (e.g., in the humanities), as well as in the mass consciousness and culture"(Knowledge is power, 2015).

There is no need to postpone it. Thus, V.Styopin, the country's largest philosopher, RAS academician reminds: "In the life of society, the culture performs the same functions as the genes in biological organisms. It is a kind of a *genome in accordance with which the society changes and reproduces*" (Styopin, 2014). The concept of culture embraces everything people touch throughout the history of mankind. The science as an objective reflection of the environment in people's minds historically develops in the context of culture, and it applies to both natural and social fields of knowledge. It also includes the educational sphere. No wonder that eminent pedagogue scientists agree with that idea (Asadullin, 2013; Zapesotskii, 2010).

It is known that J.Watson and F.Crick were awarded the Nobel Prize in 1962 for the discovery of biogen (deciphering the structure of the DNA molecule). On the 26th of June, 2000 in the White House the international project "Human genome" and a private American corporation "Celera" announced with the help of US President B. Clinton that a hereditary code carried in human genes had been almost deciphered. The finding has already been included to the greatest ones in the human history. Scientists from twenty countries, including Russia participated in the project of a genome decipherment.

But does it seem that seeing and recognizing how the natural formation of the social genome is set through hundreds of generations, through millions of human destinies by mostly bloody, and very rarely peace agreements, is an extremely difficult job, and it is worth more than one Nobel Prize?

II. Logical Form vs Analysis

All the aforementioned may indicate that the idea of the matter having a genetic nature finds its way in minds of many scientists. And now we need to roll up our sleeves and start thinking about its constructive content. Moreover, perhaps somebody has already taken some steps in this direction. And it seems to me that I know this person.

Evolution of living matter is connected with the increase of a number and quality of successively tied inner bodies. From this perspective the sociogenome appeared logically in evolution arena as another means of fixation and self-organization of a new basic level of reality reflection after atoms, molecules, cells, and after the DNA molecule (biogenome).

The sociogenome arises: 1) as a result of resources exhaustion of inner strengthening of hereditary information in one of the previous specific bodies - the brain in form of an instinctive experience and limitedness of possibilities of its subsequent adaptation to changing environmental conditions; 2) due to the evolutionary extension of sequence of specific inner bodies in form of the developed new cortex and appearance of objective grounds for new cycle of objective reality reflection; 3) due to an evolutionary finding of the maturity optimal balance of the outer and fixed inner bodies and an effective correlation between them.

Thus, being a natural extension of a known human biogenome, the sociogenome evolutionary manufactures specific material in the society reflecting properties and ratios of reality, but it is passed from the generation to a generation in an external way. As a result of its intravital assimilation the child turns from a biological individual into a social personality and the aggregate of the latter ones is able to constitute the harmoniously functioning single body of the Mankind. Destiny of a separate person, as well as the destiny of the mankind as a whole depends on the quality of a

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developing sociogenome (Teregulov, 1999; 2001a; 2001b).

If the environment takes the lead in biogenome formation and the internal content of any organic tumor by its various chemico-molecular redesigns and complexes (genes) reacted and fixed the dynamics of events in it by its sequence, then at the rate of a sociogenome a human population takes over the initiative. Each subject involved in the society exhibits his activity directed more narrowly to the environment. Thus the circle becomes wider and closes. A person and the Mankind as a whole as a final link in biosocial form of a matter motion are fully turned inside out towards the environment and carry out an extensive, multidimensional, long and most detailed reflection of objective reality. These fragmentary notions about oneself, as well as about the environment extremely require alternate coordination and generalization, which is forming the essence of any genetic process and basis for sustainable functioning of arising tumors.

But the obvious observation and experimental research of the sociogenome formation process are complicated by many reasons. The first reason is a spontaneous and empirical nature of its formation, its unity with many other processes, and external non-reducibility to these unities. Thus, for example, speaking of the brain as of a specific internal organ, we must state that our body consists of a lot of other internal organs and systems, but with other specific functions. But at the same time one can single out the general for them outer body- cutaneous-muscular framework with built-in sense bodies, as well as with the organs of movement and manipulative behavior. If the other internal organs and the systems of our organism execute very subsidiary functions (nutrition, oxygen enrichment, detoxification, etc.), our outer body begins mainly to play an additional role of an intermediary between the brain and the objective reality. The outer body, transmitting impulses through the sense organs and the senses from sociable interaction of all the body (including the internal organs) with objects of the environment into the new cortex, contributing the latter to «deform» (most probably, to continue forming), it fixes inside the properties and relations of reality being reflected and their operation thus transforming into the Intelligence organ. And, on the contrary, the generalizations and various «conclusions» made in the new cortex can lead by means of our outer body to transformation of the environment and the further development of the reality. Thus reality realizes by means of human individuals the self-reflection and the subsequent development, prepares its changing to a new form of the matter motion (Teregulov, 2002).

Our task of a sociogenome transcript is complicated more by the picture of the genetic past extracted from the depths of evolution, being deprived of clarity, characterized by absence of the formation process itself. The latter became fundamentally non-observational with any increase of the reception organs possibilities. It, as other processes, leaves after itself only milestones, the phased tumors (original atoms, molecules, cells, etc.). Therefore all the developed phased tumors retrospectively seem arising in ready and mature form without phase of trial search. It is hard to imagine how many lives of individuals and their generations up to now the human population laid into confirmation of only preliminary and framed agreements of a human dormitory. And how much it will cost to search for a full featured social agreement and confirm it, how many things we will have to sacrifice to the forming sociogenome of a present civilization if we do not realize the true essence of a biosocial form of matter motion.

The same example with a biogenome included in a DNA molecule is baffling many scientists trying to explain its sudden and so complex structure and looking passionately for intermediate stages and not finding satisfactory answers for today. And what is the situation with a sociogenome piercing a track for itself through independent, individual, separated and not grounded to each other in any way life collisions and social activity? It is hard to imagine such overbuilding self-organization, how the universal dependence on that single one that has to be built gradually emerges through its own opposition. Having assumed the mature appearance, the sociogenome determines its headship over all the biosocial form of matter motion.

Further, we are uselessly searching for its sources in the consciousness and behavior of separate individuals because the genetic social process appears only in cooperation, group, chain of generations, which makes the sociogenome formation in each separate individual fundamentally elusive, by its nature it is escaping an investigator's look. Its formation starts as interpersonal, inter-generational links and relations.

The following peculiarity of a sociogenome formation consists in its global character capturing the entire planet Earth and going on in the whole the mankind. And the difficulties of its presence observation are related with narrow horizon of researchers, narrow-minded thinking, biological and social breaks in a circuit of the generations through which a weak dynamics of its expansion is not reflected. Admittedly, the germs of a sociogenome begin to be established with the interaction of two individuals of an opposite sex. Its subsequent development is coming through increase of the set of individuals and the expansion of the range of their residence, making their relationship with the other couples and the expanding world actual and coordinating them.

The advantage of a sociogenome of a biogenome consists in formation of a mankind complex body actually covering all the Earth and thus essentially widening the reflecting base. Simultaneously the

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reflected base and, in accordance, the possibilities to reflect the most different ecological niches are expanding. At the same time the reservation of the individuals relative autonomy allows the body of Mankind to avoid clumsiness– an inevitable concomitant of giant organisms. The dinosaurs confirmed by their destiny the inferiority of a gigantomania idea. Moreover, the optimal sizes of human individuals and the optimal balance of their built-in bodies allow them to interact closely enough with the objective reality, to reflect its proportionate and significant associations and balances and their ample opportunities for the formation of numerous dynamic coalescences allow to make necessary generalizations and form an integral picture of the world, serve to form different necessary Mankind's body organs.

Forming various social structures, coalescences, and commonalities, covering regions, countries, and continents, the sociogenome is filled and improves slowly but steadily. But the sociogenome acquires classical form and full maturity only during increase of capacities to carry out harmonious functioning of a human civilization on all the earth. One does not need to think about this quality of a sociogenome as about a smooth process of gradual involvement of an ever larger and greater number of people living on earth until combinings them into Mankind. First, it is discrete, second, it is multi-layered and, third, double-sided. During the expansion of the range of people interaction and at the emergence of their commonalities, simultaneously a transformation of individuals constituting the first is going on.

In other words, the basic tendency of matter development by means of a coalescence and isolation of structural formations reaches its maximum at human level. At the same time the range of their interactions extrtremely expands. Consequently, the contradictions accompanying this genetic process are also extending to the maximum. The initial attempts of individuals junction manifest themselves in the striving to absorb each other, to subordinate the others and the isolation – in defence of the independence from surrounding people, in self-building. Naturally, the subsequent solution of these oppositely directed tendencies required from individuals achievement of a number of compromises on a broad spectrum of interactions, the voluntary limitation, and delegation of certain functions to each other i.e. of deliberate solution of the mentioned problem with a lot of coordinations. This enlightenment came after a sea of blood. But even today the rivers of blood continue to remain an indispensable condition for elaboration of some socially significant social agreements.

Therefore the mature form of these opposite states symbiosis in a human population is provided only by the production of corresponding coordinated genes and their intensive exchange. The most mature form of the individuals detachment corresponds to the concept of Identity and their integrality– to Civilization. Basically possessing a single social genome, the individuals deliberately unroll only one or another of its fragments and thus they are able to form a harmoniously functioning combined body of the Mankind, preserving at the same time their uniqueness.

The following reason of sociogenome observation difficulties lies in long and not yet complete character of the formation since the moment of the human society origin until the present time with an attempt to look into future. Without a long period of maturation no change in nature can occur. But, if there is such a period of coordinations, something completely new inevitably develops. The new things often enter so quietly that, when we begin to notice them, they have already fixated in many minds and are functioning in mature enough form. In any area when something really new begins to hardly come up, we do not notice it for that simple reason that we do not see prospects in the future to notice it in the very beginning. When these new things grow, than, looking back, we uselessly begin to search its germ or first sketches. The sociogenome belongs to this category, it almost does not leave evidence after itself.

The sociogenome as a phenomenon has two circumstances which make our vision of it more difficult. We may not catch it because of its being reproduced in long intervals and all our being is completely concluded between its two appearances. Or it escapes us even more radically because, having appeared someday, it never recurs any more. Is it a cyclic phenomenon with a very long period or a unique phenomenon?

The situation with a sociogenome is characterized by an even harder variant. Our individual life on a sociogenome-formation scale turned to be too short because for laying only the original social elements not tens, but hundreds of generations of people were required. In the closing stage the completeness of a sociogenome formation and the level of reproduction of it by individuals increase so much that the successful functioning of the mankind directly coordinates with each individual's responsible attitude towards life. Deliberate or unintentional unrolling of separate insufficiently consistent fragments of a sociogenome by individuals is fraught with a disastrous effect for the mankind. Unstable equilibrium in trends of isolation and junction of people on base of a powerfully assembled sociogenome can get out of control in virtue of different errors. Then the accumulated strength of a sociogenome is collapsed relentlessly to the destruction of the entire achieved coordinations pyramid. Apparently, that is the reason why the powerful empires and civilizations broke up inevitably, completely disappeared from the face of earth. Only the bits of genetic material in form of, for example, the remains of Atlantis, Troy, etc. buried under the water layer are

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reminding of the frustrated civilizations tragedies. And each new civilization revived from scratch on the ash from the previous ones without any possibilities of the someday started business continuation by borrowing ready recipes of a sociogenome formation.

The simultaneously occurring ontogeny can also obstruct the objective study of social phylogenesis, ontology of sociogenome. Although we say that the ontogeny is an accelerated phylogenesis, it does not go through all those numerous difficult and boring stages of coordination, does not invent social codes again, which formed the essence of a sociogenome formation. Ontogeny is, in the first place, an assimilation of ready social genes by newborn individuals. But the ontogeny is not only the repetition of phylogenesis, but also its continuation. Therefore, acquiring ready social genes, the individuals simultaneously participate in their development, connect to search by trial and error to or consciously to the design of new genes. The noted layering of an evolutionary process with individual social work masks the genetic essence and overshadows the prospect of a biosocial form of matter development itself. The continuing non-differentiation of historical collective and individual social work processes defines an empirical way of a sociogenome formation and leaves it beyond the field of a research study for a long time. Finally the social processes are presented as simple reproduction of historically formed separate social functionsand their adaptation to modern conditions by new generations. Comprehensive genetic essence of the society and the corresponding prospect, coming up through a lot of blood and bloodless coordinations attempts, falls into oblivion. As a result we are impartially observing and are compelled to state how the spontaneous granulation of separate properties and relations of reality occurs, notions representing large social genes and passed into service by some circle of persons arise. But summing up the detached points of the granulation people haven't manage to constitute the genome itself which would unfold and explain all the creation. Myths, fairy tales, legends, testaments and beliefs etc. fill this social niche. As a result there is a distorted reflection of the world, ecological and social niches in people's minds, basing on which they live and interact with the environment and their congeners. The main thing is that the human individuals do not know all the truth about themselves and their destiny. Using false notions, people betray their nature (Teregulov, 2015).

In different historical eras this elusive property of the matter development was known as its spirit, soul, intelligence and was interpreted as ideal intangible substance. Thus, in early stages of scientific thought evolution the people's capacity for using tools and creation of new objects allowed them to assert that if something arises in the nature, this new object must have a personified creator, the author who preliminarily models this created object before the beginning of production preliminarily models, forms in its internal structure, i.e. builds its ideal model in advance. It is similarly assumed that for the production of all the rest of the the nature objects the mechanisms of an emergence of which are unclear there must be a creator, a sensible subject named God or differently.

People had to delegate this genetic function to God. The Bible says: In the beginning was the Word. The word was God's... high-powered work of the Lord God during a week have generated the variety of the world, a powerful blossom of which we observe nowadays. Having created people in his own image, He, however, amazed them in rights to his god business. The People had to limp along being slaves of God. It's all in God's hands! But a number, degree and frequency of misfortunes continuing to fall on the mankind as if from the horn of Amalthaea made some people to doubt their god's sending. Many cyclically recurring cataclysms begin to point with vast obviousness at carelessness of people and their weak orientation in the environment, at bad knowledge of objective reality laws. It turns out that a lot of things also depend on people. An appeal: God help those who help themselves becomes the instruction manual. Thus, the person unwittingly starts to deal with a disposition of Providence: making items of material and intellectual culture, producing social genes. Moreover, we have a corresponding indulgence. It is said in the holy Gospel of John: "He who sent me is with me. The Father hasn't left me alone, for I always do the things that are pleasing to him. I and the Father are one. The Father is in me, and I in the Father" (chap. 8; 29, 38). Therefore it is necessary to extrude a slave from oneself constantly, to take responsibility for present and future. Having committed an irremediable sin someday, having tasted fruit from the tree of knowledge, we cannot stop halfway. Then the God's word becomes a Word embracing all the mankind which is called sociogenome.

Considering everything indicated above, namely a sociogenome's being on the historically smallest phase, spontaneous, empirical and disguised character of its formation and the most important - serious consequences of inconscient sluggish social agreements carried out through series of bloody wars, religious strife, ethnic conflicts, and domestic hardships, its objective study and scientific management become vitally important.

As a result of theoretical analysis it is possible to open the essence of a sociogenome phenomenon, considering only present – intermediate positions of things existing in present without a deep historical excursion. To do that one needs to assume that the considered phenomenon represents the process of organic transformation of some specificity into another, which is greater and more developed. In other words, one genome replaces another and at the same time the

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higher phase is always built from material produced by its preceding evolution. At the same time the superfluous «spares» which took part in intermediate coordinations break up without a residue soon. Dismantling of a building timber reveals the panorama of a sociogenome majestic building. The look a monumental building is being opened, representing by the present time more historically developed phase of a sociogenome, including its pastand discovering in some changed «removed» form. Evolutionary preceding coordinations levels faded away in genetic battles, show up in form of fossils and form unchanging for today foundation plates, the ground and lower floors of the universe. Although the construction works moved to upper floors, the ajar architecture still remains simple and future is very foggy. It is still unclear how many floors will be erected and what kind of roof will crown this building. The sociogenome is an evolutionary unfinished building which is on our record today (Teregulov, 2005).

At the same time one can assume not all the modern structural components of this phenomenon are developing evenly and spheres anticipating the others can be separated, the parts across which the social agreements go on even at present time clearly and very violently. In other words, all the tendencies that are difficult to see in the reality mass, i.e. in the living itself because their being under earlier, more undeveloped state, can be seen sharply, clearly and vividly in the education sphere. No wonder that the evolutionary differentiation of human activity under the pressure of environment emphasized the younger generation education among the first ones as being a promising and fateful structure. Education is a basis for all the subsequent vital human activity. From this perspective the education process before just the vital activity receives certain advantage and the corresponding justification of itself. In other words, study of education sphere gives as an immediate result the critically theoretical understanding of current trends and facts of sociogenesis and the vital activity would clear up only a yesterday of social agreements. Thus the significant milestones in a sociogenome development appear. Therefore consideration of the education history, today's pedagogical practice, and professional training allows finding this genetic process precisely in the points where it reaches a mature enough expression.

III. Conclusion and Lessons for a Subsequent Analisis

So because of a vast number of individuals and dispersion across all the Earth it would not be possible to cover them with a single cover and create a full-fledged biological organism. A sociogenome that began to circulate between people is gradually assuming the functions of people linkage and their differentiation within the Mankind. The sociogenome has a dual function: complete building of a person and simultaneously building of a whole Mankind body. It presupposes the solution of two problems: complete formation of the Intelligence body in each individual and their further building into the body of Mankind. If the first task is the education sphere, the second one is a social problem. But building of individuals into some social niches of mankind is accomplished through professional education. Hence it is possible to differentiate and orientate the sociogenome to three spheres: basic education, professional education, and social activity. Education is directed at the formation of universal social base, professional education is directed at occupation by a subject of some particular social niche and various social activities provides harmonious functioning of corresponding services and the bodies of the Mankind. Perpetual reforms of national education eloquently indicate the intensity of a mature sociogenome search and the passions that accompany this process. Once more, coordinating the various sides of vital activity (the personal interests, interests of family, society, production and state), we are trying to find content of general secondary education. Introducing the whole range of educational standards generations, we approach professional education and system of higher education to modern requirements. At the same time, approving of the single educational space, we coordinate general requirements for crucial human competences. Etc.

Ignorance of a primary variety stages of genetic grounds and then selection of several optimal varieties from them, logically observed on all the previous levels of structural construction, lead to confusion in social processes. For example, more than 300 kinds of elementary particles were formed in quantum primordial soup, but only three of them formed the stable atom. The following diversity in the number of nucleons in a nucleus and electrons on a shell has led to the formation of about 110 chemical elements and selection of six ones of them has laid the bases of the organics, etc. Therefore it is logical that at first there was a great variety of genetic grounds in the society and then the process of their natural interaction (coordination) and generalization should have logically led to the selection of several optimal ones. And until that, being within such a wealth of various manifestations of a still unappreciated universal trend, doing the necessary qualification of phenomena and significant bold generalizations is not a simple task at all (Teregulov, 2011; 2014).

An existing inflexible system of science, «nationalism» of narrow specialists zealously treating their preserves, and disaffection to «outsiders» trying to make an interdisciplinary synthesis do not contribute to the formation of a full-fledged sociogenome and, especially, to its public acknowledgement. Thus, the

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study of a natural line of logically complicating levels of the matter motion is scattered on different branches of scientific knowledge between which there are some intractable ridges (quantum mechanics, atomic physics, inorganic chemistry, biology, neurology, psychology, pedagogy, sociology, political science, etc.). The problem of the present external social genes which people use in vital activity and in the educational process, is in their incompleteness and fragmentation. A mechanical pile of separate social genes conditionally divided into tens of compartments i.e. disciplines, stems of a lot of sciences occurs. Therefore the efforts of teachers and scientists are aimed at justification and realization of interdisciplinary relations, creation of complex disciplines, search of invariants, universal means of reality learning, and the fixation of this reflection results in external form. Appeals of scientists to realize various approaches are situated in this direction: dialectical, integrated, synergistic, hermeneutics, axiological, holistic, action, individual and other approaches and orientations. Modern science requires, first of all, a general theory of self-organizing systems development, coordination of all levels of a matter motion of matter through relay passages.

Rapid growth of the genetic fragments number of different modality observed for today from an external perspective–a social memory–creates serious problems for vital activity, including the educational sphere. The researchers state that on one hand, a fact of knowledge doubling in every 4-5 years, but, on the other hand, their ageing. This instability strongly oppresses people. They are confused now and they are looking for the meaning of life, trying to build up life guides, the hierarchy of goals, sequence of actions in this dynamic world. A lot of people feel the strongest nostalgia for «good old times» and find some support in religion, etc.

For the education it is difficult times too. A problem of selection from these genetic pieces of a certain sum of knowledge and skills which would compose the content of a youth's general education arises. As the result the periodically occurring mechanical information selection and its further accretion with new relevant divisions, courses, disciplines under the pressure of life leads to the excessive swelling of educational content, which is fraught with the loss of health by students and demand increase of the educational duration, reforms, modernizations, etc. This is a typical characteristic of education modern state. Sociogenetic essence of education is being persistently ignored.

The difficulties in mentioned above essence reflection in education sphere will disappear if we distinguish in social coding the proper social basis (original nucleotides), composition and combinatorics of which form one or another social gene. For example, letters are chosen to be social "nucleotide" foundations. The letters themselves (consonant, vowel, labial, palatal, glottal, etc.) do not have any meaning, but assimilation of their pronunciation and spelling is a necessary stage and a section of education. The same one can be asserted relating to music notation, basics of vocal, painting, choreography, etc. In algebra these are conventional socially agreed and accepted signs–symbols (letters), as well as operator signs of plus, minus, radical, etc. But the subsequent combinatorics of social bases – letters (notes, etc.) – and their corresponding agreements with items and phenomena of the environment breed a social gene. The social genes begin to indicate separate objects, properties, and relations of objective reality and participate in exchange processes between individuals.

A characteristic of forming original social genes is in their relation with immediate sensory sensations from the environment and in their variety. For example, originally so-called nominative symbols – names, quality designations of the environment subjects, participial forms, etc., were developed and they showed up as coordinate conditional phonemes and graphemes. Newly formed vast sea of social genes represents the world at the level of detached phenomena that weakly agree with each other and are generalize (as the genetic relations of reality itself are not found or do not have a suitable identification), they cause large genes and empty social genomes with difficulty. But rich vocabulary of operator words or etymological characteristics develops gradually, determining sense and function relations between above mentioned subjects. Operator words (not, under, sure, or, for, really etc.) and the etymological operators (connectives, suffixes, forms of cases, etc.) do not display anything on their own and do not carry any objective duty but that they were probably the greatest invention for social genetic recombinations and generalizations rather than creation of notional words. The proverbs, sayings, mathematical, physical, chemical formulae, different concepts and theories are only separate attempts to agree (veridical or perversely) numerous separate phenomena, processes, universe levels into a certain integral compact picture. Being islands, their number still remains great. For example, the dictionary of Russian language of V.Dal explains over 200 thousand words and 30 thousand proverbs.

As we see, the mankind is still far away from the fundamental coordination and generalizations of numerous social genes and formation of a developed joined social genome. Along with the search of new grounds and the invention of folding and generalizing means (concepts), people have chosen another way. They began to join separate social genes into a thread – the sentences, sequence of which had already made up a text holding and reflecting complex events, their dynamics. And there you can see a sadly-majestic story on love that have suddenly flashed up (powers of a coalescence) between Romeo and Juliet against the hatred (powers of isolation) of the Montague and

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Capulet families made up from in total two and a half tens of alphabet letters. Like giant molecules of a biogenome, hypertexts began to form in the sociogenome, in which the particular social genes began to separate by paragraphs, the complete fragments – by sections, chapters, sections, the significant genetic grounds – by underlining, by bold type, and similar socially conformed ways.

Considering correlation and mutual transfigurations of external and internal one, we must confirm that the external social expression is forcedly deficient. It is impossible to bear the full internal feelings because any thought is composed of sensory casts and intellectual processes. Therefore, people, attempting to coordinate the external and internal one and erect a bridge between them, have created so-called symbols. They serve as links, pattern between the sensory and intelligence. In other words, along with a sensory aspect, the symbol also has a sense aspect. Initial and final links are grasped (agreed) in the symbol, it holds the internal content together and creates an impression of integrity and enlargement. Precisely this aspect addresses our understanding and makes us reflect, that is how the intellectual aspect is made. Originating from sensory sense, it signifies something and requires interpretation i.e. new coordinations. Effecting in a symbol together, these two sensory and intellectual aspects make up its specific character. Involving in its process the functions of different brain structures, it is associatively richer than purely word thinking. Using images in his inner plan, the person can coordinate millionfold information per unit time than using words. And, on the contrary, being perceived by the brain, the specifically chosen sensory signals instantly revive in it and are filled with some imaginative-intelligence part. Moreover, specific types of social work appeared over time, they began to specialize on this brain quality. Paintings of Malevich, Čiurlionis, music of Scriabin, Jean Michel Jarre, poetry of Khlebnikov, Kedrov, etc. can be an example.

A range of external social bases (the Latin alphabet, Cyrillic script, Arabic ligature etc.) as well as a lot of social genes (words) in one and the same language marking one object could contribute to the delusions of non-cognition and absence of single, objective logic in considered sphere. And when, on the contrary, a lot of items from different areas are called one word. Not established, imaginary random nature is a significant index of an external genetic trial, first of the search of human individuals by trial and error of bases and genes different variants and then of the optimal choice from them by means of universal social coordination.

Therefore it is regular for groups and quite numerous communities to communicate for a long time, being exposed to features of different existence conditions of existence, producing specific system of world perception and corresponding means of utterance. Original genetic barriers originate and a requirement in generalized single social bases for all the Mankind comes to a head. The noted aspects presuppose the process of deliberate and purposeful coordination between individuals and by larger formations: ethnoses, nations, ethnic groups, states and countries on the basis of compromises and consensus achievement.

In the course of the social agreement and consensus achievement the individual (and then collective) reactions to certain environment challenges, as well as the external materialized denotements (symbols) correspond and become single social genes. In general, gradual transformation of all the sensorimotor information received by a person from the objective reality into «anthropomorphic» form is the essential side of the proper social genetics. In fact the complete transformation of objective reality into social genes occurs as into the most convenient form and a short way of their reconstruction (development) in the brain of contemporaries and the future generations for ultimately formation of a single sociogenome by means of various combinations and full coordinations.

But people not only patiently recorded, collected and generalized this information about the environment for generations, but used some of them for social transformations and/or tested for scientific purposes. The person, absorbing social genetic material into his brain, receives the possibility to arbitrarily, selectively perform necessary coordinations and, if it is necessary dues to an open nature, to take the necessary genes from other sources and discover them in special cognitive procedures. The internal plan of coordinations becomes broader and is supplemented by an external plan. An expanse for a biplane exchange and coordination of the social bases and social genes, their work in a set and the choice of optimally corresponding ones is revealed. Subjects of material and intellectual culture appear. Under these conditions the possibilities of collective multiple generalization and increase of the latter ones were revealed. Being reproduced in every subject, serving as the means of their communication and interaction, a subject of enrichment and development, the sociogenome determines the status of each person in the society and simultaneously develops the «morphology» and defines «physiology» of all the Mankind as a new community. As a result the sociogenome as a genetic material determining structure, functioning, and development of the Mankind is like as connecting vessels in two images: individual - collective, internal - external, biological - social, bringing different cyclic processes to life: interiorization – exteriorization, coagulation – expansion, generalization–detailing, analysis - synthesis, idealization - materialization, etc., causing scientific and educational proceduresand different kinds of social works.

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This evolutionary fact served for the environment division into natural one and the humanized, artificial one. All the human body as a whole is used as a means reflecting the world and expressing the impressions of it. All types of social works (literature, poetry, painting, choreography, music, singing, pantomimicry, etc.) find themselves demanded. The person consists of self-feeling and self-development of objective reality, he aspires unity and indiscrete totality. In the right forms of space, in the mutual coordination of events, the truth, beauty, symmetry and genetic clearness of the environment start to show. As a result a triad of the processes and their spheres of functioning became possible: perception - experience - evaluation; science - art - morality. At the same time the coordination of relations in symbiosis of the mankind and the environment with respect to different structural units (and plans) constitutes specific fields. With respect to oneself it is an esthetics, to other individuals – ethics, to the nature – ecology, to the plant – economy, to the state – law, etc.

Two lines of social reflection being marked (of the first and the second natures) constantly interact with each other and begin to correspond. The singled out peculiarities of a sociogenome agree with known philosophical concepts: historical – logical, abstract - concrete, individual - collective, material - ideal, sensory - intellectual, and constitute an objective base for them. Search of the unity in diversity of genes correspond to the method of ascension from abstract to concrete.

In that regard the internal plan has also became binary: sensory and figurative. Moreover, the structure of the new cortex itself was binary in form of left and right hemispheres with identical representatives of the reception organs, as well as of all the human body. These hemispheres are tied with the so-called callosum and have a continuous information exchange, they are specialized on certain ways of its treatment. In other words, the new cortex allows individuals to carry all those operations (so-called recombinations, replacements, complements, folding, unrolling, generalizations, etc.) which were intrinsic to a DNA molecule in biological inheritance, but in far increased volume, varieties and speeds. In general, this internal exchange of social genes can and should be interpreted as a twist of a double superspiral of original social «DNA» one offshoot of which is the binary new cortex of the brain and the other one is a binary environment.

From all mentioned above in regards to our problem we can conclude that the sociogenome forms and develops only in human brain and the social memory is its external encoded state follows from all spoken. We will also note that the sociogenome formation the development of an optimal Mankind's body can not be considered satisfactorily decided for today. A lot of important internal bodies of Mankind are only in the stage of updating and an empirical design. First of all, those individuals and their communities nominated as combined brain and appealed to strengthen unity and provide normal development of the Mankind body have reflected the environment, objective reality, a biosocial form of matter motion itself with great and serious distortions. As a result the Mankind body is being torn for today by ethnic, religious strifes, social conflicts, and wars. Regular update of individuals, biological reproduction of population as cells of the Mankind body is neglected. Their uncontrolled breeding often ends up in malignant tumors. Social stereotypes (genomes) developed in the dawn of human history proved to be strong. This circumstance leaves an educational process and the respective professional group at low level of functioning and does not allow to form a serious social status among newborn biological individuals allowing them to fit into the Mankind body and occupy free social niches. Stability of the Mankind body functioning is not supported with balanced and adequate nutrition. Immunodefence mechanisms remain undeveloped, the cells-killers (social mutants) have possibilities to freely penetrate into any body organs. Guided by myths and distorted notions about the society development, the organs of recognition, correction, and utilization do not contribute to timely Mankind organism purification from social slags, "miscreants", and other negative phenomena.

The empirical attempts to resolve this problem in separate countries and continents inevitably face the showdown between them, which sometimes lead to opposition and mutual destruction. Unrestrained individualism and mechanical collectivism, the abstract reasonings about personality and society interaction, advantages of communist or capitalist structure of the latter, as we see, are far from true understanding and constructional solution beyond the limit of the sociogenome. Planet Earth is able to develop and maintain only one Mankind body. Realization of this fact should not be belated.

Being the little brother of a biogenome, the sociogenome in its development assumes not only original role of the Intelligence body formation and the formation of the Identity basis in each individual of a human population, but also all the rest of the biogenome functions with respect to all the Mankind. In other words, architecture of the Mankind body, the nomenclature, structure, composition, functional responsibilities of bodies and services intended to provide sustainable existence and human development as a new community, start to determine and they will be formed by the sociogenome, including deliberate regulation of the individuals number, duration of their active functioning, refresh rate and many other exchange processes, i.e. regarding all those tasks carried out by a biogenome with respect to morphology and physiology of the certain human body. This pair of

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genomes is simultaneously the means, the way, the mechanism of self-preservation, self-reproduction, and self-development of the Mankind. The glory of evolution on the biosocial stage of a matte motion is in the highest act of the collective vision reached by embracing all the mankind striving to research and coordinate reality. All our life is a multilevel genetic trial. And the direction of this invaluable gift of matter evolution depends on the Mankind.

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The Nothombian Metaphor: A Revealing Game of Detour

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Abstract- The metaphor perfectly serves the nothombian project of bringing to the pinnacle his favorite themes, namely childhood and writing. However, this figure is not only reversible but also turns out to be plural. The act of love, writing and murder end up being interchangeable. The metaphor is surprising in that it confuses the reader while ensuring his correct interpretation of the text.

Keywords: the metaphor, the childhood, the writing, the assassination, the love, the detour.

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The Nothombian Metaphor: A Revealing Game of Detour

La Métaphore Nothombienne: Un Jeu De Détour Révélateur

Imen Kacem

Résumé- **La métaphore sert à merveille le projet nothombien consistant à porter au pinacle ses thèmes favoris à savoir l'enfance et l'écriture. Or, cette figure est non seulement réversible mais elle se révèle aussi plurielle. L'acte d'amour, d'écriture et d'assassinat finissent par être interchangeables. La métaphore a ceci de surprenant qu'elle déroute le lecteur tout en assurant sa bonne interprétation du texte.**

Mots-clés: la métaphore, l'enfance, l'écriture, l'assassinat, l'amour, le détour.

Abstract- **The metaphor perfectly serves the nothombian project of bringing to the pinnacle his favorite themes, namely childhood and writing. However, this figure is not only reversible but also turns out to be plural. The act of love, writing and murder end up being interchangeable. The metaphor is surprising in that it confuses the reader while ensuring his correct interpretation of the text.**

Keywords: the metaphor, the childhood, the writing, the assassination, the love, the detour.

I. Introduction

Dans le roman *Hygiène de l'assassin*[1], la métaphore parcourt la totalité du récit si bien qu'un autre texte semble se dissimuler derrière les mots transcrits. Le détour métaphorique finit par convertir le texte en palimpseste. À gratter la surface, le lecteur découvrirait le monde imagé érigé au-delà des signes. Le non-dit finit par l'emporter sur le dit. Il va sans dire que l'approche du texte demande une maîtrise de la terminologie propre à cette auteure jouant à resémantiser les lexèmes en leur accordant de nouveaux signifiés qu'elle façonne en fonction de sa vision insolite de l'existence. La métaphore s'affiche, en l'occurrence, comme le meilleur moyen permettant à la romancière de dire les choses tout en les taisant. C'est au moyen de la métaphore que se brosse l'idéal de Nothomb. En effet, cette figure de rhétorique place le lecteur en face de deux thèmes indissociables, dans l'imaginaire d'Amélie Nothomb, à savoir l'enfance et l'écriture.

Il y aura de la sorte une focalisation sur le thème de l'enfance si cher à l'écrivaine. Il est, en fait, une création d'une métaphore inouïe matérialisant la conception nothombienne de cet âge d'or. Il y aura, par la suite, un abord du thème de l'écriture. Par un jeu de détour, la métaphore de l'enfance devient celle de l'écriture et vice versa. De même, l'acte d'amour, d'écriture et d'assassinat s'avèrent interchangeables. Cette figure de style se révèle réversible. Finalement, la métaphore de l'écrivain-assassin sera mise en exergue puisqu'elle représente le point culminant du jeu de détour de telle façon que le lecteur se trouve en face de l'écrivain voire du texte second caché derrière le rideau des mots.

II. Une Métaphore Peut en Cacher Une Autre

Amélie Nothomb érige un univers idyllique au sein du texte par l'intermédiaire de la technique de l'analepse permettant au personnage principal Prétextat Tach – un prix Nobel de littérature octogénaire à l'agonie – de remonter le temps et de rebrousser chemin de manière à récupérer son paradis perdu. Interviewant Prétextat, la journaliste Nina s'évertue à fouiller sa mémoire et à réanimer le souvenir se rapportant à son enfance vécue en compagnie de sa cousine Léopoldine. Les deux enfants, pourvus d'une beauté angélique, passaient la plupart du temps dans un cadre naturel vierge. La beauté parfaite des personnages tient de l'emblème. Elle renvoie à un *credo* nothombien. L'écrivaine voit, au demeurant, que la beauté est tributaire de l'enfance.

Ces « enfants de rêve »[2] fréquentent un cadre sauvage et semblent s'en emparer au point de donner l'impression qu'ils en sont les propriétaires légitimes. Une simple présence des adultes aurait maculé la pureté et la beauté de cet espace édénique. Le tableau insolite ainsi brossé par les mots finit par donner corps à l'idéal nothombien. Ce paradis terrestre est, partant, la version spatiale de l'âge d'or. L'espace n'est qu'une matérialisation pittoresque du temps. Espace et temps se solidarisent afin de donner corps au rêve de la romancière. Le « chronotope »[3] nothombien est doté

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[1] Amélie Nothomb, *Hygiène de l'Assassin*, Paris, Albin Michel, 1992.

[2] *Ibid.*, p. 134.

[3] Mikhaïl Bakhtine, *Esthétique et Théorie du roman,* Paris, Gallimard, 1987, p. 391.

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d'une dimension symbolique. L'espace n'est pas un simple ancrage des événements – le temps ne l'est pas *ipso facto*. Le récit se penche du côté du figuré. Le passé, pour ainsi dire sacré, est projeté sur l'écran d'une nature immaculée (grâce à l'absence des adultes). Le choix de la métaphore est heureux vu son aptitude à jeter une passerelle entre l'abstrait (le temps) et le concret (l'espace).

C'est la fillette qui résume l'idéal de la beauté dans l'imaginaire de cette auteure belge : « Léopoldine n'était pas un personnage féminin, elle était – elle est pour toujours – un enfant, un être miraculeux, au-delà des sexes. »[4] La future victime sera de toute évidence cette jeune beauté. Or, la métaphore dans *Hygiène de l'assassin* est plurielle. Si Léopoldine métaphorise le rêve nothombien d'une enfance immortelle et d'une beauté parfaite, Prétextat s'affiche comme une métaphore de la laideur. Ce personnage perd progressivement et horriblement sa beauté et son charme en franchissant le seuil de la puberté. Prétextat Tach concrétise la réalité choquante suivant inéluctablement l'âge idéal et ce à travers la métamorphose désagréable qu'il subit aussitôt qu'il a quitté l'enfance. La deuxième métaphore représente, en l'occurrence, l'image de l'adulte, ou encore mieux, l'autre face de l'être humain – la victime du temps. Si l'enfance est l'idéal de l'être humain, l'âge adulte est sa plus grande décadence. Passé l'âge d'or, Prétextat se mue, il commence à subir la malédiction du temps. L'ange se convertit en diable. L'obésité et la boulimie renvoient dans la pensée nothombienne, faut-il le rappeler, à la laideur – au Mal : « Manger, c'était le diable, c'était le mal. (…) donc l'obèse était pour moi une personne diabolique, maléfique »[5] déclare l'écrivaine dans un entretien.

Il s'ensuit que l'acte d'assassinat accompli par le garçon a sauvé sa cousine de « l'âge austère ». Il lui a permis de se figer dans le temps. L'acte de strangulation a arrêté l'hémorragie de la menstruation afin d'accorder au personnage une enfance éternelle. Prétextat a sacrifié Léopoldine en faveur de son idéal. Il l'a immolée sur l'autel de la beauté. Une image emblématique dans le texte traduit à merveille cette métaphore de l'enfance éternelle défiant le temps cyclique ; c'est l'image du cadavre de l'enfant glissant dans le lac – la rigidité au sein du mouvement. L'eau est dans cette mesure ambivalente. Au début, elle se présentait comme l'emblème de la vie, c'était l'eau « amniotique »[6] dans laquelle renaissaient les deux enfants quotidiennement. Dans son *Essai sur l'imagination de la matière: l'eau et les rêves*, Gaston Bachelard parle de « l'eau maternelle »[7]. Toutefois, cette eau ne tarde pas à se muer en lieu funeste – en tombeau aquatique.

Le détour, typique de l'écriture de Nothomb, s'effectue également par le jeu avec le mythe biblique. Le bonheur d'un jeune couple, la nudité et la présence d'un cadre naturel isolé ne sont pas sans renvoyer au schème adamique. La pureté – de l'eau et de l'enfance également – est d'un coup maculée à cause de la brusque apparition des premières règles de Léopoldine. L'apparition du filet rouge *serpentant* dans l'eau fait une rupture avec la vie idyllique que mène le couple jouissant jusqu'alors des délices de l'« Éden »[8].

L'hypotexte mythique est l'un des moteurs de la *fabula* nothombienne. Cette source précieuse est originalement exploitée par cette plume singulière y puisant des métaphores qu'elle joue à filer au travers de ses écrits d'une façon surprenante. Or, cette auteure se joue, en revisitant les sources mythiques, des composantes passées pour des évidences afin de supplanter le mythe biblique par un « mythe personnel » insolite formé de l'ensemble de ses « métaphores obsédantes »[9] incarnant sa pensée, ses rêves, ses désirs refoulés voire ses pires phobies. Aussi s'inversent les valeurs : la sexualité entre Adam-Prétextat et Eve-Léopoldine n'est plus dès lors un péché. Elle renvoie au contraire à un temps d'innocence et de pureté absolues. Le péché se trouve, par conséquent, aboli. La notion de plaisir finit par acquérir une dimension éthique. La pureté devient paradoxalement tributaire de la sexualité infantile : « personne ne fait aussi bien l'amour que les enfants », avoue Prétextat.

III. La Métaphore Réversible ou la Réciprocité Métaphorique

Afin de l'emporter sur le pouvoir anéantissant du réel, Amélie Nothomb s'attache fermement à sa plume comme étant sa meilleure voie de salut. Elle lui permet, par ailleurs, d'échapper aux coercitions d'un vécu qu'elle n'arrive nullement à changer. Son pouvoir se limite à recréer l'existence dans la circonscription, en apparence limitée de la page blanche mais ô combien incommensurable lors de l'acte d'écrire. La romancière parvient, par l'intermédiaire de son imagination rebelle, sa plume et ses métaphores spectaculaires à se jouer du réel, du destin et du temps chronologique. Il existe un détournement des lois naturelles et une ruse avec les règles de jeu de la vie afin de fuir, ne fût-ce que provisoirement, le sort de l'être humain voué à la hideur.

[4] Amélie Nothomb, *Hygiène de l'Assassin*, Paris, Albin Michel, 1992, p. 172.
[5] The French Review, cité in Laureline Amanieux, *Le récit Siamois, Identité et personnage dans l'œuvre d'Amélie Nothomb*, Paris, Albin Michel, 2009, p. 239.
[6] Amélie Nothomb, *Hygiène de l'Assassin*, Paris, Albin Michel, 1992, p. 175.
[7] Gaston Bachelard, *L'eau et les rêves, Essai sur l'imagination de la matière*, Paris, Librairie José Corti, 1942, p. 132.
[8] *Op.cit.*, p. 133.
[9] Une allusion au livre *Des métaphores obsédantes au mythe personnel, Introduction à la psychocritique*, de Charles Mauron, Paris, Editions José Corti, 1963.

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Tout un « projet de ne jamais quitter l'enfance. »[10] prend place dans l'œuvre. Il s'agit, autrement dit, d'une sorte de contrat entre les deux enfants : si l'un des deux trahit sa promesse et devient pubère, l'autre le tuera.

La première solution est éphémère ; elle consiste à retarder l'avènement de la puberté. La stratégie visant à sauvegarder l'enfance est assurée par un manque de sommeil, une vie essentiellement aquatique et un régime alimentaire strict. La nudité s'avère emblématique dans la mesure où elle permet d'exhiber une beauté immaculée. Les deux personnages ressemblent d'ailleurs à des statues. La conséquence est certes incroyable : des corps d'enfants à l'âge de quinze et de dix sept ans : « on dirait deux géants de douze ans »[11], nonobstant, ce projet ayant échoué dès l'intrusion de l'élément perturbateur (l'apparition des premières règles de Léopoldine), la stratégie se trouve détournée vers l'acte de strangulation qui a arrêté le sang de couler et le temps de passer.

À l'âge adulte, Prétextat réussit à trouver un autre succédané de l'âge d'or : c'est l'écriture. La main, le cordon ombilical reliant l'écrivain à son livre, le maintient à mi-chemin entre l'enfance – métaphorisée par l'acte d'écrire – et l'âge adulte se laissant aisément deviner à travers l'obésité et la laideur physique du reste du corps. Si la main du personnage-écrivain est l'unique membre qui a gardé les signes de l'enfance, c'est qu'elle est en contact direct avec la plume et la feuille. Elle échappe bizarrement aux signes maléfiques du temps et trouve le salut dans l'acte de l'écriture. Nina affirme en s'adressant au personnage de l'écrivain : « Vous êtes obèse et difforme, mais vous avez gardé des mains gracieuses, des mains de page. »[12]

Si la métaphore de la « page » renvoie au thème de l'écriture, celle du « page » renvoie à l'image de l'enfant du moment où ce mot vient du grec *paidion*: « enfant ». C'est à travers l'image de la main que s'accomplit l'interférence du thème de l'écriture et de celui de l'enfance. L'éternité garantie par l'acte d'assassinat est transposée au domaine littéraire. L'acte de strangulation est suppléé par l'acte d'écrire. Prétextat rétorque : « l'éternité a commencé ce jour-là. (…) je suis un bel enfant. (…) Depuis le 13 août 1925, ces mains n'ont jamais cessé d'étrangler. »[13] L'apparat épitextuel permet de saisir de plus près la métaphore de l'écriture-enfance que la romancière partage avec son personnage. Amélie Nothomb affirme : « J'écris quatre heures par jour, ça signifie que quatre heures par jour, je suis enfant. »[14]

Retiré dans ce lieu clos et obscur où il a choisi de passer le reste de sa vie, Prétextat est sauvé de la solitude grâce à l'acte d'écrire favorisant l'accès à l'univers paradisiaque de l'enfance. Le personnage est derechef accompagné de son double. Or, à ce stade, l'*alter ego* n'est plus la fille mais plutôt la feuille. Si Prétextat enfant contemple le cadavre de la belle Léopoldine dans l'eau comme s'il regardait son reflet idéal dans un miroir liquide, adulte, il se mire dans la psyché de la page blanche. Son reflet parfait est le texte.

La métaphore nothombienne est réversible. L'enfance est la métaphore de l'écriture et vice versa. La présence de la beauté idéale et d'un cadre paradisiaque ne sont pas sans renvoyer au texte lui-même. Dans *Le Plaisir du texte*, Roland Barthes parle du « paradis des mots » ou encore du « texte paradisiaque »[15]. De même, la présence de l'eau est fortement connotative vu qu'elle implique, en l'occurrence, l'image de l'eau textuelle. De surcroît, la nudité des deux enfants renvoie à la nudité de l'écrivain en face de son œuvre et celle de la feuille blanche en présence de l'auteur. Le retour final du cadavre de Léopoldine à l'eau est une inhumation de l'enfance éternelle au sein de l'eau textuelle. L'enfance est l'âme immortelle du texte.

Force est de constater que l'acte d'amour effectué par les enfants est emblématique. À l'âge adulte, cet acte est supplanté par l'écriture. Le corps de la belle fillette est suppléé par le corps textuel. Léopoldine se réincarne sous forme d'une page blanche. Le personnage-écrivain parle, au demeurant, du « plaisir » de la main. Il est une jouissance éprouvée par cette partie du corps lors de *l'acte* – d'écrire – l'acte d'amour. La main de l'écrivain s'avère un corps à part entière ; elle réfléchit, agit, écrit, fait l'amour et jouit : « La main est le siège de la jouissance d'écrire. (…) quand elle crée ce qu'elle a besoin de créer, la main tressaille de plaisir. »[16]

Le détournement métaphorique des données textuelles devient de plus en plus vertigineux par ce jeu kaléidoscopique où chaque image finit par se ramifier et chaque métaphore par proliférer. Le lecteur finit par s'égarer dans le dédale des images. En fait, si l'acte d'écrire est un acte d'assassinat et un acte d'amour à la fois, l'acte d'assassinat se révèle, en conséquence, un acte d'amour. La mort et l'amour se rejoignent afin de se dissoudre dans l'acte d'écrire quotidiennement pratiqué par Prétextat dans le dessein de jouir:

- Ecrivain, assassin : deux aspects d'un même métier, deux conjugaisons d'un même verbe. (…)
- Le verbe le plus rare et le plus difficile : le verbe aimer. [17]

[10] Amélie Nothomb, *Hygiène de l'Assassin*, Paris, Albin Michel, 1992, p. 135.
[11] *Ibid.*, p. 149.
[12] *Ibid.*, p. 189.
[13] *Ibid.*, p. 188, 189.
[14] Cité in S. Lambert, *Les rencontres du mercredi*, Bruxelles, Ancre rouge, 1999, p. 25.
[15] Roland Barthes, *Le Plaisir du texte*, Paris, Seuil, 2000, p. 17.
[16] Amélie Nothomb, *Hygiène de l'Assassin*, Paris, Albin Michel, 1992, p. 87, 88.
[17] *Ibid.*, p. 142.

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IV. L'écrivain-Assassin Pris « En Flagrant Délit de Métaphore »[18] : Pour « Une Métaphore Vive »[19]

« Main » rime avec « assassin » et « écrivain ». L'acte de strangulation renvoie à celui de l'écriture. Dans les deux cas, il y a un acte d'empoignement. Étrangler, c'est s'emparer de l'enfance, du temps et des mots. La métaphore arrive, par sa violence, à rendre palpable le sentiment éprouvé par l'écrivain. Prétextat décrit l'acte de strangulation comme suit :

- Regardez mes mains. Regardez leurs phalanges qui étreignent ce cou de cygne, regardez les doigts qui massent les cartilages, qui pénètrent le tissu spongieux, ce tissu spongieux qui deviendra le texte.[20]

Amélie Nothomb joue à transformer le verbe en chair et le texte en corps – de mots. Il existe tout un jeu sur l'étymon du mot texte (*textus* est le tissu). Le « cartilage », c'est aussi le tissu : « ce tissu spongieux (…) deviendra le texte ». À un moment donné, les frontières s'estompent et la métaphore devient d'une transparence stupéfiante. Les mots deviennent limpides et la *métaphore vive*. L'écrivain cesse de séparer le texte du réel. Son texte devient lui-même le réel. Il n'arrive pas à concevoir sa vie en dehors de son œuvre. Il devient lui-même l'œuvre : « je n'avais d'autre papier que ma vie, ni d'autre encre que mon sang »[21], déclare le romancier agonisant.

Il est un souci de rapprochement des strates du temps : passé et présent se rejoignent au point de se confondre. La distance séparant les diverses couches temporelles se réduit à zéro si bien que l'éternité originelle se trouve miraculeusement restituée: « regardez mes mains qui étranglent ». Les personnages (Nina et Prétextat) semblent entrer dans le texte. Ils franchissent le seuil de la *fabula* afin de déambuler dans le récit enchâssé où vivent à jamais les enfants Prétextat et Léopoldine. Il existe une sorte d'effacement des frontières temporelles et cela n'est pas sans créer un brouillage entre le présent vécu et le passé raconté : le présent d'énonciation se confond avec le présent de narration. Le récit enchâssé rejoint le récit premier.

Ayant réussi à accéder au texte, Nina finit par renvoyer au « Lecteur Modèle »[22] qui parvient à franchir le seuil des mots et à déchirer le voile métaphorique enrobant le texte. La jeune femme quitte le cadre spatio-temporel où elle se trouve afin de pénétrer dans l'univers littéraire. Son entrée dans la cellule de Prétextat implique d'entrée de jeu cet accès au monde intime de l'écrivain. C'est un voyage de découverte et une aventure de lecture. Dans *Hygiène de l'assassin*, il y a une mise en abîme de l'acte d'écriture et de lecture à la fois.

À l'instar de son personnage principal, la romancière établit avec son texte un rapport physique. Elle affirme dans ce contexte : « Les sensations physiologiques de ce que j'écris sont totales. Si je décris une scène violente, je vais éprouver cette violence, mais je vais l'éprouver avec une jouissance inimaginable. »[23] Il y a un certain rapport « physiologique » entre Amélie Nothomb et son texte. Cette « écriture organique »[24] est à même de démolir toutes sortes de frontières et d'entraves face à la beauté et au « plaisir du texte »[25]. Les différences entre l'œuvre et la vie – l'écrit et le décrit – s'escamotent progressivement jusqu'à disparaître complètement. L'écrivain se trouve face à face avec le lecteur au sein de son propre texte. L'interview, dans *Hygiène de l'assassin*, est moins entre un personnage et une journaliste qu'entre l'écrivain et son lecteur type.

Or, certains lecteurs sont privés du vrai plaisir textuel. Ils sont inaptes à dépasser les limites du dit. Leur activité, pour ainsi dire paresseuse, de lecture se restreint aux données exposées. Ils affleurent à peine le plaisir de lecture. Loin de fournir un effort herméneutique, ils ne font que traverser le récit de sorte qu'ils demeurent indemnes en le quittant. Étant faite à la surface de la page, leur promenade textuelle les empêche d'atteindre les autres degrés de lecture ; ils se contentent de ce que leur livre le livre. Contrairement aux lecteurs avertis, ils ignorent la jouissance que les métaphores sont à même de produire. Ce sont des lecteurs qui lisent sans lire, « comme des hommes-grenouilles, ils traversent les livres sans prendre une goutte d'eau. »[26] Ils ont du mal à traverser le vrai chemin du texte et à voir clair dans le blanc typographique. Ces lecteurs n'atteignent aucunement les profondeurs de l'œuvre. Loin de plonger dans les abysses du non-dit et de se noyer – délicieusement – dans l'eau textuelle, ils se contentent de regarder les mots et d'assister au spectacle des images métaphoriques sans en jouir. Ils n'arrivent à voir en ces tropes que leur côté esthétique sans jamais atteindre leur dimension emblématique, artistique et heuristique. Prétextat affirme:

[18] *Ibid.*, p. 189.
[19] Paul Ricœur, *La métaphore vive, L'ordre philosophique*, Paris, Editions du Seuil, 1975.
[20] Amélie Nothomb, *Hygiène de l'Assassin*, Paris, Albin Michel, 1992, p. 189.
[21] *Ibid.*, p. 133.
[22] Umberto Eco, *Lector in fabula, Le rôle du lecteur ou la Coopération interprétative dans les textes narratifs*, Traduit de l'italien par Myriem Bouzaher, Paris, Editions Grasset et Fasquelle, pour la traduction française, « Le Livre de Poche », 1985 (L'édition originale de cet ouvrage a été publiée en 1979 par Bompiani à Milan), p. 61.
[23] Entretien avec Mark Lee, *The French Review*, cité in Laureline Amanieux, *Le récit Siamois, Identité et personnage dans l'œuvre d'Amélie Nothomb*, Paris, Albin Michel, 2009, p. 22.
[24] Laureline Amanieux, *Le récit Siamois, Identité et personnage dans l'œuvre d'Amélie Nothomb*, Paris, Albin Michel, 2009, p. 19.
[25] Roland Barthes, *Le Plaisir du texte*, Paris, Seuil, 2000.
[26] Amélie Nothomb, *Hygiène de l'Assassin*, Paris, Albin Michel, 1992, p. 69.

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> Je peux me permettre d'écrire les vérités les plus risquées, on n'y verra jamais que des métaphores. (…) le pseudo-lecteur, bardé dans son scaphandre, passe en toute imperméabilité à travers mes phrases les plus sanglantes. [27]

Le lecteur se doit d'être perméable au texte – et à la beauté littéraire. Le jeu métaphorique l'emmène, certes, vers la « vérité », mais, à un moment donné, ce lecteur se doit de se détacher de la métaphore voire des mots, afin d'être face à face avec le sens tout nu comme si le secret de l'œuvre finissait par se cristalliser voire devenir visible. Le lecteur est invité à déborder la sphère textuelle. Le modèle de relation proposé entre le lecteur et le texte de Nothomb c'est l'expérience *vive*. Au moyen du détour métaphorique, nous sommes arrivés au cœur du concept de la métaphore tel qu'il a été pensé par Aristote. La métaphore, dit-il, « fait image (…) place sous les yeux »[28]. Cette figure de rhétorique parvient à concrétiser l'abstrait et à lui attribuer une certaine épaisseur si bien qu'il devient tangible. L'écrivaine s'évertue à convertir le mot en présence concrète de la chose. Aussi aspire-t-elle à une forme de transsubstantiation:

> À ce moment-là, il n'y a même plus de différences entre les mots et les choses. Le langage, les trois quarts du temps, paraît tellement usé ! Prétextat parle d'une espèce de miraculeuse virginité du langage. À ce moment-là, on a l'impression de la retrouver : le langage est tellement vierge et tout mot qu'on emploie, c'est tellement pour la première fois qu'on l'emploie, que ce n'est même plus un mot. On est directement en présence avec l'acte ou la chose et encore plus violemment, je crois, que si on le faisait vraiment. [29]

La métaphore nothombienne se révèle plurielle et sa lecture se doit d'être à son tour plurielle. Pour ce faire, le lecteur est invité à traverser les différentes couches d'images superposées afin de déceler les différentes facettes d'une métaphore qui, à force d'être filée, déroute davantage le lecteur. C'est au terme de l'acte herméneutique que le texte de Nothomb finit par se dévoiler complètement. L'aventure de lecture – et de relectures – n'est pas sans complètement déshabiller un texte se donnant par parcelles. La nudité finale est séduisante. Au bout du chemin textuel, le lecteur se rend compte que le texte est une métaphore arachnéenne se faufilant dans la totalité du récit. C'est la métaphore d'une auteure, d'un livre, d'une vie et d'un *ego scriptor* se nourrissant de littérature. Seul un Lecteur Modèle est à même d'atteindre le zénith de clairvoyance et de « plaisir » en réussissant à percevoir – au-delà du texte – un autre réel ; le réel tel que le vit et le conçoit la romancière. Il arrive à voir dans le personnage principal de l'auteur mourant la métaphore même d'une romancière qui existe grâce à la littérature. Prétextat qui agonise n'est autre que Nothomb qui n'arrive point à concevoir la vie à l'abri de ses écrits. En dehors de ses livres, elle existe en puissance et elle ne trouve *la vraie vie* qu'au sein de son paradis perdu miraculeusement reconstruit par le pouvoir magique d'une littérature salutaire et de mots salvateurs. Amélie Nothomb avoue : « Prétextat c'est moi »[30].

L'agonie du personnage du romancier renvoie à la mort lente d'une auteure qui a du mal à exister loin de sa plume et de sa feuille blanche. La résurrection quotidienne s'effectue dans le territoire du livre où le cadavre du feu passé se trouve miraculeusement réanimé et l'« édifice immense des souvenirs » (l'expression est de Marcel Proust) d'un seul coup réérigé. L'âme éternelle de l'enfance hantant les textes nothombiens redonne à l'existence l'éclat, le goût et le parfum nostalgiques relatifs à un passé qui n'est plus. Ce temps perdu, qui ne reviendra jamais, est à jamais préservé dans le livre. En dehors du texte, la vie se révèle une perpétuelle agonie. C'est le détournement imagé qui mène, paradoxalement, le lecteur droit au vrai sens visé par l'auteure. Maurice Blanchot constate, dans *Le livre à venir*, que la littérature est « ce qui ne se découvre, (…) jamais directement, dont on ne s'approche qu'en s'en détournant »[31].

En bref, dans *Hygiène de l'assassin*, la métaphore s'avère à la fois le labyrinthe et le fil d'Ariane. Le détour métaphorique est la meilleure voie menant vers le non-dit. Le détournement des images esquissées par des mots s'avère paradoxalement la meilleure stratégie assurant la révélation de l'idéal nothombien. Le détour ne fait qu'attiser les compétences herméneutiques du lecteur qui réussit progressivement à tenir le fil conducteur entre les thèmes de l'enfance, de l'écriture de l'amour et de l'assassinat. À se plier aux règles de jeu du détour – et ce en frayant une voie jalonnée par une constellation de métaphores – le lecteur se laisse absorber par le tourbillon vertigineux des tropes pour se trouver au cœur du texte. Il s'ensuit que l'« hygiène » n'est pas uniquement celle de l'écrivain mourant qui a réussi à retrouver l'enfance et l'éternité grâce à l'acte scriptural, mais aussi celle d'un langage éculé à l'agonie. Les mots retrouvent leur fraîcheur et reviennent au stade de l'enfance en se plongeant dans le bain de Jouvence de la métaphore. Par le détour métaphorique, il y a une réanimation voire une redécouverte des mots.

[27] *Ibid.*, p. 156.
[28] Aristote, cité in Paul Ricœur, *La métaphore vive, L'ordre philosophique*, Paris, Editions du Seuil, 1975, p. 49.
[29] Entretien du 27 avril 2001, cité in Laureline Amanieux, *Amélie NOTHOMB, L'Eternelle affamée*, Paris, Albin Michel, 2005, p. 290.
[30] Amélie Nothomb, cité in Laureline Amanieux, *Le récit Siamois, Identité et personnage dans l'œuvre d'Amélie Nothomb*, Albin Michel, 2009, P. 23.
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Escuelas Normales y Normales Rurales: Estudio Comparado Hacia su Transformacion, Un Aproximacion al Estado del Conocimiento

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Abstract- This article aims to make an approximation to the state of knowledge around the formation of normal schools and their role within the educational and social field, with the purpose of making visible the importance of analyzing the subject from a historical, social and critical axis. A documentary search was carried out (books, book chapters, scientific articles, graduate thesis, research reports, academic events) concerning initial teacher training and comparative education, corresponding to the last decade (2011-2021|). Data analysis was carried out with the support of digital tools. Finally, it was identified that normalismo has been investigated from different positions.

For this reason, this paper is designed to construct a comparative historical study of the rural normal school and the normal school, to detect and analyze key points that have hindered or benefited the educational branch; this work contributes to establish solid foundations to guide the design of new research, in this case the proposal "Rural Normales and Escuelas Normales: comparative study towards its transformation" research with theoretical basis in Gramsi with the role of intellectuals or Bourdieu with the function of schools.

Keywords: normal education, rural normales and comparative education.

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Escuelas Normales y Normales Rurales: Estudio Comparado Hacia su Transformacion,Un Aproximacion al Estado del Conocimiento

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Resumen- Este artículo tiene como objetivo hacer una aproximación al estado del conocimiento en torno a la formación de escuelas normales y su papel dentro del campo educativo y social, con el propósito de visibilizar la importancia de analizar el tema desde un eje histórico, social y crítico.

Se realizó una búsqueda documental (libros, capítulos de libro, artículos científicos, tesis de posgrado, informes de investigación, eventos académicos) referentes a formación inicial de docentes y educación comparada, correspondientes a la última década (2011-2021|). El análisis de datos se realizó con apoyo de herramientas digitales. Finalmente se identificó que el normalismo ha sido investigado desde diferentes posturas, sin embargo, son escasos los documentos que conjunten los ejes anteriormente mencionados y/o abarquen los distintos tipos de normales que existen.

Es por ello que el presente escrito se perfila para construir un estudio histórico comparado de la escuela normal rural y la escuela normal, para detectar y analizar puntos clave que han obstaculizado o beneficiado la rama educativa; esta labor contribuye a establecer bases sólidas para orientar el diseño de nuevas investigaciones, en este caso la propuesta "Normales y Normales Rurales: estudio comparado hacia su transformación", investigación con sustento teórico en Gramsi con el papel de los intelectuales o Bourdieu con la función de lasescuelas.

Es pertinente indagar y generar nuevos conocimientos sobre esta temática no únicamente para conocerlo sinotambién para buscar alternativas que posibiliten mejoras en nuestro sistema educativo que finalmente es el medio por el cual se reproduce la cultura y se establecen las pautas sociales, además que es un derecho humano que el Estado debe garantizar de forma adecuada y de calidad.

Palabras clave: educación normal, normales rurales y educación comparada.

Abstract- This article aims to make an approximation to the state of knowledge around the formation of normal schools and their role within the educational and social field, with the purpose of making visible the importance of analyzing the subject from a historical, social and critical axis. A documentary search was carried out (books, book chapters, scientific articles, graduate thesis, research reports, academic events) concerning initial teacher training and comparative education, corresponding to the last decade (2011-2021|). Data analysis was carried out with the support of digital tools. Finally, it was identified that normalismo has been investigated from different positions.

For this reason, this paper is designed to construct a comparative historical study of the rural normal school and the normal school, to detect and analyze key points that have hindered or benefited the educational branch; this work contributes to establish solid foundations to guide the design of new research, in this case the proposal "Rural Normales and Escuelas Normales: comparative study towards its transformation"r esearch with theoretical basis in Gramsi with the role of intellectuals or Bourdieu with the function of schools.

It is pertinent to investigate and generate new knowledge on this subject not only to know it but also to look for alternatives that allow improvements in our educational system that is finally the means by which culture is reproduced and guidelines are established social, Moreover, it is a human right that the State must guarantee in an adequate and high-quality manner.

Keywords: normal education, rural normales and comparative education.

Introducción

La formación de docentes es un tema que históricamente ha despertado interés en el campo de investigación educativa, por lo que existe un considerable acervo de trabajos orientados a esta temática desde sus múltiples facetas y circunstancias, aunque para algunos autores como Salas (2017) la investigación relacionada con la formación inicial del profesorado en el conjunto de las escuelas Normales Rurales de México es raquítica, motivo por el cual es necesario hacer investigación educativa en áreas abandonadas, por la necesidad de que este tema requiere ser constantemente replanteado, ya que obedece a las nuevas exigencias planteadas por las transformaciones sociales, políticas e institucionales. Por esta razón se realiza el estado del conocimiento para identificar los vacíos, áreas de oportunidad y pertinencia de la investigación "Normales y Normales Rurales: estudio comparado hacia su transformación".

Para la elaboración del estado del conocimiento se realizó una búsqueda de publicaciones referentes a educación comparada y formación inicial de docentes, una vez localizada la producción se llevó a cabo la selección y clasificación de los materiales, después se construyó una base de datos y se hizo uso del programa Nvivo para dar sustento a los resultados obtenidos.

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El análisis se centra en algunas de las tendencias actuales de la educación Normal y Normal Rural; hasta el momento se ha trabajado con 38 documentos de los cuales 12 son tesis de posgrado (8 tesis de doctorado y 4 de maestría) y 24 corresponden a libros, capítulos de libros, ponencias y artículos; todos ellos inscritos en el rubro de formación docente; el 90 por ciento de los documentos revisados son de la última década y el resto se conservó debido a que son documentos con grandesaportes al estudio de las Normales.

Para dar cuenta de la producción en este campo con base en el material recopilado y seccionado, se optó por la construcción de categorías que visualizan conceptualmente la diversidad de investigaciones referentes a la educación Normal y estudios comparados durante la última década. Las investigaciones seleccionadas se dividieron en tres tendencias de investigación, lo que nos permite una reflexión más definida, que a pesar de que se aborden por separado, estas se encuentran estrechamente relacionadas:

- Procesos sociohistóricos de institucionalización de las normales.
- Estudios comparados de formación inicial docente.
- Formación normalista retos y desafíos.

El presente documento se divide en cuatro secciones, en la primera se describe de manera general el proceso histórico que han vivido las normales y se presenta los antecedentes al estado del conocimiento, en la segunda se describe la metodología, en la tercera se describen las principales investigaciones divididas en los tres ejes temáticos y en la cuarta sección se presentan los productos obtenidos del software Nvivo y finalmente se hace un balance.

I. Antecedentes

En el discurso oficial y las distintas políticas educativas en torno a la formación magisterial, se ha configurado un conjunto de representaciones sobre el maestro, su hacer, su formación, etc., conformando un modelo paradigmático de educación denominado normalismo (Ramírez, 2010). Lasescuelas normales por más de 100 años fueron las únicas responsables de formar a los docentes que han estado frente a grupo en educación básica, por lo que han logrado construir.

Las normales se tipifican según su sostenimiento (público o privado), la etapa histórica en la que se fundaron, su modelo de origen, las condiciones estructurales y su ubicación. El IISUE-UNAM (2018) hace la clasificación de Educación Normal en: Normales Superiores, Escuelas Normales, Normales experimentales, Centros regionales de educación Normal, Normales Rurales, Normales Urbanas, Centros de actualización del magisterio y Escuelas Nacionales de Maestros, estas a la vez, se dividen de acuerdo con su oferta educativa.

Las escuelas normales y las escuelas normales rurales son instituciones que surgen tras conflictos políticos y sociales en el país.

Tras la desorganización política y social que vivió México tras el conflicto armado de 1810, las instituciones pedagógicas fundadas por el clero decayeron, y surgieron instituciones de formación docente en las que destacan las escuelas lancasterianas en 1822, un sistema auxiliar para la falta de maestros, su organización consistió en que el maestro en vez de ser el instructor directo, aleccionaba a los alumnos más aventajados, su papel consistía en vigilar el aprendizaje y mantener la disciplina, logrando proporcionar educación elemental e instruir a algunos jóvenes para las tareas del profesorado. Para 1855 Enrique Rébsamen rechazó el procedimiento de la enseñanza mutual lancasteriana e impartió la enseñanza de Ciencias Pedagógicas y para 1901 es nombrado director General de Enseñanza Normal.

Las normales rurales surgen tras la búsqueda del gobierno federal de mejorar las condiciones de la población del campo y al no ser suficientes ni adecuadas las normales que existían en el país, se funda la educación rural que se encaminó a ser el vínculo para forjar la patria. Son creadas en el período posrevolucionario con el objetivo de alfabetizar y capacitar a los campesinos para mejorar las condiciones de vida mediante la explotación racional del suelo “Las escuelas rurales serían instrumentos fundamentales dentro del proceso de la Reforma Agraria, donde los maestros rurales serían el vínculo concreto entre los ideales abstractos del Nuevo Proyecto Nacional y los beneficios materiales, como el acceso a la tierra” (Padilla, 2019, p. 87). Para la conformación de las normales rurales, hubo otros proyectos de nación que forman parte de los antecedentes de las Escuelas Normales Rurales como las Escuelas Centrales Agrícolas, las Misiones Culturales y las Escuelas Regionales Campesinas.

A partir de la fundación de la SEP (1920), se inició el reclutamiento masivo de maestros rurales para entender las escuelas rurales que fueron fundadas en el territorio nacional bajo la dependencia directa del gobierno federal. La mayoría de los maestros rurales federales eran jóvenes que apenas habían terminado sus estudios de primaria elemental de 4 años. Ante esta realidad las escuelas normales se han tenido que reformar y han cumplido las demandas de cada gobierno en turno.

En 1867 la promulgación de la Ley Orgánica de la Instrucción Pública establecía que los contenidos esenciales de educación se caracterizarían porque el elemento central que edificaría la nación sería el positivismo, con un principio de unificación. Pero la

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ausencia de buenos resultados, además de la situación política prevaleciente y el clero ante estos principios, condujeron a la decadencia de la educación positivista y el estallido de la Revolución en 1910 llevarían su fin.

En el marco de la Revolución mexicana se propuso el socialismo como modelo educativo que culmino en los años treinta, y generó una de las reformas más importantes como parte de un régimen político. Se educó bajo los principios socialistas hasta que en 1945 se reformó el artículo 3° constitucional que expresa: la educación que imparte el Estado Federación, tenderá a desarrollar armónicamente todas las facultades del ser humano, y fomentará en él, el amor a la Patria y la conciencia de la solidaridad internacional en la independencia y justicia, dejando la educación socialista y los términos de la doctrina Marxista, implementándose el modelo desarrollista que buscó contribuir al desarrollo armónico de las facultades del ser humano. El punto central fue el desarrollo, que se concibo como crecimiento económico, la educación se definió como un conjunto de procesos de enseñanza - aprendizaje, institucionalizados en el sistema escolar (Larroyo, 1947).

En 1945 hubo reorganización de la educación normal en el que se distinguen dos ciclos de tres añosde educación secundaria y tres años de formación profesional, para 1559 las escuelas normales se ocuparon solo de los tres años de formación profesional, y se estableció la educación secundaria como requisito para el ingreso, para 1969 se aumentó la duración de educación normal a cuatro años, conservando como requisito previo la educación secundaria y el 23 de marzo de 1984 se publicó en el Diario Oficial de la federación el acuerdo presidencial que estableció que la educación normal en su nivel inicial y en cualquiera de sus tipos y especialidades, tendrá el grado académico de Licenciatura, con lo que se transformaría la educación Normal del país y tendría que compatibilizar con las licenciaturas, periodo en el que se empieza a hablar de la profesionalización docente.

a) Referencia al estado del conocimiento anterior

El Consejo Mexicano de Investigación Educativa (COMIE) ha presentado tres ediciones de estados del conocimiento que dan cuenta de investigaciones relacionadas con la educación, la última corresponde al periodo de 2002 – 2011, que está organizada en 17 temáticas mismas que a su vez se dividen en varios subtemas por la magnitud de lo que implica hablar de educación. Por ejemplo, la temática "Proceso de formación 2002–2013, se demarcó en veinte campos del conocimiento. Esta temática es en la que se desarrolla la presente investigación y cobra relevancia hablar de la formación inicial de las Normales, ya que antes delos ochenta no se realizaban comúnmente investigaciones sistemáticas sobre los maestros de educación básica y normal, y es hasta la década de 2002 – 2011 que hay más participación de investigadores normalistas en la construcción del Estado del Conocimiento y la investigación los maestros del nivel básico adquiere otras dimensiones sociales, dando lugar a nuevas explicaciones, a nuevos sujetos y nuevas maneras de abordarlos.

La finalidad de estos es contribuir a mejorar la eficacia de las políticas educacionales que son implementadas en México, la cual depende, entre otras cosas, de la existencia de una buenay oportuna información, y de la calidad del procesamiento y los análisis que hayan realizado los distintos autores (COMIE, 2013). El estado del conocimiento no se limitará a producir inventarios comentado de las investigaciones analizadas, ya que se pretende reunir las condiciones necesarias para orientar el diseño de nuevas investigaciones, de evaluaciones más amplias en relación con determinadas experiencias en el campo problemático de la educación.

Al hacer la revisión de estados del conocimiento de diferentes generaciones se observa que este objeto de estudio ha estado presente en las investigación educativa nacional en los últimos treinta años, en diferentes temáticas, la que presenta el COMIE en 2005 las investigaciones se encaminaban hacia la construcción identitaria, en el de 2013 la formación inicial de la educación básica y sus dilemas, los procesos académicos y administrativos de las escuelas normales y los procesos históricos de la instituciones formadoras. En esta década además se destaca y reconoce a los sujetos que participan directamente en la formación inicial. Esto deja ver que la formación inicial en educación básica es un tema consolidado como objeto de estudio y ha ido nutriéndose, y en la actualidad sigue habiendo una gran cantidad de producción de conocimiento en torno a ellos desde múltiples miradas. Por otro lado, se detectó la escasa información en cuanto a estudios comparativos y/o históricos.

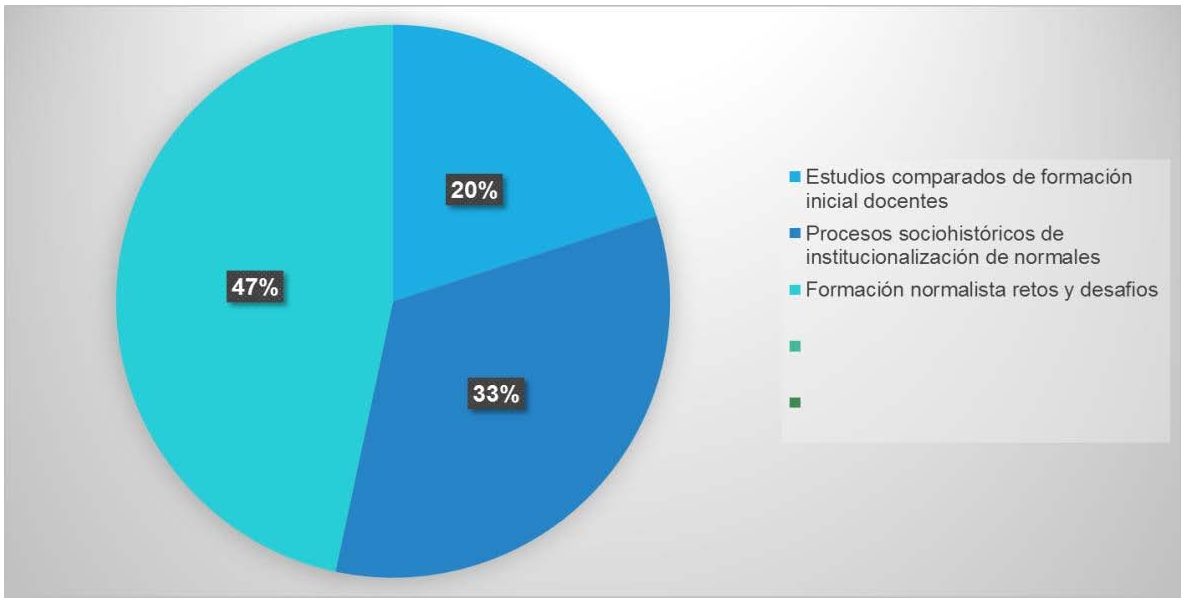
Por lo anterior, nuestro análisis se centra en algunas tendencias actuales de la formación inicial docente de educación Normal, explorar la educación comparada (se retoman algunas producciones de La Sociedad Mexicana de Educación Comparada como el "El perfil Docente en los Sistemas de Educación Superior de México y Argentina. Estudio Comparativo") esto realizado bajo una mirada sociohistórica crítica que nos permite comprender los procesos de formación de la educación Normala través del tiempo y sus fundamentos de existencia en los diversos contextos económicos, políticosy culturales por los cuales se ha atravesado.

Se organizó en tres tendencias o perspectivas de investigación 1. Estudios comparados de formación inicial docente, 2. Procesos sociohistóricos de

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institucionalización de Normales y 3. Formación Normalistas retos y desafíos. Aunque cada una de ellas se aborda por separado, éstas se encuentran estrechamente relacionadas.

Tabla 1: Tendencias de Investigación



II. Metodología

Se buscaron trabajos que abordaran educación normal, formación inicial, educación normal rural y educación comparada; ante la dificultad de encontrar investigaciones que abordaran estos términos de manera conjunta, se establecieron palabras clave para la selección de investigaciones. Se identificaron investigaciones que al menos conjuntaran dos de las palabras clave. Se construyó una biblioteca digital, después de la selección se construyó una base de datos en Excel y se procedió a clasificarlos por tendencias de investigación. Posteriormente se hizo uso del software Nvivo.

Las palabras clave para la selección de investigaciones fueron: educación normal, formación inicial y educación comparada las cuales se refieren a:

> La educación Normal es aquella que se imparte en instituciones que ofrecen programas de licenciatura con perspectiva teórico - metodológicas específicas para la formación docente en educación básica, las cuáles pueden ser públicas o privadas, estas a su vez se dividen según su tipología por sostenimiento.

La formación inicial para la docencia en educación básica, es "formación inscrita dentro de un continuo desarrollo profesional docente, en un esquema de simultaneidad entre lo disciplinar y lo pedagógico, impartida en escuelas normales encaminada a desarrollar saberes para la docencia, considerando como ejes constitutivos un saber hacer y un saber ser. Saberes fijos en los rasgos deseables del maestro mexicano y centrados en saber enseñar" (Fortoul, Güemes, Martell y Reyes 2013, p.153).

La educación comparada es el estudio y análisis de las prácticas y políticas educativas en cuanto asus diferencias y semejanzas, y de sus relaciones con el entorno social, con la finalidad de lograr el perfeccionamiento de estos. "El trabajo comparativo no radica en el análisis de diferencias y semejanzas, se debe estudiar las conexiones, contrastar las estructuras pedagógicas con las finalidades, por ejemplo, es relacionar y contrastar la organización administrativa con los actores, estableciendo diferencias y semejanzas en las modalidades de operación, analizar cómo se contestan, se vinculan, se relacionan, se dominan, se decide o se determinan" (Navarro y Navarrete, 2013, p.60).

La propuesta de investigación "Normales y Normales Rurales: estudio comparado hacia su transformación" toma en conjunto estos tres elementos y los atraviesa desde una mirada histórica que indaga, analiza y entrelaza sucesos para una comprensión más integral y con menos sesgos para llegar a una comprensión de cómo se llegó a las actuales escuelas normales y su funcionamiento.

III. Ejes Tematicos

a) Procesos sociohistóricos de institucionalización de las escuelas normales

Es el eje de análisis dónde se obtuvieron más trabajos, debido a las palabras clave Normales y Normales Rurales son retomadas por los investigadores frecuentemente desde la valoración histórica de los procesos de institucionalización y la legitimación de las Normales en cuanto a su origen,

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creación y desarrollo. Estas producciones recurrieron a la historia, como la ventana para conocer los antecedentes que llevan a las condiciones actuales de cada Normal, son trabajos narrativos en dónde se señala como la profesión con el paso del tiempo ha modificado su influencia y presencia en la sociedad mexicana.

Según Ducoint (2013) la formación y los procesos sociohistóricos e institucionales han venido consolidándose en el transcurso del tiempo y retoman como eje de análisis la valoración histórica de los procesos de institucionalización, considerándolo, desde diferentes acercamientos de tipo antropológico e histórico.

Es un eje que se ha buscado visualizar, Arteaga y Camargo (2014) lo destacan presentado un estudio que da a conocer la creación del Programa para la fundación de la Red de archivos históricos de las Escuelas Normales por la Dirección General de Educación Superior para profesionales de la Educación (DGSPE) en la que colaboraron maestros normalistas que realizaron un rastreo de documentos históricos y originales existentes en escuelas que ofrecían información relevante de gran valor y diversidad. Esto condujo que las escuelas normales permitieran mostrar un universo documental inédito de la vida cotidiana de las escuelas formadoras de docentes, sus actores, sus discursos, concepciones, prácticas, organización y cultura material.

Ávila (2017) por su parte, hace un análisis del proceso que han vivido los profesores de enseñanza básica, desde que México obtiene su independencia de España; comienza la narración desde que se establecen las escuelas normales en México y cómo son influenciadas por la política poco estructurada del país, demostrando que el normalísimo ha sido el pilar de la educación mexicana y ha sido minusvalorado por los grupos dominantes, sintetiza la historia del normalísimo como un esfuerzo constante por construir una perspectiva de progreso para los sectores marginados de la Nación, porque destaca que quienes han optado por ser profesores normalistas, provienen por lo general de estratos sociales con ingresos bajos. Propone que la educación que se imparta en las escuelas mexicanas debe atender los diferentes contextos del México actual respetando las diferencias de cada región y promoviendo el cuidado de la ecología y el medio ambiente, eliminando la meritocracia y promoviendo la equidad en todos los aspectos de la vida escolar.

Recuperar y reflexionar respecto a la génesis de las normales y cómo estas han ido evolucionando a través del tiempo, resulta una tarea necesaria para comprender por qué las instituciones y los actores que las conforman actúan de la forma que lo hacen en el presente. Temática que abordan la mayoría de las investigaciones referentes a educación normal rural como es el caso de Civera (2004) quien analiza la historia de las normales rurales y cómo a pesar de múltiples conflictos políticos, económicos y culturales, estas instituciones se legitimaron al convertirse en una opción de vida y de desarrollo económico para los campesinos, y muestra cómo algunos de los problemas actuales se derivan de un origen común. Por su parte Lafarga (2012) presenta un recorrido por los espacios académicos en donde el magisterio fue formado. Hace un breve panorama de cómo el magisterio ha transitado del arte de ser maestro a su profesionalización y cómo ciertas decisiones condujeron a las características de las escuelas normales con las que se cuentan en la actualidad, por ejemplo, el que no exista homogeneidad y se trate de una heterogeneidad que caracteriza el proceso de la escuela normal.

Los fundamentos que han orientado las discusiones teóricas en torno a este eje se suelen relacionar con la reconstrucción de la génesis del normalismo como un proyecto ideológico y de las escuelas normales como expresión del mismo, como Andión (2011) que utiliza el eje histórico para hacer notar que en las últimas cuatro décadas (hasta 2011), la educación básica ha vivido sólo dos reformas curriculares, mientras la educación normal siete, lo que ha dado lugar al surgimiento de otras opciones formadoras del magisterio. Reformas a la educación normal que han afectado no sólo los contenidos de los programas de estudio, sino también otros aspectos esenciales tales como la estructura. El autor presenta la problemática de supervivencia de las normales, principalmente de educación preescolar en el contexto actual de la educación superior, señalando que es necesario cambiar y reorganizarse, comenzando por inducir un proceso de profesionalización de sus cuerpos académicos y en este sentido, inscribir a los profesores de este tipo de escuelas en procesos de evaluación, acreditados y certificados, no sólo por la escuela que les otorga el título académico con el fin de que puedan ser más competitivos en el mercado profesional.

Es frecuente que en el discurso utilizado en la historia del normalismo mexicano se encuentre la intención y la ambición reformulada del orden y control de los comportamientos laborales en el marco de la regulación de la enseñanza (Ducoint, 2013). En México hay 1.2 millones de maestras y maestros de educación básica (INEGI, 2021), profesión que ha sido estigmatizada, Cota, García y Valenzuela (2021) indican que la percepción social en lo que respecta a la formación de docentes se ha visto afectada debido a las menciones recurrentes negativas hacia la docencia en los diferentes medios de comunicación masiva, esto incluye redes sociales, y puede ser corroborado en una publicación del 25 de marzo de 2022 en Facebook, publicación de “El Centinela De Tuxtla” que obtuvo cientos de comentarios y reacciones ante la invitación

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de hacer una marcha el 10 de abril de 2022, exigiendo "*No más vandalismo por los normalistas. Escuela rural Mactumactza, que se cierre o se reubique*", entre los comentarios más apoyados fueron: que se cierre esa escuela, que es casa de malandrines, no de profesionales, solo son vándalos, ¿Reubicación?, métanlos a la cárcel, lo que hacen son delitos, la sociedad está harta de los vándalos, el gobierno debe actuar y encerrar a esos pandilleros, yo no quiero que mis hijos reciban clases de maestros vándalos, ya basta que las autoridades no hagan nada al respecto. Se considera que, para llegar a esta realidad de las escuelas normales, el análisis de la historia de las normales es fundamental, porque nos da cuenta del panorama de la génesis de la educación Normal, el cual corresponde al contexto económico, político cultural de cada periodo, y permite comprender cómo ha respondido a las exigencias de cada periodo histórico y las influencias de la tradición para identificar la pertinencia del estudio.

b) Estudios comparados de formación inicial docente

Los trabajos clasificados en este eje corresponden en su mayoría a tesis de posgrado. Se dividieron las investigaciones en dos secciones, en la primera describe y analiza un conjunto de trabajos de investigación que se sitúan en el marco de estudios comparados y formación inicial y en la segunda sección, los documentos que no necesariamente están identificados como estudios comparados.

Sagrera (2016), en su obra analiza las principales tendencias mundiales y regionales de la educación superior, y lo hace a partir las propuestas de las Conferencias Mundiales de educación superior de la UNESCO de 1998 y de 2009, y de su consideración como un bien público, es contribuir a promover las transformaciones necesarias de sus tendencias principales. Destacando que los principales retos que enfrenta la educación superior en América Latina y el Caribe son: el rápido aumento de la privatización, la insuficiente financiación pública, la falta de acceso de los más pobres, la escasa producción científica, la alta tasa de deserción académica y la baja tasa de matrícula, a pesar de su mejora, en comparación con los países desarrollados.

De manera complementaria, Ojeda (2014) también aborda esta temática y parte desde ¿cuál es la relación que existe entre las políticas públicas, el Estado y los actores educativos en relación con las transformaciones de la profesión docente en los países México y Chile?, su análisis lo hace desde las políticas públicas, y el sustrato que permite realizar una comparación entre México y Chile se fundamenta en la semejanza de un modo de acumulación de la economía capitalista a la que ha tendido a llamarse neoliberalismo, en los procesos de transición democrática y en los procesos de reformas que viven ambos países.

Zhang (2018) por su parte hace un estudio de la formación inicial del profesorado de educación primaria desde la perspectiva de las competencias profesional docentes: visión supranacional y estudio comparado entre China y España en el que busca obtener las convergencias y divergencias de estos dos países desde la formación inicial del profesorado como de las competencias profesionales docentes de primaria basándose en el contexto educativo de los ambos países; investigación que realiza por la demanda de un profesorado capaz de desarrollar las funciones docentes para promover la calidad de la educación, puesto que esta calidad y las competencias clave del alumnado es el objetivo final de todo. Y para alcanzar tal grado de enseñanza, la formación del profesorado es el paso inicial en su desarrollo.

Las investigaciones al ser internacionales parten del eje de política educativa y presenta un diagnóstico de los países que se compararán, destacando los aciertos de cada uno y los procesos históricos que han influido en la educación. De estas investigaciones solo la de Zhang (2018), hace uso de la metodología propia de la educación comparada.

Otras investigaciones de formación inicial, que se han realizado desde la visión comparada y no necesariamente llevan este concepto en el titulo son la de Ruiz, García y Picón (2013), donde exponen que ha habido un papel poco relevante en la investigación en los procesos y trayectos formativos. Hace un análisis de la formación docente en perspectiva comparada de profesores para nivel secundario de algunos países como Argentina, Brasil, Uruguay y Portugal del MERCOSUR (Mercado Común del Sur). Concluye que con la normatividad de las reciente reformas educativas se inició cierta tendencia a la centralización de las definiciones de las políticas educativas creando en los países estudiados organismos de gobierno para la fijación de lineamientos curriculares o bien para la definición de parámetros homogéneos para la formación de profesores. Identifica a partir del análisis comparado algunas convergencias en el marco de las recientes reformas como la modificación de la estructura académica de dichos sistemas y la extensión del rango de obligatoriedad, lo que afecta la formación de profesores para la escuela secundaria por la concepción que habían creado los docentes y es modificada en menos de un ciclo.

En tanto Vaillant (2013), analiza la formación inicial del docente de Argentina, Chile, Brasil, Colombia, México y Perú, situándose en el contexto de su entorno laboral. Afirmando que las dificultades que registra la profesión docente, están vinculadas con las dificultades de la profesión en su conjunto como: la poca valoración social que existe en torno a ser docente y la formación

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para el trabajo en contextos "vulnerabilizados" refiriéndose a que los países analizados se rigen por leyes que identifican los derechos educativos y educación inclusiva, pero en los contextos experimentan dificultades para traducir eses legislaciones en políticas sectoriales y más aún en prácticas pedagógicas que permitan el cumplimiento de tales leyes. Concluyendo que el mejoramiento de la formación inicial debe ser examinado en el contexto laboral.

La investigación de Ramírez (2008), es el más parecido a la investigación que se pretende realizar, pues hace un estudio de la construcción de la identidad profesional de las normalistas tlaxcaltecas, en dos contextos culturalmente diferenciados: una Normal Urbana y una Normal Rural en la que profundiza, desarrolla y explica el proceso de construcción de la identidad profesional del magisterio en el momento de su formación inicial, sustentándose en la teoría de identidad como construcción social. En la que explica cómo es que las estudiantes de las escuelas normales urbana y rural de Tlaxcala construyen su identidad profesional a partir de la tradición familiar y de necesidades económicas y sociales.

La identidad es un tema relevante y retomado por las investigaciones en educación normal, según Bárcenas y Salado (2021) a través de su historia, las normales han logrado construir e imprimir en sus estudiantes y egresados una identidad que los caracteriza y distingue, que ha llevado a que los egresados de la normal cuenten con un estereotipo normalista, que incluye la forma de pensar, actuar, desenvolverse que coadyuba al sentido de pertenencia identitario. Pero, es pertinente preguntarse si se desarrolla de la misma manera en las escuelas normales convencionales y en las normales rurales partiendo de que en las escuelas normales rurales, los estudiantes viven en las escuelas, además de cuestionar si los alumnos de ambas escuelas comparten una identidad de normalistas o se diferencian entre ellos como normalista y normalista rural.

c) Formación Normalista retos y desafíos

El estado actual del campo de formación inicial de los docentes en el que se orientan las discusiones teóricas es muy amplio, ya que la formación de docentes está estrechamente ligada a los cambios previstos en las reformas educativas y su comprensión entrelaza gran cantidad de dimensiones como: las trayectorias históricas tanto personales y laborales de los normalistas, sus subjetividades, los diversos contextos y escenarios sociales, tanto políticos, históricos y económico, implicados desde el nivel micro hasta el macro y la convergencia de diversos órdenes de saberes, disciplinas marcos de intervenciones que hacen de la formación inicial un escenario de revisión muy complejo (Ducoint, 2013) y ante las recientes reformas es un tema del cual se encuentra gran producción y continua siendo una temática muy amplia, por lo que resulta valioso seguir retomando investigaciones que aborden al menos dos de las palabras clave: Educación Normal, Formación inicial, Educación Normal Rural y Educación Comparada, con el objetivo central de discutir algunos elementos teóricos sobre la formación inicial de los normalistas y sus retos a los que se enfrentan. Considerando útil dividirlo en 3 ejes analíticos:

- Formación inicial
- Formación inicial y Reformas educativas
- Retos y desafíos que enfrenta la educación Normal.

d) Formación inicial

Sánchez (2018), Sosa (2020) y Chaparro (2016) muestran distintos procesos vividos en el seno de las escuelas Normales y presentan distintas realidades que se desarrollan en las diferentes Normales. Sánchez estudia los sentidos que los estudiantes del cuarto año, del ciclo escolar 2015 - 2016 en la Escuela Normal de Tlanepantla, asignan a sus estudios, de acuerdo a sus condiciones personales, familiares, culturales y académicas de los contextos institucionales en que participan. Chaparro (2016) presenta un escenario completamente diferente, el de la educación rural partiendo de las preguntas ¿Los formadores de los/as maestros/as conocen la realidad educativa singular de la educación rural? ¿Desarrollan metodologías y planteamientos de enseñanza que se puedan adaptar a la realidad de la educación rural?

Por su parte Sosa hace un análisis de la institucionalización, condiciones y perspectivas formativas en los profesores de educación primaria: el caso de la Normal y la licenciatura en Pedagogía desde la problemática generada por la inserción de pedagogos en el nivel educativo de primaria. Destacando que la mezcla, amalgama o combinación de profesionistas provenientes de distintas formaciones encierra la posibilidad de tener efectos en la praxis docente, lo que inevitablemente da lugar a replanteamientos en distintitos sentidos que van desde una reconceptualización del ser docente.

e) Reforma educativa y formación inicial

La oferta formativa inicial para escuelas Normales públicas comparte su responsabilidad con el Estado Mexicano, por lo que el currículum, la normatividad y su administración están a cargo de la secretaria de Educación Pública (SEP). Por lo que cualquier reforma o cambio influye directamente en el funcionamiento de las Normales. Los trabajos que se inscriben es en esta línea son el de Cifuentes y Camaro (2017) quienes indican que los cambios en la política educativa tienen relación directa con la crisis de la disminución de la demanda, la cual se dio en 2013 en la que el Estado pretendió recuperar el control de

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plazas y en el ingreso, promoción y permanencia, recomendando el estudio de temáticas relacionada con las escuelas normales, pues es una línea de investigación vital para la definición de políticas y programas de formación inicial de maestros. Por su parte Garcíay Cordero (2019) señalan que "las recientes reformas en México se evidencian en cuatro ejes centrales el impacto en el presupuesto, cambios normativos para mejorar la calidad de los docentes, lograr estrategias integrales y coherentes en su proceso de enseñanza, decisiones que pueden percibirse como amenazas por las características del mismo sistema educativo" (p.119).

f) Retos y desafíos de la educación Normal

Son varios los trabajos inscritos en la temática retos y desafíos de la educación Normal, donde el elemento común hace referencia fundamentalmente a las escuelas normales rurales. La investigación de Medrano, Ángeles y Morales (2017) subrayan que desde 1984 la educación normal en cualquiera de sus tipos, se han enfrentado a diversos cambios, para cubrir las diferentes deficiencias que ha tenido, pero no ha habido con los cambios procesos de reestructuración paulatina para la mejora de sus recursos tanto humanos como financieros y materiales. Puntualizan que, con la estrategia Nacional para la Transformación y el Fortalecimiento de las escuelas Normales de 2017, donde se plantea debe existir una renovación en las escuelas normales, donde las plantas académicas deben ser profesionalizadas y los normalistas deben profundizar el domino de las disciplinas académicas, el manejo de la tecnología, el aprendizaje del inglés e incrementar la formación de docentes para atender las escuelas indígenas y fomentar la relación de las normales con las universidades y otras instancias educativas nacionales y extranjeras.

IV. Confiabilidad y Validez

El uso de softwares resulta útil, ya que se le puede dar validez estadística al estado del conocimiento, por lo que una vez seleccionada y clasificada la producción y publicación de conocimiento encontrada se hizo uso del programa Nvivo.

El primer producto que se muestra es la consulta de frecuencia de palabras que permite identificar, si los documentos seleccionados si corresponden a los ejes temáticos que se pretenden abordar en la investigación, y reporta el análisis del contenido de dichos trabajos.



Ilustración 1: Consulta de frecuencia de palabras

En la figura 2 se presenta el Wordcloud de los trabajos publicados, donde se observa que el tema principal es normal y educación, términos mayormente mencionados en los títulos de los productos. Y reporta el análisis. La nube de palabras es útil para representar en forma visual el contenido de un catálogo, lo que ayuda a explorar la orientación dominante del mismo a través de las palabras que aparecen con mayor frecuencia, en el material analizado, que se muestran con un puntaje en la tipografía mayor.

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Ilustración 2: Nube de palabras

La búsqueda reflejó que en la última década existe interés por el estudio de educación Normal en México, principalmente en la formación inicial. Y la producción permite establecer como pertinentes los ejes de comparación de Ingreso, Permanencia y Egreso entre escuelas Normales y Normales Rurales, ya que la producción se relaciona directamente y se puede comprobar por los conglomerados por similitud que se muestra en la imagen tres. Y por los nodos de relación que se observan en las imágenes 4, 5 y 6.

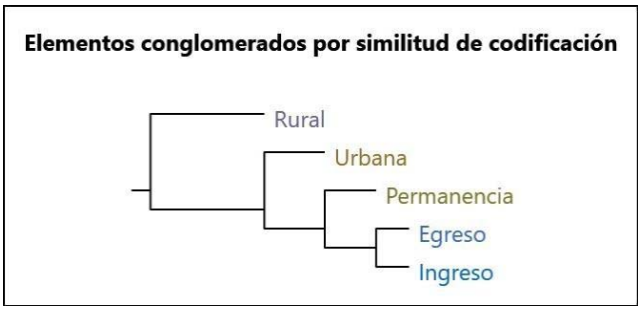


Ilustración 3: Elementoss conglomerados por similitud de codificación

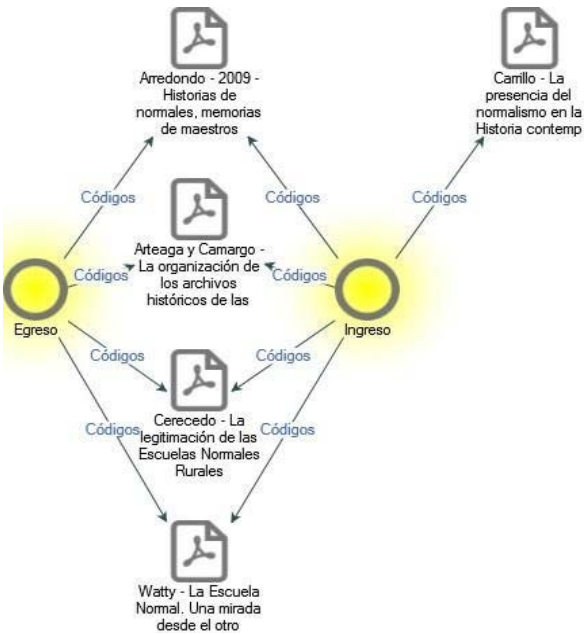


Ilustración 4: Nodo de relación de ingreso y egreso

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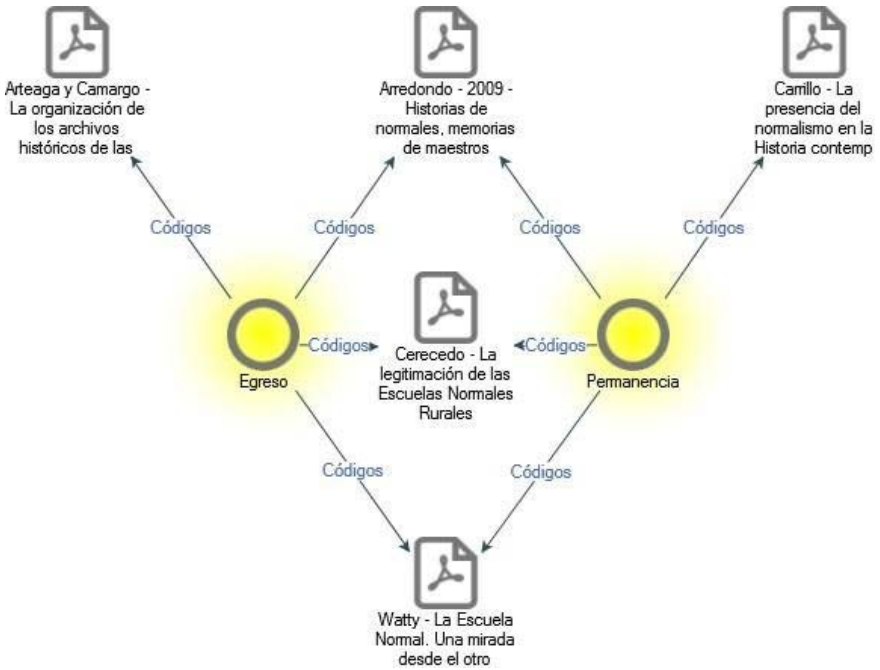


Ilustración 5: Nodo de relación de egreso y permanencia

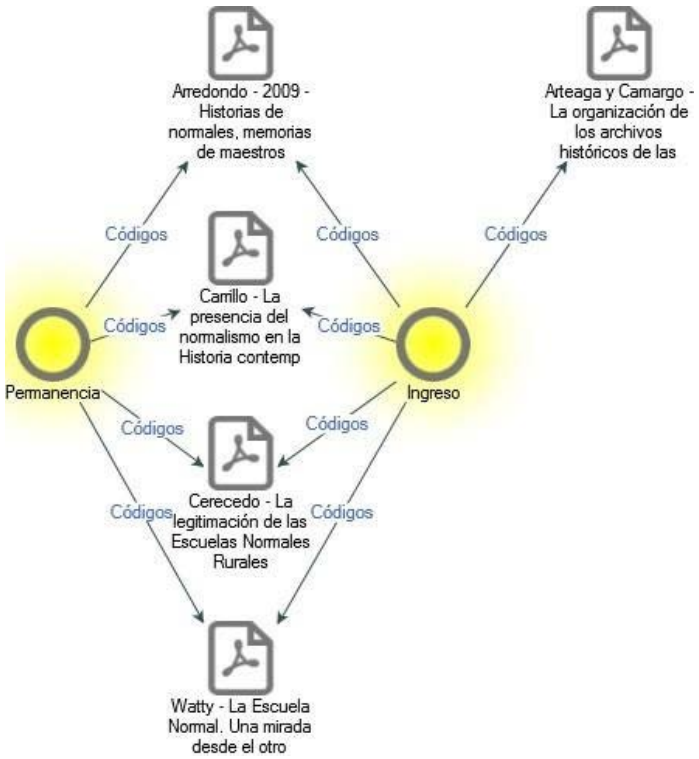


Ilustración 6: Nodo de relación de permanencia y egreso

De las publicaciones revisadas se encontró que el eje que incluye a las Normales y Normales Rurales en una misma investigación, es en su mayoría por el eje histórico, y el estudio que tiene más parecido a la investigación que se pretende realizar a pesar de no ser un análisis comparado es "La construcción de la identidad profesional de las normalistas tlaxcaltecas. Un estudio sobre los imaginarios y los procesos socio discursivos que definen el ser maestra en do contextos culturalmente diferenciados: La normal Urbana y la Normal rural". Esto muestra que existen pocas investigaciones sobre estudios comparativos entre normales en los ejes de ingreso, permanecía y egreso, esta información se corrobora con los códigos de relación entre escuelas normales rurales y urbanas, que se observan en la imagen 7.

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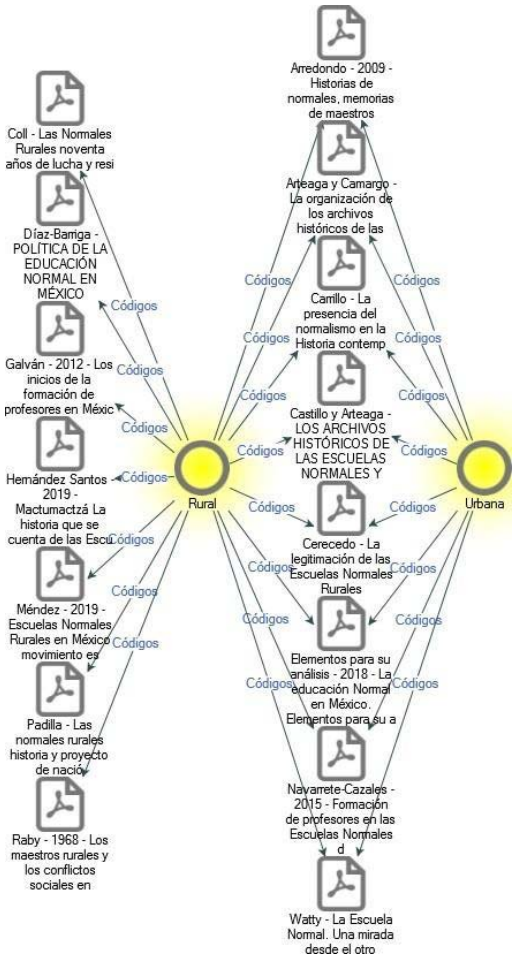


Ilustración 7: Nodo de relación de rural y urbana

La formación ha sido pensada en diferentes maneras e identificada conceptualmente a través de diferentes herramientas categoriales, lo que invita a continuar pensando, desde diversos horizontes, los sentidos de la formación como un proceso interminable de interpretaciones y reinterpretaciones (Ducoing, 2013, p. 103)

V. Balance

Uno de los puntos que se puede destacar al revisar la producción de conocimiento que se ha escrito en la última década, es que la existencia de equipos investigadores ha llevado a que haya información solida respecto a la formación inicial de los docentes, una herramienta muy útil de la cualse pudo partir es el estado de conocimiento que se realizó por el COMIE, permite observar el avance que ha tenido en cada campo de estudio en las últimas tres décadas, ha dejado atrás ciertas temáticas y a incluido algunas otras, que se relacionan con la realidad que se está viviendo. También los recorridos sociohistóricos incluidos en la producción recuperada permiten identificar un cambio sustancial en la formación inicial en las escuelas Normales en México.

La producción en su mayoría suele ser de ciertos investigadores consolidados, que han escrito libros y artículos sobre el tema en diferentes años, y siguen aportando al tema, estos suelen ser los que tiene como eje de análisis los documentos históricos. Respecto a la producción de tesis de posgrado se encontró que los trabajos señalan problemas ubicados en espacios acotados como instituciones específicas, que en ocasiones son desde miradas parciales, y unilaterales. Tesis que engloben educación comparada y educación normal, no se encontraron en abundancia; las tesis que hay no abarcan los dos puntos, la producción de tesis suelen ser estudios de caso que se centren en algún problema que viva una normal, y respecto a educación comparada, el análisis se hace a nivel internacional, hubo cuatro tesis que hacen un estudio comparado de la formación de docentes, no necesariamente normalistas, con otros países (Ojeda, 2014., Cecilio, 2018., Zhang. 2018). También se identificó que hay interés desde los organismos Nacionales por la mejora de la formación inicial de los docentes, ya que se existen numerosos documentos que presentan estrategias para la mejorade la educación normal.

a) Metodología empleada

Respecto a la metodología empleada por los investigadores se encontraron trabajos de corte cuantitativo, cualitativo y mixto, con enfoques

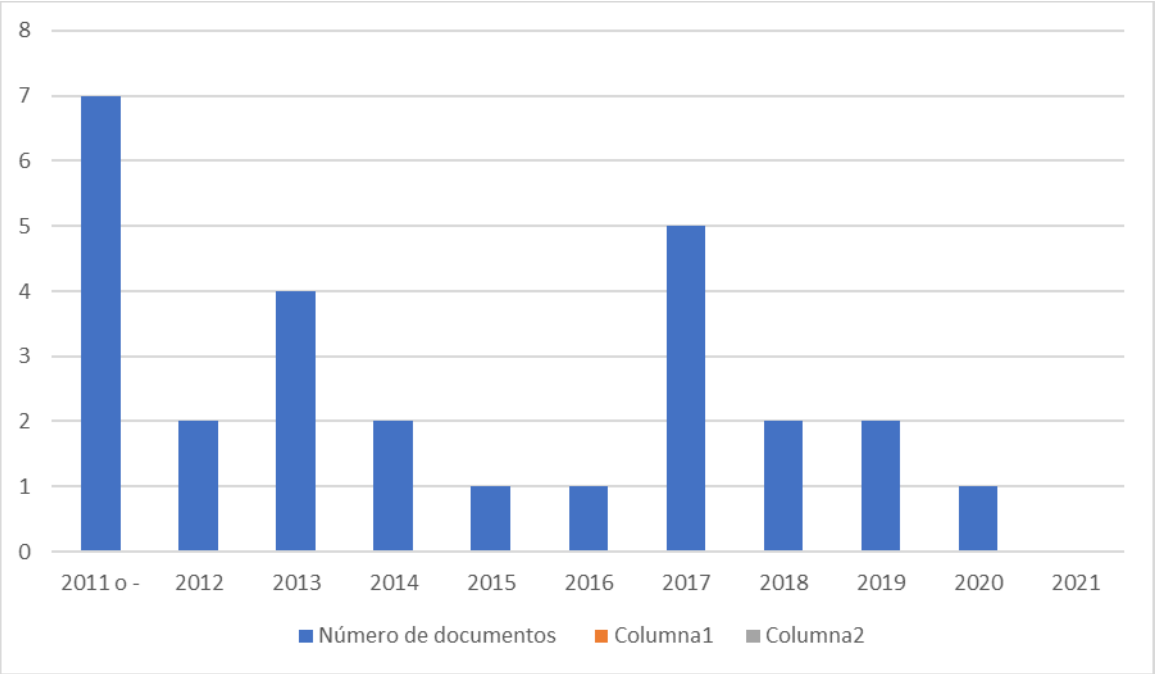
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principalmente etnográficos, estudios de casos y educación comparada. Las principales técnicas que se usaron son: análisis documental, observación participante, entrevistas a profundidad, diario de campo e historias de vida.

b) Producción por año de publicación

En la gráfica 1 se reporta la producción a lo largo de la década. Como puede observarse, la mayor producción referente a las palabras clave educación normal y educación comparada, en buscadores libres, se centra en el año 2017, de 2011 sólo corresponden dos, pero al hacer referencia a 2011 o – se contabilizaron los documentos de años anteriores.

Tabla 2: Producción de trabajos por año de publicación



VI. Conclusion

Se encontró que, con respecto a los Estado del Conocimiento de las décadas pasadas, la temática se amplía, respondiendo a problemáticas y necesidades actuales. Las temáticas centrales que se abordan en esta década están encaminadas a las Políticas Educativas y Reformas, a los procesos institucionales e históricos, y a problemáticas que la educación normal enfrenta en la actualidad. Referente a las escuelas normales rurales hay más investigaciones a partir de 2014, información que justifica Diaz (2021) al afirmar que, hasta después de los 43 desaparecidos de la Normal de Ayotzinapa en 2014, las escuelas normales volvieron a tener visibilidad.

En las investigaciones encontradas referentes a la educación normal, se encuentran conclusiones que apuntan hacia la necesidad de una transformación de la misma, como "es indispensable cambiar las obsoletas instituciones de educación normal, por un lado a fin de responder a los requerimientos de las nuevas generaciones para una preparación de excelencia, en dimensiones que son determinantes para su desempeño profesional como es la intelectual, socioemocional y ética" (Instituto Nacional para la Evaluación de la Educación, 2018, p.38. en Campos y Contreras, 2019, p. 61).

Se ha querido dar cuenta de una buena parte de la producción que se ha realizado referente al temaen la última década, pero la dificultad de encontrar documentos que integren la educación comparaday las escuelas Normales llevo a que se hiciera una división de las principales tendencias de investigación, referente a esta temática.

También esta revisión lleva a considerar pertinente y necesario investigar "Escuelas normales y normales rurales: estudio comparado hacia su transformación" desde una perspectiva critica, ya que según las investigaciones descritas, las escuelas normales han permitido la movilidad social, y son el medio por el que miembros de la clase media baja y baja han logrado llegar a estudios de educación superior, datos que se pueden analizar desde la teoría de Bourdieu "La escuela como fuerza conservadora: desigualdades escolares y culturales" 1986, quién describe que las estructuras de las oportunidades objetivas de movilidad social a través de la educación, condicionan las actitudes hacia la escuela. Y con ello

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reconocer la herencia cultural de las escuelas normales y cómo responden estas a las necesidades actuales, reconociendo la influencia del funcionamiento del sistema político y social por el cual han transitado y pudo haber conducido a la crisis que viven las escuelas normales en la actualidad.

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Abstract- The postmodernist material cause of the schema of *Crossbones* implies an innovative method and a meta-cognition realm. Then, a postcolonial system of proposition and metadata, which involves a new approach of intellection. In perspective, relational values and relational frame theory stands as dimensionality of understanding and a generative and transformative reality. With an object program and normative functionalism, Farah installs a psycho-functionalist perspective in the run to transcend the realm of ethnocentrism and religious-politico-social theory concerning the domain of formal conception and perception of relationalism. This persistence relates to an alternative understanding, a modality and property differentiation concerning the relational aesthetic and the status quo of the Being, and a transformative reform about human intellect prerequisites and requests. In this dynamic of social practice and evidence-based practice, the relational aesthetic theory within Farah evolves his docufiction, defining a method of linguistic performance, and a relational expression, focuses on a conceivable representation of truth and experience.

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Introduction

The intrinsic idea of responsiveness and discernment, the conscious subjective experience and the complex objective properties of content creation indicate a new conceptual correspondence. Inside a process of evaluation, the dimension of context effect, the content of understanding, and expansive significance design a new fact-based and empirical approach to reality. Consequently, the apposite value and the value of dilatation that define the progress of *Crossbones* involve a discount of docudrama and docufiction within the scope and the content of the reality of objects dives Nuruddin Farah into the essential features and relations of truth. In this way, through an inventive dynamic and inside invective criteria, the definite environmental description, the physical and the psychological descriptive understanding determine an original ontological issue. Therein, objective representation and expressive representation through graphic interchange dimensions, circumscribe a corresponding interleave order of truth and experience. The chronological derivation contained by degradation and acquiescence wherein Farah develops his narrative engages the author in a different figure of origination within the realm of reality principle moves beyond the hindrance of a distorted mental process, instinctive reaction, and subliminal sensitivity. In this run, the effectiveness and persuasiveness of his artistic propensity find itself using a forced-choice procedure within which truth remains substantiated within a specific context of facts. Therefore, under the schema of dialectical materialism and societal instantiation, the implementation and the rationalization of a realistic stylization and the representation of individual experience involve this mockumentary narrative inside the essentiality of social realism and relational aesthetics.

In this view, the relation dialectics therein Farah frames his subliminal message and subliminal perception, determining the hostility that distinct social entities undergo while experiencing paradoxical compulsions. Correspondingly, the relationism through which Farah defines the representation of social and physical experience and the aspect of the ordinary objects, in a manner to delve into perceptional and conceptional arrangements, involves a dimension of relational transgression. The implied illusion focuses mainly on reflexive and irreflexive fractional-order relations. Similarly, through a realm of social practice and evidence-based practice, the relational theory of *Crossbones* determines features of linguistic performance and linguistic determinism, which its relational expression tends to a plausible representation of truth and experience. It is in this perspective, Nuruddin Farah, through an aesthetic realism and an analytical pragmatism, frames the run of his narrative in the scope of an epistemic structural realism, which completely alters the complex congregating whole of conventions in the dynamic to reveal the fundamental attribution and interaction of the Be-ing regarding its relational model with society and its relational quality with nature.

In this respect, the dimensional sphere of the frame of Be-thinking becomes a decomposing and a deconstructive entity-relationship model within the associations and dependencies of the bodies of truth and experience install a dynamic of structural

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functionalism. Farah congruently observes the material and formal causation and the efficient and final cause of truth and reality as a structural and evolutionary relationship. It is in this perspective; the individual within the intersection of agency and structuration, ascertains the realm of truth and reality utilizing intellection and affectivity. In the next section, I deal with the aesthetic defect criticality of the function model and function object through a macro-level orientation and within a diachronic dimension. In the following area, I emphasize the micro-balances between experimental connotation, relational denotation, and logical implication to underline the compositionality consequence and contextual material of relational psychoanalysis and social constructionism. In the third section, my attempt remains the analysis of the structures of intersubjectivity and the processes of interjection with regards gradual assimilation of truth and the interpretation of reality.

I. The Structural Defect and the Contradiction of Conception and Execution

Throughout a mimesis criticism method and an inculturation process, the realistic mode within Farah dives his observation implies a discernment of reality. Therein, the object of thought and the realm of representation establish a dimension of efficiency and value, a dimensional relation of logical possibility and rational necessity. Correspondingly, with the synthesis of images and the dialectical schema construction of natural sensation and imagery, the realm of reality and thought inside the run of *Crossbones* move beyond the dimensional and intentional tautological judgment, then inserting itself as a modal logic. Within this respect, the temporal and epistemic logic within the interface system that Farah compatibly utilizes to analyze the reality of facts inside their diversity, their exactitude through details determines logical conjunction, and connective preference of the concrete, a penetration in representation and an experimental design. Therefore, with the introduction of ordinary characters, more often determined by the organic milieu and physically and psychologically characterized, the incipit of *Crossbones* unveils the intentions and explicit information as regards the effect of reality and the realist illusion of social product effect. Through the contradictory dimension of Theo-political specificities, confrontational theories, and the frame of time sampling sovereignty, Farah defines the relational concept of structural defect inside the impact forces and intent of the ideological and political establishment concerning religio-political and philosophical relations. In this run, by installing a performative contradiction, the relational aesthetic within Farah evolves, exhibits a discourse ethic inside the dimension of *jahiliyyah*. This fact indicates, in this view, a relational condition that does not characterize the domain of social representation and legal authority. Indeed, it becomes a normative ethic conflicting with the prescriptivism realm of *Hakimiyyah* (sovereignty). In this measure, *jahiliyyah*, through its actuality and knowledge obscurantism, annihilates the frame of the Be-ing executive function and cognitive control. It stands as an atypical and counterintuitive relational operator; thus, its propositional variables remain irreconcilable with the *hakimiyya* schema of relational dialectics. Within this respect; Farah, through the growth of his character, YoungThing, describes this context:

> His hair is the color of ash and is cursed with kinks that no comb can smooth out. From the little she has heard so far, his voice has not broken. Yet his face crawls with the deep furrows she associates with the hardened features of a herdsman from the central region, where all of Somalia's recent political instabilities have originated. Shabaab, the military wing of the Union of Islamic Courts, has been trying to terrorize the residents of the city into submission, and it appears to have succeeded to a degree. She assumes that he is one of the conscripts charged with "consecrating"- or rather, confiscating - a house in the neighborhood, from which he and his colleagues will launch attacks on their enemy targets (Farah, 2011, p. 13).

Then, through the apparent anomaly and the monologic approach of this *jahiliyyah* system, Farah emphasizes the politico-economic, intellectual, and moral sphere within which the human *hakimiyyah* of ethical realism and ethical cognitivism does not shimmer to a spiritual incarnation; it, therefore, defines a saturated reality and a subjectivism of transformation. Correspondingly, through the failure to characterize the structure and properties and the pneuma of the Be-ing sovereignty, Farah focuses on the conflation of these contradictions to underline the fallacies of equivocality that define the *jahiliyyah* conception. This respect, through a classical praxeology, dynamic relational sociology becomes a generic intellectual method of transformation; therefore, tribal society, social bound, conception, and belief define a monistic and a praxis-oriented ground of reality. Across a phenomenological analysis of experience, metaphysical dimension of culture, the sensitivity of figures, and categories of understanding, Farah encompasses the frame of relational interactionism inside a practical materialism wherein formal logic fundamentally stresses the contradictory conception and execution of the principles of *Ilahiyyah* (from God) *Aqlaniyyah* (rationality) and *Insaniyyah* (humanity). Therein, this conceptual and intellectual relational modal methodology displays that the inconsistent imaginative potencies range from a binary model; within the order relation embodies the illusion of understanding and functional connection stands as an aesthetic illusion, which removes itself from rational awareness and reality principles. In this line of ideas, it appears that the interactive and evolutive phenomena within remains inserted the relational,

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structural contradiction develops a necessary circumstance referred to as *Hal*. Indeed, this frame becomes status and an action including an altered state of consciousness and paradox. This fact remains well illustrated when Farah writes:

> Malik is of the view that perhaps an empire of a different thrust is now at work in Somalia. The Muslim world, from what he can tell, is at a crossroads, where several competing tendencies meet. One path is a burgeoning umma, a community of the faithful as conceived in the minds of Islamists who see themselves in deadly rivalry with both moderate or? secularist Muslims and people of other faiths. The way Malik sees it, Somali religionists of radical persuasion are provoking a confrontation with the Ethiopian empire in hopes of pitting the Muslim world against Christian-led Ethiopia, even though Ethiopia, being militarily stronger and an ally of the United States, is very likely to gain the upper hand in the face-off (Farah, 2011, p. 42)

Within this dynamic that Farah, through a systematic verisimilitude of rationality, juxtaposes the condition and immediate relational impact of *jahiliyyah* and the substantive condition of *Ilm* (knowledge). In effect, this fact underlines, in the same perspective, that disregarding understanding does not signify a discrepancy between reality and the perception of that reality. The realm of *Dalaal* (deviant) efficiently characterizes the significant context of this relational model; it typifies a complex statement and a quasi-scientific content analysis; therein the Theo-political context and the socio-political dimension are complete and sufficiently satisfy their purpose. Appropriately, their explicit stereotypes move beyond contrastive analysis, then introducing a stereospecific relational instance within each of them functions in instruction. Within this dynamic, the religious-politico foundation of *jahiliyyah* in the run of *Crossbones* displays separately relational aggression inside which confrontational theories and contentious issues embody a central position in community consideration, over composition, and the very quintessence of cultural identity. Through the contradiction of conception and execution, Farah engages the reality of *Kawniyyah* (universality) inside a time-independent reasoning and in a sequential-dependent logic in the perspective to enlighten the conceptual and intellectual relationship to the concept of *Hakimiyyah* and *Insaniyyah*. This systematic approach efficiently corresponds to what Ipshita Chanda observes:

> But the question may be returned to history once more: were the sovereignty and self-determination of these nations in existence before the external threat? Clearly, for the nation-states arising out of the colonial encounter at least, this was not the case. So arises the inescapable reality that the nation as we know it today is itself a colonial legacy. The political challenges of this legacy have, for the most, been too overwhelming for the not-so-new nation-states. And as we have grappled to live within nations that we had very little say in crafting, we have realized that it is necessary to redraw the terms that enable us to conceptualize the nation itself. Quite conclusively, then, this political formation bequeathed to us by the colonizer as a mark of progress and civilization has been too decisive to our collective futures to be dismissed as a "catalytic incident" merely (Chanda, 2004, p. 124).

Hence, by demonstrating the combinational value and ideological significance of their relational model, Farah, inside an esoteric dimension and through a combinational rule explores the direct relational forces and stereospecific intent of these concepts and their constitutional influence on the socio-political establishment with a specific performance about the relational model of *jahiliyyah*. In this way, Farah, through his ability to perceive the real principles of *Alamiyyah* (world), observes that the condition and relational of the normative functionalism of the religious-political dynamic of *jahiliyyah* establishes the normative tenets of *Ubudiyyah* (servitude). In this case, the reality of the relational model of the frame of *jahiliyyah*, in respect of *Crossbones*, becomes separated from the norms of *Insaniyyah* and the rules of *Hakimiyyah*. Indeed, through the run of *Ubudiyyah*, the argumentative theory of *jahiliyyah* inherently disturbs conventional identity and cultural concepts. In this stand, we observe that the creative force of contradiction depends on the *jahiliyyah* relational model, which through the framework of *Ubudiyyah,* claims responsibility for authority; then, through its Theological-political system, annihilates one's freedom, and independence.

II. The Morphology of Disorder and the Construction of its Manifest Component

Throughout a parodic style, dissimilation, free indirect speech, and a degree of realism, the mainline of *Crossbones* highlights the hypocrisy of the *Jahiliyyah* relational model inside its dimensional models and maladaptive characteristics. In respect of a dimensional classification and a dimensional assessment, the realm of disorder endures a continuum within which the qualitative conception of *Hakimiyyah* and *Insaniyyah* do not embody the individual capacity to absorb a multidimensional level of a characteristic. The dimensional construction and representation of this disorder appear in deterministic encryption within a mental and physical state of submission and obedience stand as ethical intuitionism. Thenceforward, by organizing the effect and through a process theory of typification, the realm of total surrounding to the relational model of the religious-political authority enhances component-based usability within the frame and the production of *Ubudiyyah* decomposes the aesthetic cognitivism of the domain of *Hilm* (understanding). In this perspective, the relational aesthetic and the relational dialectics wherein Farah

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involves his characters and describes the signification of the context determine the *Yusaffi* (fool) dynamic in the inner confrontational concept of *jahilliyah* Applicably, the political discourse morphology and the argumentative theory of *jahiliyyah* in their construction of reality imply a quantum relational system within the purpose of existence is, correspondingly correlated with mental and physical control. This correlation harmoniously unveils a dimension of causality inside which the Be-thinking dynamic becomes an *Abd* (enslaved person) according to the *Jahiliyyah* moral construction and normative ethic. Within this respect, Seyyed Hossein exposes the quintessential relationality between the individual and the frame of understanding. He writes:

> Rather than define wujud, therefore, Islamic philosophers allude to its meaning through such assertions as "wujud is that by virtue of which it is possible to give knowledge about something" or "wujud is that which is the source of all effects."16 As for mahiyyah, it is possible to define it clearly and precisely as that which provides an answer to the question What is it? There is, however, a further development of this concept in later Islamic philosophy that distinguishes between 'mahiyyah' in its particular sense (biˇl-maʿnaˇl-akha„„), which is the response to the question What is it?, and 'mahiyyah' in its general sense (ðI - maʿnaˇl-aʿamm), which means that by which a thing is what it is. It is said that 'måhiyyah' in this second sense is derived from the Arabic phrase ma bihi huwa huwa (that by which something is what it is). This second meaning refers to the reality (haqiqah) of a thing and is not opposed to wujud, as is the first meaning of 'måhiyyah.'17(Hossein Nasr, 2006, p.66).

Therefore, this construction of social principle involves the natural relational forces of the individual in a state of Be-mourning, correspondingly overwhelming the interactive product of the individual domain of *Fitrah* and his situation of *Hakimiyyah*. In this way, moving against the realm of social choice theory, the relational model of the *jahiliyyah* theory removes any cognitive architecture of intellection; therefore, the mechanism of submission and obedience installs an object permanence imagination consequence. The framework of affect theory has no prescriptive applications inside the argumentative theory of *jahilliyyah.* It indeed disconnects the Be-ing affective experience and the interaction between innate mechanism and interacting ideo-affective materializations. In this stand, the run of information correlation inside *Crossbones* demonstrates the deprivation of an ethical principle in consequence of non-performance of the responsibility of *Fitrah*. Thus, the dimensional assessment of the *jahiliyyah* conception of the individual, in this respect, obliterates the Be-thinking ideo-affective dimensionality regarding his aptitude for *Hilm* and his sphere of *Ibtida* (origination). Respectively, through the theoretical realm of the relational model of *jahiliyyah* and inside the practice and production of *Ubudiyyah*, the Theological-political system and the purpose of existence that are correlated inside the quantum field of *Crossbones* become a praxis wherein the dimension of effective action of creation "*Al fitrah*" and integral formation of human intellect (*Al-aql*) are regarded as transgressive. It is in this measure we understand Khaled M. Abou El Fadle's statement:

> The most dangerous threat was not foreign military dominance, but the external cultural invasion that persuaded Muslims to distrust the coherence or validity of their Islamic heritage. The real struggle was not territorial or military but cultural and civilizational. Whether it be Marxism, communism, secularism, capitalism or liberalism - these are alien cultural categories designed to undermine and dissipate Islamic intellectual autonomy and worth. It is important to note, however, that this intellectual orientation was not introspective – it was far more interested in asserting independence. There were rather interesting assumptions that informed the idea of the Islamic Civilization, but the source of these assumptions were rarely explored (Abou El Fadle, 2001, p. 2).

Within this respect, Farah, through evolutionary psychology and within the principles of experimental psychology, demonstrates the relational aesthetic within evolves the condition and the relationship context of this social theory determines a deliberate affected ignorance. Therefore, the individual affect does not correspond to itself inside a dimension of affectation and appropriation of the systematic theology of *Al-Khalaq*. In this measure, the intuitive method we observe in the esoteric size, and the peripheral mode of speech of *Crossbones* demonstrates that the relational model inside the *jahiliyyah* social theory determines in its internal and external sphere the development of a frighteningly clear-side class. Subsequently, in a state of confusion where ethical cognitivism remains withheld by the expertise of the religious-politico perspective and the sectarianism relational model, Farah exhibits that the *Insaniyyah* metacognition becomes a metamaterial dynamic subjective to the Theo-political metacenter. With litany and unimaginativeness applied science, this usurping metacenter makes believe that its intelligence quotient and exoteric intellectualization nature transcends the realm of understanding; then, dealing with an ascetic and a straightedge methodology as regards the domain of reality. In this way, the *Kawniyyah* approach they are referring to pretends to behold an imperceptible relational truth that develops an immediate sociopolitical context within the framework of surrender, typically corresponds to the constantly expected from the individual. This approach makes Peter Hitchcock see Farah's writings as a postmodern dimension; he, writes:

> The borders of the individual and that of a culture are less the sign of exclusion but of socialization itself. But it is not enough to suggest that an author opens perspective on a discreet cultural domain or bounded space; rather, the author's constitutive outsideness figures a taxonomy of space, or what Bakhtin describes as "an intense axiological

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> atmosphere of responsible interdetermination" (AA 275). This grounds not just the answerability to nation, but also articulates the trans in transnational. Responsible interdetermination has the authors of the long space question the boundaries of nation in decolonization even as nations are made by such responsibility (Hitchcock, 2010, p. 92).

In this view, this prerequisite appears as a depraved reinforcement, a relational wandering and impossibilism within the social theory in question do not corroborate the common acceptance and the strict principles of rationality and the involvement of a conceivable representation of the truth, a descriptive experience, and a prescriptive relational model reality of the context. In this way, Farah, through his dialectical ingenuity where he opposes the relational model of the *jahiliyyah* social theory and the individual *Hakimiyyah* discloses the aseptic perception of the realm of *Fitrah* and the attributive conception of the dimension of *Ibtida* and their consequences appear as the construction constituent of confusion. Therefore, the relational aesthetic and potential differences between Islamic and this *Jahiliyyah* social theory configurations remain with the intellection affectivity of *Insaniyah* and the affecting significance of *Ilm* that are not efficiently commissioned in the exposition of dispositional affect. Through a complex aesthetic interpretation, the socialist realism process of *Crossbones* focuses on exegesis, semantics, and a formal differentiation of forensic knowledge acquisition and document structuring. Within this respect, the signifier and the natural constitution of *Hakimiyyah* and *Insaniyah* create the essential self of a Be-ing beyond the Theo-politico androcentrism. Then the essentialism of the quality of experience of Be-thinking moves beyond the signified constitution and *Jahiliyyah* execution of *Fitrah*. In this way, Farah involves the frame of primordial-self in a structural object model in perspective to reveal the praxis-oriented social theory, the relational model overlapping of categories. In this run, he writes:

> The former dictator ran the country, and when censorship was at its severest; when telephone tapping was common; when one handed over his passport to the immigration officer at the airport on returning from abroad and was expected to collect it from the Ministry of the Interior a week later. There is nothing new, is there? The present situation is nothing but dictatorship by another name. He leafs through an illustrated picture book of ancient Mogadiscio, thinking that Somalis, long familiar with dictatorships of socialist vintage, are now getting accustomed to a brand of religionist authoritarianism. But the imposition of will by religious fiat is still the imposition of will (Farah, 2011, p. 51).

Therefore, the run of *Crossbones* remains an undertaking of a quantitative analysis of behavior within which the natural constitution of legacy becomes controversial with the potential different in opinion of nature (*Tabi'ah*), the significance of *Kawniyyah,* and the dynamic of *Insaniyah*. Through the potentiality and actuality within Farah develops his approach of affective theory, it appears to be a relational and an effectual order, which decomposes the causal paradigms of the contentious *Jahiliyyah* relational model. Thus, with an analytic continuation and beyond the meaningless and absurd dimension of the natural constitution of social theory, Farah, through his applied aesthetic realism, defines a new realm of aesthetic illusion within the primary line of Islamic perception and conception becomes a relational aesthetic perfection. In effect, its usability effect determines a fusion of a cognitive style and a cognitive ability that influences the structuration of a deviating relational aesthetic. Therefore, throughout its relational mobility quantum, we observe a dimensional projective perspective and a correlation coefficient between the nature of *Kawniyyah* and the nature of *Insaniyah*. Correspondingly, through the compositionality significance and circumstantial significant of the *Jahiliyyah* relational model theory and social constructionism, it appears a figure of renunciation concerning the opinion of a person-product instant of *Ilm*, a well-balanced realm of *Ibtida* and a congruent and definite relational interface between the dimensionality of *Kawniyyah* and *Insaniyah*.

III. The Correlation Dimension of Absurdity and Torture

Through the contradicting system of the *Jahiliyyah* relational model theory, the framework of reality in its complete characteristic and exteriority facts impels a dynamic opposing level concerning the interiority and the organizational dimension of the Theo-political praxis-oriented and practice of conception, execution, and transformation. With the compellingly standard process of perception, the active affective change of nature, and the diffusion coefficient of the religious-politico relational model, Farah describes a context of *Alamiyyah,* where the transformative experience of *Haqiqah*, the vital forces of *Tariqah,* and the theoretical realm of *Yaquinniyah* stand as an absurd approach of intellection. Within this respect, the material organization of the emotional state, the immateriality significance of the image-object, and the intellectual form of *Al-ma'rifa* appear inside the causal paradigms of the relational model of *jahiliyyah* social theory as a phenomenon of speculation and anticipation about human intellect. Therefore, the discourse ethics and classical conservatism inside which the frame of understanding remains disconnected from identity capsizes the functioning principles of faculty of choice and psycho-intellectual sense; then, the dimension of *Wujud* (*being*) and *Mahiyyah* (*essence*) becomes an architectural abstraction of understanding and implementation of the conscience of difference and inferences to grasp the reality of *Fitrah*. Throughout a denotative interpretation, an association of object and

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elaborated images, the realm of transcendental aesthetic inside the transformative ideological perspective of the religious-politico theory happens to modify the complex usability and its rapport to the established dialectical reality. It is within this dynamic; we, find the essence of Hitchcock's analysis:

> Theory is marked by insufficiency, a failure that is not a sign of hubris but of hope: that its shortfall mimes the logic of truth in language.Take Being, for instance. Whatever the truth in Being, its human axiom, it is not outwardly given in the language that communicates it. The dilemma of the existentialist is precisely the "about" of Being in relation to existence, not the "is" that is its truth. Heidegger writes of the "unconcealment of Being," its aletheia, yet it is not a revelation of truth in language, but a sign of what superadequates it.1 One of the significant tensions in modernity and theories of the modern has been structured by the play of difference between existence and Being (Hitchcock, 2010, p. 44).

Within this respect, aside from a critical intellectual analysis and inside an affectivity and opinion schema of approach, the socio-political theory that is efficiently designed in the run of Crossbones displays the esoteric domain of reality, and its relational model remain characteristically a wholesome mental composition and a definitive sociopolitical alternative mechanism in respect of a neo-conception of conservative reality. In this way, the relational model and the formal logic within evolves the model of conception and execution of socio-politico theory develops the notion of nonsense effect, and an idea of contradiction within the framework of cognition and emotion contradicts the Theo-political praxis of social awareness. Throughout the refusal of activating a dialectical reality by means of context and active affectivity and imagination, the religious-political system that Farah is describing in his docufiction impels the individual's accessibility of Al-aql in its schema and behaviorist conceptions, directly linked to its perception of origin. Correspondingly, through the modifying environmental variables and introspective method, Farah contains in his applied behavioral analysis a mental decomposing process within which he seeks through the human intellect to define an operative representation of reality; therein, the dimension of embodiment cognitively stands as a meta-analysis. In this run, the realm of relational aesthetics enhances a system of measurement within modeling the functioning of thinking under a perpetual guideline quantity between conception, execution, and adaptation determines executive functions; therefore, we observe a shifting dynamic of perceptual schemes, a contextual transformation of the content of agreement and a capacity of resisting the interferences concerning non-pertinent understanding:

> The word authorized coming out of such a small thing gives Dhoorre a jolt. Perhaps this is one of the boys he's heard about—the new order of youths trained for a higher cause, who, even though they receive their instructions from earthlings, ascribe their actions to divine inspiration. He has heard about boys such as this, whom Shabaab has kidnapped and then trained as suicide bombers, boys and a few girls who see themselves as martyrs beholden to high ideals. But what can this boy want? Or, rather, what can his superiors want? And why here, why him and his family? He must disabuse the boy of the notion that he, Dhoorre, harbors any resentment toward religionist ideals, it is only that he privileges dialogue, prioritizes peace (Farah, 2010, p. 73).

389 This approach allows the dimensionality of *Insaniyah* to move beyond the contradictory nature of the religious-politico theory of social cognition; in the same perspective, the Be-thinking dimension embodies a cognitive process inside which the reproductive coercion of the relational model of origin enhances a new figure of assimilation. Therefore, transformative experience establishes a new method of cognition and organizational behavior. This complex function defines essential relational mobility; hence, with an efficient interaction between the realm of *Insaniyah, Ibtida,* and *Tabi'ah,* the schema of inhibition becomes a fusion regarding the relational operator of Ilm, Al-ma'rifa, and Wujud. Consistently, throughout the relational usability of voluntary violence, Farah encapsulates the relational model theory of origin in a new approach of psycho-affectivity, which through its relational aesthetic embodies a new context of social competence and a relational dialectics that efficiently ensures the regulation of a rational choice theory the consent to autonomy intentionality and emotional intelligence. Through the contradicting performances of the relational model theory in the course of *Crossbones,* the conception of constructivism appears to be entangled in a chaos that is correspondingly characterized by a relational social perception in which its limit of a function and limit of a sequence define a dichotomizing method and a paradox of dichotomy within the human intellect appears to be relational aggression as regards the execution of the relational theory of the revelation. In this way, we observe that with human intellect to define intrinsic value and understanding inside their own *Insaniyah* and Be-thinking relational *Mahiyyah,* the original resentment between the individual, the dimension of *Al-aql,* and the underlying experience of the perception of revelation, appear to be the contradictory nature of the two prevailing instantaneously. In this dynamic, the religious-politico-social theory befits a coercive function inside which the schema of relational disorder and relational theory display the dimensionality and the contentious relationality between freedom of intellection and religious execution. This fact remains well illustrated when Farah writes:

> Qasiir says, "People change unrecognizably when the country in which they live changes. The civil war opens their eyes to areas of their lives to which they have been blind—the same way going to university and receiving a good

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> education help you see things anew. People's attitudes toward life change with a change in their circumstances, more so in war than in peace. Nobody wants to feel left behind when others move on and do well, or to feel excluded… Qasiir says, "Shabaab prefer their recruits to be much younger than I, greenhorns who know no better, who haven't developed their own way of looking at the world. They concentrate their efforts on recruiting teenagers from broken homes or young boys and girls to whom they can provide a safety net, a « guaranteed livelihood after training. They brainwash them, then attach every new recruit to a trustworthy insider (Farah, 2011, pp. 174-175).

In this dynamic that Farah, through his aesthetic realism approach, focuses on the realm of religious intolerance and ethnocentric approach, which, correspondingly, he signifies as the main principles of discrimination and categorization concerning the relational aesthetic between *Insaniyah* and *Al-aql*. Consistently, the intentionally preposterous and supplice of the religious-politico relational model theory appear to be an inherent structural belief that the function of human intellection and imagination (*Al-aql*) remains organically partial through instance and space. Therefore, its substance and relational database cannot efficiently encompass the sphere of embodied knowledge, the idea of reference, and the epitome structure of truth. In this perspective, the dimension of *Insanyah* and *Wujud* inside the relational model theory and its approach to human intellect become correlated with anthropological circumstances and conservational factors that characterize the impermanence of individual concerns. At this stand, it becomes evident that the disarticulation between the religious-politico relational model and human intellect remains the belief that the Be-ing intellection cannot postulate a coordinated arrangement for human life or perform in complete intelligence in place of the revelation (*al-wahy*).

IV. Conclusion

Throughout an object language, Nuruddin Farah involves in his aesthetic realism an esoteric interpretation concerning the realm of relationality between the individual psycho-affectivity, capacity of understanding and absorption, and the meta-rule dimensionality of the religious-politico-social theory. Correspondingly, the meta-fiction dynamic of *Crossbones* unveils a reality distortion field within contradiction defines a new mental force sphere inside which the idea of origin determines conservative logical conjunction and optimization in perspective. The individual appears disconnected from its relational nature of reality and its relationality to conception and perception. In this stand, by emphasizing the causes and effects of relational uncertainty, Farah shows that the frame of ethnocentric reality and ethnoreligious concept limits the *Insaniah* dimension of perceptual order. This dynamic dives into the realm of *Hakimiyyah* inside a notion of absence. Therein, the individual's relational mobility about the process of choosing, systematizing and understanding the source of truth from his self-own-experience to give significance and instruction to the world around him, becomes an aberration.

Through the psychoanalytic method of the different characters and inside the context-adaptive quantification of reality inside the dynamic of *Crossbones*, the realm of relational dialectics appears inside Farah's approach of reality, as a meta-data. Within this view, the religious-politico relational social theory believes human intellect to be only a receptacle, a passive agent and has no accessibility to thinking. Therefore, compliance with ethnoreligious order remains his only fundamental cause. Within this respect, that the moral compass and the reality principle of the theory of origin appear to embody relational aggression within the source material of truth, and the purely morphological fact of authority is the revelation. Consequently, the Be-ing intellection and the Be-thinking relational model do not correspondingly embody the quintessential accessibility relation and the frame of possibility theory in respect to interpreting and confronting the mental imagery of revelation. In this stand, the human intellect, despite his construction of *Al-ma'rifa*, his approach of *Ibtida,* and his absorptive capacity of *Tabi'ah,* remains intermingled with disorder. It then stands as a straight consequence eccentricity as regards conservative relational construction of reality.

It is in this respect, the dynamic nominalism that efficiently withstands the theory of origin, annihilates the *Wujud* dimensional dialectical phenomenology, in the same run, overwhelms the dialectical realism of *Mahiyyah* in the perspective of human intellect. At this level, the relationalism and relationism that Farah involves in his aesthetic and rational realism display the presence of contradictions within things, are mainly correlated and limited to personalistic and coercive social theory. In a long-run frequency interpretation and within epistemological constructivism, the realm of relational aesthetics becomes inside the dimensionality of *Crossbones,* a relational frame theory.

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Kirchhoffs Second Law and the Theorem about Voltage between Two Points of an Electrical Circuit

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Abstract- The condition that takes place in electrical circuits is formulated as a theorem. The definition of the theorem is one of the fundamental concepts for the analysis of electrical circuits. In essence, the second Kirchhoff law is a consequence of this theorem. It expands the mathematical content of the formula and the possibilities of practical application of the second law of Kirchhoff.

In various tasks and in practice, it is often necessary to determine a quantity of a single branch or a certain part of an electrical circuit. The proposed voltage theorem between any two points gives the possibility of solving such problems.

Keywords: theorem, law, voltages, circuit, source.

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Kirchhoffs Second Law and the Theorem about Voltage between Two Points of an Electrical Circuit

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Abstract- The condition that takes place in electrical circuits is formulated as a theorem. The definition of the theorem is one of the fundamental concepts for the analysis of electrical circuits. In essence, the second Kirchhoff law is a consequence of this theorem. It expands the mathematical content of the formula and the possibilities of practical application of the second law of Kirchhoff.

In various tasks and in practice, it is often necessary to determine a quantity of a single branch or a certain part of an electrical circuit. The proposed voltage theorem between any two points gives the possibility of solving such problems.

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I. Introduction

The basic concepts and laws used in the theory of electrical circuits are given in the course of physics and, mainly, when considering electrical fields. Therefore, it is sometimes difficult to use them for electrical circuits because the field is represented as though by space, and the electrical circuit is a combination of different elements. When considering various issues, one has to rely and refer to well-known laws and fundamental provisions. One of the basic laws of an electrical circuit is the second Kirchhoff law, which was established experimentally and applies exclusively to the closed circuit of an electrical circuit. In the electrical circuit, the concept of the word contour itself implies topographical closure. The closure of the circuit in the definition of the second law of Kirchhoff gives rise to the false assumption that the voltage on the elements of the closed section (contour of circuit) is caused by the electromotive force (EMF) of the sources of only this closed section of the circuit. Why "the algebraic sum of voltages on the elements of a closed (precisely closed?) section of a circuit is equal to the algebraic sum of the electromotive forces of this section", classically written as [1,p.50]

$$\sum U = \sum E \quad \text{or} \quad \sum RI = \sum E \,. \tag{1}$$

This is obvious: As a property of any separately taken system, the algebraic sum of the potentials "n" points along a closed section of the chain is zero, i.e. $\sum_{0}^{n} \varphi_j = 0$, but for an open part of the chain this condition does not hold.

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We believe that the restriction of the application of the second Kirchhoff law only to a closed section of the chain and the resulting false assumptions can be eliminated by the statement given below as a theorem.

The theorem about voltages between any two points of an electrical circuit. The voltage (potential difference) between any two points of the electric circuit is equal to the algebraic sum of voltages at the circuit elements connecting these two points.

Proof logical-analytical. The energy state of an electrical circuit or its separately taken part, likened to a point, relative to another system or relative to the system itself, is usually characterized by the notion of potential. In the steady state of the system, the point potential is constant. This means that the potential difference between any two points in an electrical circuit (voltage) consists of an algebraic sum of potential differences (voltages) on the elements connecting these two points and does not depend on the path of the charge, just like the "geographical location of Ankara does not depend on how you got to him from Paris via of Berlin or of Rome."

Let the points "x" and "y" of some electrical circuit are interconnected as shown topographically in Fig.1.

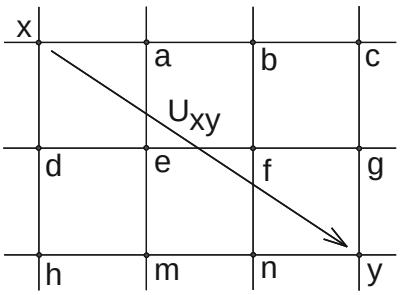


Fig. 1: Topographic scheme of some electrical circuit.

By definition voltage

$$U_{xy} = \varphi_x - \varphi_y \,. \tag{2}$$

The algebraic sum of potential differences on the circuit elements connecting the points "x" and "y" along the path "xaefny", along the path "xdhmny" along the path "xabfgy", etc.

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$$\sum_{x}^{y}(D\varphi)_i = (\varphi_x - \varphi_a) + (\varphi_a - \varphi_e) + (\varphi_e - \varphi_f) + (\varphi_f - \varphi_n) + (\varphi_n - \varphi_y) =$$
$$= (\varphi_x - \varphi_d) + (\varphi_d - \varphi_h) + (\varphi_h - \varphi_m) + (\varphi_m - \varphi_n) + (\varphi_n - \varphi_y) =$$
$$= (\varphi_x - \varphi_a) + (\varphi_a - \varphi_b) + (\varphi_b - \varphi_f) + (\varphi_f - \varphi_g) + (\varphi_g - \varphi_y) = \ldots \quad (3)$$

If we open the brackets in equality (3), then the algebraic sum of the potential differences on the circuit elements connecting the points "x" and "y":

$$\sum_{x}^{y}(D\varphi)_i = \varphi_x - \varphi_y \ . \quad (4)$$

It follows from the equality of the right-hand sides of equalities (2) and (4) that

$$U_{xy} = \sum_{x}^{y}(D\varphi)_i \ , \quad (5)$$

where D – is the difference; $D\varphi$ – potential difference; $\sum_{x}^{y}(D\varphi)_i$ – is the algebraic sum of potential differences on elements from the point "x" to the point "y" along any path.

Considering the voltage between the points "x" and "y" along other paths, we get the same.

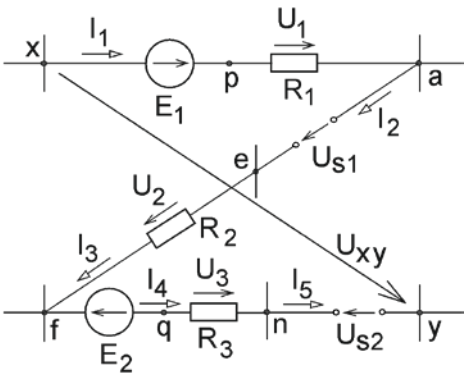


Fig.2. Scheme of filling the circuit with elements of contour "xaefnyx".

Proof based on the second Kirchhoff law.

Assume that the "xaefnyx" contour (Fig. 1) is filled with the elements shown in Fig. 2.

Since, in practice, we mainly deal with voltages than with EMF, we must assume in the circuit that there is a voltage source U_s as an element of the circuit, and enter the voltage of the voltage source into the Kirchhoff's second law formula.

If we consider the voltage between the points "x" and "y" as the voltage of the voltage source, then according to the second Kirchhoff law

$$U_1 + U_{s1} + U_2 + U_3 - U_{s2} - U_{xy} = E_1 - E_2 \ . \quad (6)$$

From this equality, the voltage between the points "x" and "y"

$$U_{xy} = U_1 + U_{s1} + U_2 + U_3 - U_{s2} - E_1 + E_2 \quad (7)$$

If the voltage and EMF are expressed by their definition of potential differences, then

$$\varphi_x - \varphi_y = (\varphi_p - \varphi_a) + (\varphi_a - \varphi_e) + (\varphi_e - \varphi_f) + (\varphi_q - \varphi_n) -$$
$$- (\varphi_y - \varphi_n) - (\varphi_p - \varphi_x) + (\varphi_f - \varphi_q) \ . \quad (8)$$

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The right-hand side of this equality is the algebraic sum of potential differences on the circuit elements connecting the points "x" and "y", i.e.

$$(\varphi_p - \varphi_a) + (\varphi_a - \varphi_e) + (\varphi_e - \varphi_f) + (\varphi_q - \varphi_n) - \\ -(\varphi_y - \varphi_n) - (\varphi_p - \varphi_x) + (\varphi_f - \varphi_q) = \sum_x^y (D\varphi)_i , \quad (9)$$

but the left side is the voltage between the points “x” and

$$\varphi_x - \varphi_y = U_{xy} . \quad (10)$$

From the equality of the left-hand sides of equalities (8) and (9) it follows

$$U_{xy} = \sum_x^y (D\varphi)_i , \quad (11)$$

which proves the statement of the theorem.

The proof is experimental. Measurements and verification of data carried out in the laboratory and in practice confirm the statement of the theorem.

From the theorem under consideration, the second Kirchhoff law follows for any part of the chain [2,3,4 overall].

Summarizing (dividing and grouping similar terms of equalities (3) and (8)), and bearing in mind that for the remaining sections connecting the points "x" and "y", one can write the same equalities, differing only in the number of elements, write in general terms like

$$U_{xy} + \sum_0^l (U_s)_i + \sum_0^m (RI)_j = \sum_0^n E_k , \quad (12)$$

where U_s – is the voltage of the voltage source on the branches connecting the points "x" and "y"; RI – voltage drop on the passive elements of the branches connecting the points "x" and "y"; E - EMF of the branches connecting the points "x" and "y" along the chosen path.

If we consider a closed loop, the concept of voltage U_{xy} loses its meaning, i.e. $U_{xy} = 0$ since the points “x” and “y” merge into one point, and formula (12) is written as

$$\sum_0^l (U_s)_i + \sum_0^m (RI)_j = \sum_0^n E_k \quad (13)$$

If there is no voltage source U_s in the circuit or in the considered section, then formula (12) takes the form

$$U_{xy} + \sum_0^m (RI)_j = \sum_0^n E_k \quad (14)$$

If there is no current in the considered section, then in the left part of the formula (12) will be U_{xy}, remains as the no-load voltage generated by the EMF sources:

$$U_{xy} = \sum_0^n E_k . \quad (15)$$

If in the considered section of the circuit there are no sources of EMF, then equation (12) is written as

$$U_{xy} + \sum_0^l (U_s)_i + \sum_0^m (RI)_j = 0 . \quad (16)$$

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All this shows that equation (12) is more universal and rigorous than equation (1), a common equality expressing Kirchhoff's second law. On this basis, it will be correct to write the formula of the second Kirchhoff law in the form (12) and formulate "*the algebraic sum of the voltage between any two points of the electrical circuit and the voltages of the branch elements connecting these points is equal to the algebraic sum of the electromotive force of the considered section*" [5, p.24].

II. Findings

1. The definition of the theorem is one of the fundamental concepts for the analysis of electrical circuits.
2. The above theorem is more general than the second Kirchhoff law, since the second Kirchhoff law is derived from this theorem, i.e. the theorem is the basis for the second Kirchhoff law.
3. The theorem, in contrast to the second Kirchhoff law, is applicable to both closed and topographically linear sections of an electric circuit.
4. The mathematical formula of the theorem is more semantic and universal than the generally accepted record of the second law of Kirchhoff.
5. The definition of the second law of Kirchhoff admits the possibility of complementing the definition of this theorem.

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Several Slip Effects on MHD Flow of Casson Nanofluid Across a Porous Stretched Sheet in the Presence of Chemical Reactivity and Thermal Radiation

By K. Veera Reddy

Abstract- Multiple slip effects involving on the outflow of the boundary layer, first-order chemical processes, heat, radiation and mass Study examined into the transmission more stretching surface of a non-Newtonian nanofluid. To define liquid flow which is not Newtonian, the MHD Casson fluid approach is formulated. Through suitable the governing nonlinear Similarity transformations can be changed into an ODE system, might be numerically solved via 4th order Runge Kutta method as well as the shooting technique. Whenever a concentration slip parameter and a generative chemical reaction are used, the heat transfer rate increases, whereas when a chemical reaction that is harmful and a thermal slip parameter are used, the heat transfer rate drops. The numerical method is when comparison to earlier results in the literature, and there is a significant overlap.

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I. Introduction

Microelectronics, pharmaceutical processes, Fridge, heat transfer, Boiler flue gas temperature reduction, grinding, and machining all seems to be instances of engine cooling/vehicle thermal management.

Nadeem *et al.* [1] demonstrated an oblique Casson-nano fluid flow provided boundary conditions that seem to be convective. Nazari *et al.* [2] investigated propagation of entropy models for Casson nanofluid flow caused by a stretched surface. Haq *et al.* [3] Hari investigated the consequences of heat transmission and MHD on the Casson nanofluid across a shrinking sheet. Rashad [4] studied on the influence of unstable with a convective boundary condition, nano fluid flow across a leaning stretched surface. Within the presence of slip flow, Afify *et al.* [5] over a permeable stretched sheet, the MHD boundary layer flows, the effects of Newtonian heating on scaling group transformation were studied. El-Kabeir *et al.* [6] used a Casson fluid flows in a mixed convective flow around a sphere with partial slip, chemical reaction to demonstrate heat and mass transfer. Afify [7] studied heat transmission of nanofluids over an uneven stretched surface using slip flow and heat generation/absorption. Krishna *et al.* [8] Using a stretched porous sheet, they inquired the impact of chemical reactions on Casson fluid MHD flow. Nagasantoshi *et al.* [9] Nanofluid flow across with the stretching sheet varying viscosity, non-uniform heat source was analyzed. Arundhati *et al.* [10] studied a nanofluid flow within a restricted wavy vertical channel with a flow of dual convective heat, mass transfer which is steadiness. Sivaiah *et al.* [11] in the radiation effect was explored numerically, the MHD Flow of the Boundary Layer model has been used to replicate the movement the transit of a viscoelastic and dissipative fluid thru a porous plate. About *et al.* [12] investigated the numerical assessment of natural disasters and global error estimates of convection effects on bacteria gliding over a porous non-Darcy substance on a power-law basis Slime consisting with nanoparticles. In the presence of a heat sink that is non uniform, Raju *et al.* [13] demonstrated non-Newtonian nanofluid over a cone, convective heat, mass transfer. Gayatri *et al.* [14] studied Carreau fluid over a stretched sheet, flow with viscous dissipation, Joule heating. Vijaya *et al.* [15] investigated a chemical reaction and viscous dissipation driven by a porous elongated sheet yields an electrically conducting Casson fluid flow. Choi [16] looked at using nanoparticles to produce fluids more thermally conductive. Lee *et al.* [17] Thermal conductivity were explored of the fluids using oxide nanoparticles. Many researchers [18-29] have since researched at the wall, there is a velocity fall and a temperature jump with nanofluid and viscous fluids using various geometries.

The purpose of paper is to investigate the boundary conditions on thermal, concentration slip fluid flow, velocity, and chemical reactioned in Casson, heat transfer stretching with nanoparticles on the surface because of Brownian diffusion and thermophoresis in Casson, heat transfer over a stretching. The velocity, temperature, and nanoparticle concentration fields' numerical results are presented. The friction as the heat and mass transfer rates, tabulated and assessed. The nanoparticles imbedded in Casson fluid have a number of practical applications, according to the current study, including nuclear reactors, microelectronics, and chemical production.

II. Formulation of Mathematics

Consider the MHD an inexhaustible Casson nanofluids past a porous stretching surface with a steady boundary layer. The sheet has been stretched at the linear velocity. The x-axis behaves similarly to the

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continuous stretching porous sheet, while the y-direction flows transverses. It is considered that the flow proceeds for a period of time. At the surface, temperature and concentration fixed at exact constant values, T, C are fixed values which are fixed a long way below the surface a 1st order homogeneous chemical reaction of species with a reaction rate constant, K_l, is also assumed. Fig .1 shows a flow diagram.

The rheological equation, for state a Casson fluid flow that also isotropic and incompressible is given by Ramana Reddy et al. [29]:

$$\tau_{ij} = \begin{cases} 2\left(\mu_B + \dfrac{P_y}{\sqrt{2\pi}}\right)e_{ij}, & \pi > \pi_c \\ 2\left(\mu_B + \dfrac{P}{\sqrt{2\pi_c}}\right)e_{ij}, & \pi < \pi_c \end{cases} \tag{1}$$

where μ_B is the non-Newtonian fluid plastic dynamic viscosity, P_y - the yield stress, π - the product of the component of deformation rate and itself, precisely, $\pi = e_{ij}e_{ij}$, e_{ij} = the (i,j)th component of the deformation rate, and c is a critical value of based on non-Newtonian model.

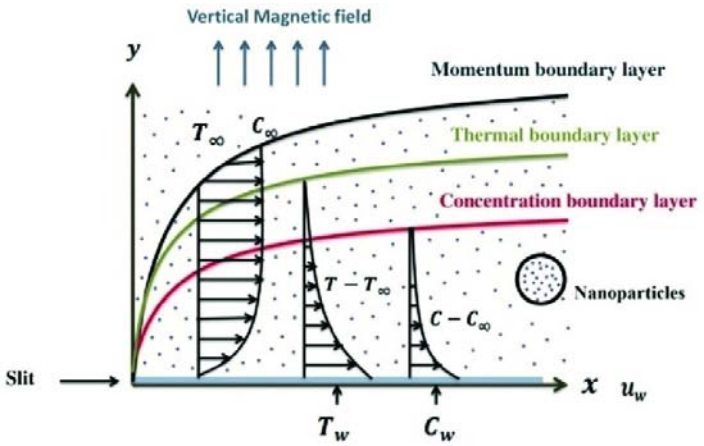


Figure 1: The Physical model and coordinate system.

The governing equations of Casson nanofluid can be expressed with boundary layer approximations:

$$\frac{\partial u}{\partial x} + \frac{\partial v}{\partial y} = 0 \tag{2}$$

$$u\frac{\partial u}{\partial x} + v\frac{\partial v}{\partial y} = \upsilon\left(1 + \frac{1}{\beta}\right)\frac{\partial^2 u}{\partial x^2} - \left(\frac{\nu}{k}u + \frac{\sigma {B_0}^2}{\rho}u\right) \tag{3}$$

$$u\frac{\partial T}{\partial x} + v\frac{\partial T}{\partial y} = \alpha\frac{\partial^2 T}{\partial y^2} + \tau\left\{D_B\left(\frac{\partial C}{\partial y}\frac{\partial T}{\partial y}\right) + \frac{D_T}{T_\infty}\left(\frac{\partial T}{\partial y}\right)^2\right\} + \left(1 + \frac{1}{\beta}\right)\frac{\mu}{\rho C_p}\left(\frac{\partial u}{\partial y}\right)^2$$

$$-\frac{1}{\rho C_p}\frac{\partial q_r}{\partial y} \tag{4}$$

$$u\frac{\partial C}{\partial x} + v\frac{\partial C}{\partial y} = \alpha\frac{\partial^2 T}{\partial y^2} + D_B\frac{\partial^2 C}{\partial y^2} + \frac{D_T}{T_\infty}\frac{\partial^2 T}{\partial y^2} - K_l\left(C - C_\infty\right) \tag{5}$$

The boundary conditions

$$u = u_w + \left(1 + \frac{1}{\beta}\right)N\rho\nu\frac{\partial u}{\partial y},\ v = 0,\ T = T_w + K_1\frac{\partial T}{\partial y} \quad at\ y = 0$$
$$u = 0,\ T = T_\infty, C = C_\infty \quad as \quad y \to \infty \tag{6}$$

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where u and v are velocity components with the x- and y-axes respectively, ρ is the fluid density, ν is the fluid kinematic viscosity, $\alpha = \frac{k}{pCp}$ is the fluid's thermal diffusivity, $\tau = \frac{(\rho C)_p}{(\rho C)_f}$ - the ratio between the nanoparticles and the heat capacity of fluids, q_r is radiative heat flux, D_B - the Brownian diffusion coefficient, and D_T is the thermophoretic diffusion coefficient. Furthermore, N, K_1, and K_2 are velocity, thermal, and concentration slip factor. In order to simplify the radiative heat flux on the flow, we have given the preference to the application of Roseland diffusion approximation as follows:

$$q_r = -\frac{4\sigma_s^*}{3k_e^*}\frac{\partial T^4}{\partial y} \tag{7}$$

where σ_s^* = Stefen-Boltzman constant and k_e^* = the mean absorption coefficient. The study is focused to thin fluids owing to the Roseland approximation. eqn (7) can be mathematically expressed if the temperature differential within the flow is tiny indeed by extending T^4 using Taylors series about T_∞ and neglecting higher order terms, we obtain

$$T^4 = 4T_\infty^3 T - 3T_\infty^4 \tag{8}$$

In view of equations (7) and (8), equation (4) reduces to

$$u\frac{\partial T}{\partial x} + v\frac{\partial T}{\partial y} = \alpha\frac{\partial^2 T}{\partial y^2} + \tau\left\{D_B\left(\frac{\partial C}{\partial y}\frac{\partial T}{\partial y}\right) + \frac{D_T}{T_\infty}\left(\frac{\partial T}{\partial y}\right)^2\right\} + \left(1+\frac{1}{\beta}\right)\frac{\mu}{\rho C_p}\left(\frac{\partial u}{\partial y}\right)^2$$
$$+ \frac{16\sigma_s T_\infty^3}{3\rho c_p k_e}\frac{\partial^2 T}{\partial y^2} \tag{9}$$

The non-dimensional variables enumerated are expressed as follows:

$$\eta = y\sqrt{b/\nu}, \quad \psi(x,y) = x\sqrt{b\nu}\, f(\eta), \quad \theta(\eta) = \frac{T - T_\infty}{T_w - T_\infty},$$
$$\varphi(\eta) = \frac{C - C_\infty}{C_w - C_\infty}, \; M = \frac{\sigma B_0{}^2 \nu}{\rho \nu_0{}^2}, \; K = \frac{K'\nu_0{}^2}{\nu^2}, \; R = \frac{16\sigma^* T_\infty{}^3}{3K_s} \tag{10}$$

The stream function (x, y) is provided to obey the equation continuity (2).

$$u = \frac{\partial \psi}{\partial y}, \quad v = -\frac{\partial \psi}{\partial x} \tag{11}$$

As a function of the above modifications (3), (5), (9), are reduced to

$$\left(1+\frac{1}{\beta}\right) f''' + ff'' - f'^2 + \left(M + \frac{1}{K}\right) f' = 0 \tag{12}$$

$$\left(\frac{1+R}{\mathrm{P}_r}\right)\theta'' + \theta' f + Nb\theta'\varphi' + Nt\theta'^2 + E_c\left(1+\frac{1}{\beta}\right) f''^2 = 0 \tag{13}$$

$$\varphi'' + Le\, f\, \varphi' + \frac{Nt}{Nb}\theta'' - Le\, Kr\varphi = 0 \tag{14}$$

boundary circumstances are:

$$f(0) = 0,\; f'(0) = 1 + L_1\left(1+\frac{1}{\beta}\right) f''(0), \theta(0) = 1 + L_2\theta'(0), \varphi(0) = 1 + L_3\varphi'(0)$$
$$f'(\infty) = 0, \theta(\infty) = 0, \varphi(\infty) = 0 \tag{15}$$

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Differentiation with respect η is expressed by the term prime, f is function of similarity, θ is the temperature that has dimensionless, ϕ is the volume percentage of dimensionless nanoparticles, $P_r = \nu/\alpha$ is Prandtl number, $L_e = \nu/D_B$ is Lewis number, $\gamma = K_1\sqrt{(b/\nu)}$ is the thermal slip parameter, $\beta = \mu_B\sqrt{2\pi_c}/P_y$ is the Casson parameter, $\lambda = N\rho\sqrt{(\nu b)}$ is the slip parameter, $\delta = K_2(b/\nu)^{1/2}$ is the concentration slip parameter, $E_c = u_w^{\,2}/C_p(T_w - T_\infty)$ is the Eckert number, $Kr = K_0/b$ is the chemical reaction parameter, $Nb = (\rho C)_p D_B(C_w - C_\infty)/(\rho C)_f \nu$ is the Brownian motion parameter, and $Nt = (\rho C)_p D_T(T_w - T_\infty)/(\rho C)_f \nu T_\infty$ is the thermophoresis parameter, respectively. The quantities of physical interest in this problem are the local skin friction coefficient C_{fx}, the local Nusselt number Nu_x, and local Sherwood number Sh_x, Magnetic field parameter M, Radiation parameter R, permeability parameter K, which are defined as

$$C_{fx} = \frac{\tau_w}{\rho u_w^{\,2}},\ Nu_x = \frac{xq_w}{K(T_w - T_\infty)},\ Sh_x = \frac{xq_m}{D_B(C_w - C_\infty)} \tag{16}$$

where τ_w is the shear stress, q_w and q_m are the surface heat and mass flux which are given by the following expressions:

$$\tau_w = \left(\mu_B + \frac{P_y}{\sqrt{2\pi_c}}\right)\left(\frac{\partial u}{\partial y}\right)_{y=0},\ q_w = -K\left(\frac{\partial T}{\partial y}\right)_{y=0},\ q_m = -D_B\left(\frac{\partial C}{\partial y}\right)_{y=0} \tag{17}$$

The dimensionless forms of skin friction, the local Nusselt number, and the local sherwood number become

$$\sqrt{\mathrm{Re}_x}\ C_f = \left(1 + \frac{1}{\beta}\right) f''(0),\ \frac{Nu_x}{\sqrt{\mathrm{Re}_x}} = -\theta'(0),\ \frac{Sh_x}{\sqrt{\mathrm{Re}_x}} = -\varphi'(0)$$

where $\mathrm{Re}_x = xu_w/\nu$ is the local Reynolds number.

a) Numerical Solution

The dimensionless equations are the beginning and boundary conditions, were numerically solved using the 4th order R-K method and the shooting approach. By assigning various numerical values to the dimensionless governing parameters, the effect of dimensionalless governing variables on velocity, temperature, and concentration fields, skin friction factor, Nussult number, and shearwood number has been shown. The outcomes are reviewed and presented in the form of tables and graphs. Dimensionless governing parameters include the flow slip variable (L1), the thermal slip parameter (L2), the concentration slip parameter (L3), the magnetic (M), the Casson fluid (β)

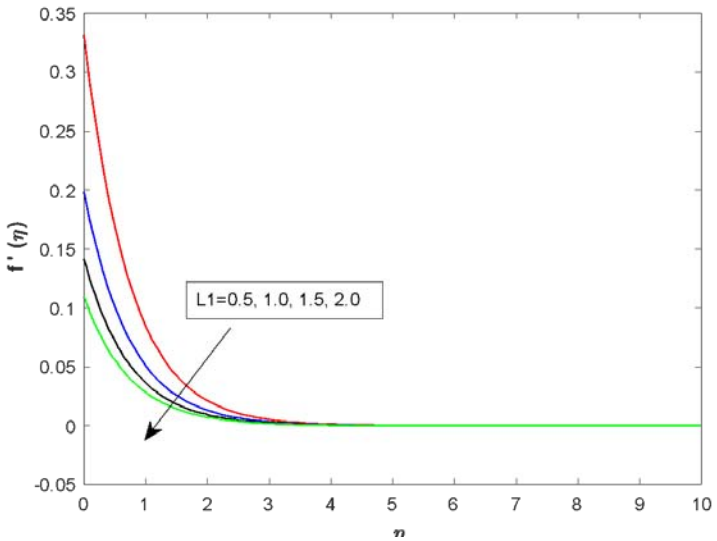


Fig. 2: Velocity profiles

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Fig.2 represents the velocity profiles for various values of flow slip parameter. It has been noticed that as the slip parameter increases, velocity decreases. Because of the slip parameter, resistance pressure is produced adjacent to the stretching porous sheet, lowering the Friction factor, heat transfer rate, and mass transfer rate are all factors to consider.

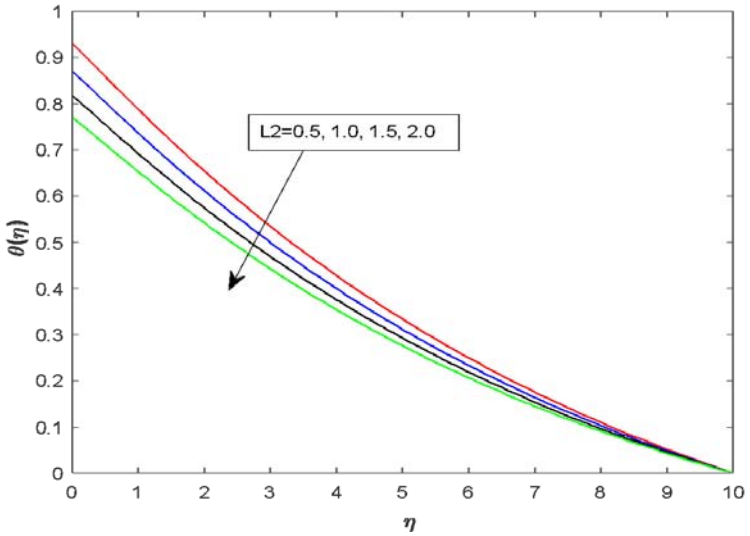


Fig. 3: Temperature plot

Fig. 3 depicts the effect of thermal slip parameter on the temperature plot. The temperature drops as the thermal slip parameter (L2) grows, as shown in the figure. As the thermal slip parameter is raised, the heat transfer rate falls.

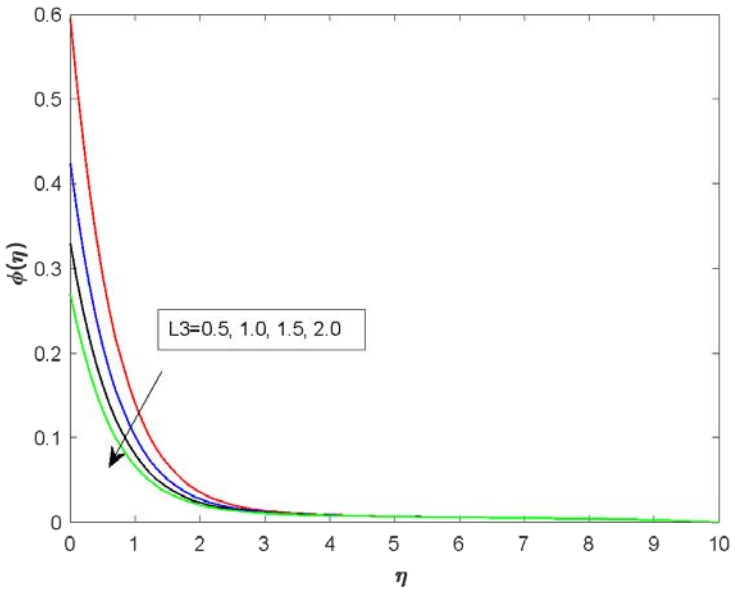


Fig. 4: Concentration profiles

The effect of concentration slip parameter (L_3) on the concentration profiles is shown in Fig.4. It is observed that the slip parameter increases, the concentration distribution decreases. The mass transfer rate reduces as a consequence.

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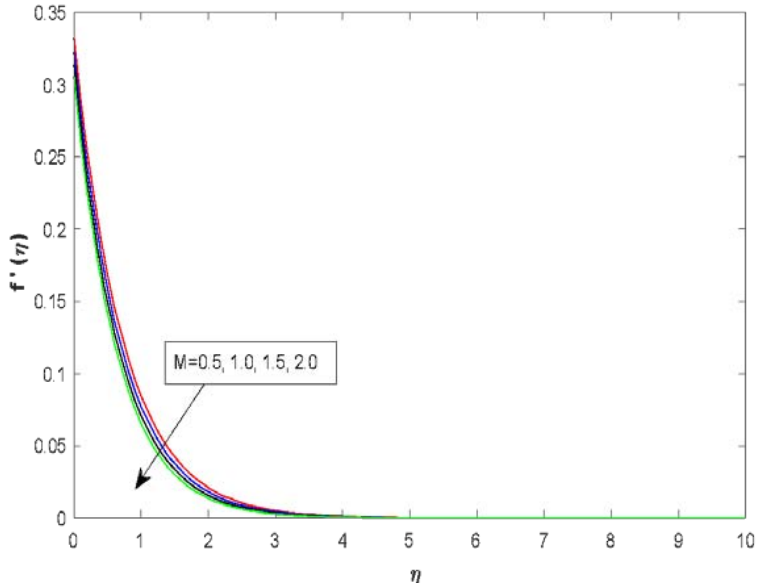


Fig. 5: Velocity profile

Fig. 5 presents the outcomes of external magnetic field (M) on the velocity profile. It should be emphasized that as M grows, the fluid velocity reduces. This is owing to the presence of a transverse magnetic field, which causes a sudden drag force (Lorenz force) opposing the Casson fluid's motion and so delays the flow velocity.

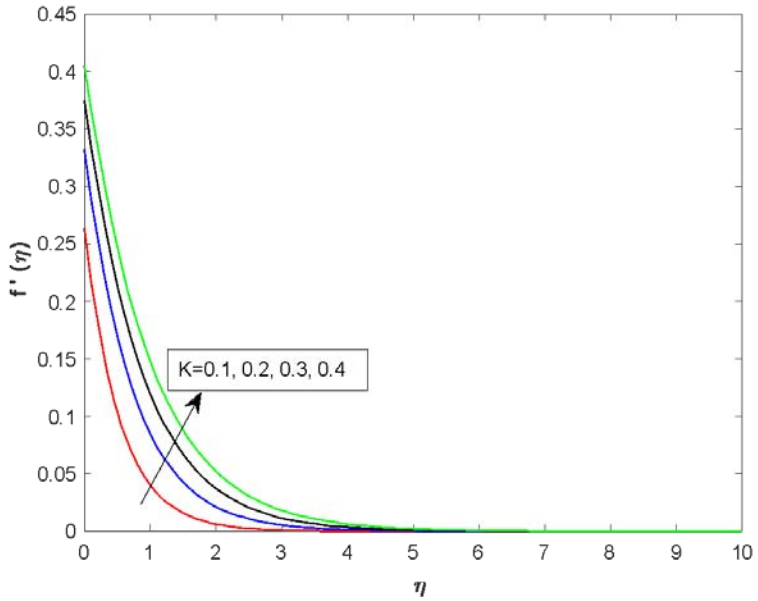


Fig. 6: Velocity profiles

The impact of the permeability plot on dimensionless velocity is shown in Fig. 6. It is worth noting that an increase in porous medium, the results of the fluid velocity increases.

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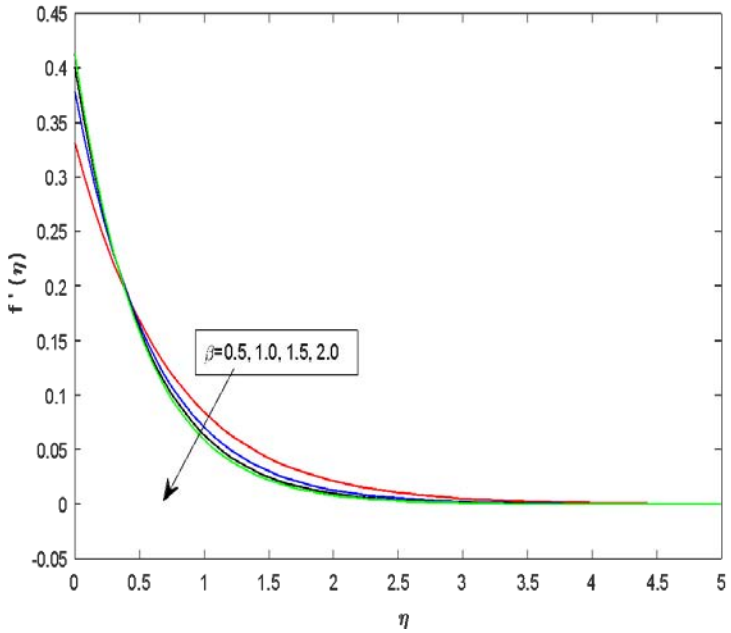


Fig. 7: Velocity profiles

The effect of Casson fluid plot on dimensionless velocity is shown in Fig. 7 and observed that the velocity decreases with an increase of Casson fluid parameter $0.5 \leq \beta \leq 3.0$. It is necessary because the lowering of the yield stress of the Casson fluid decreases. Physically, an increase in the Casson parameter to minimize the yield stress which means that plastic dynamic viscosity of the fluid is increased and that the momentum boundary layer becomes thicker.

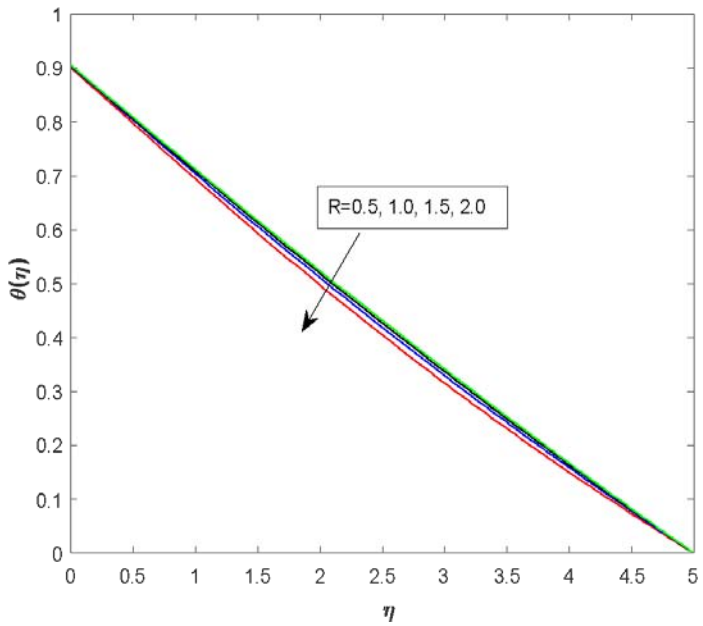


Fig. 8: Temperature profiles

Fig. 8 shows the effect of radiation parameter on the temperature profiles. When the radiation parameter is enhanced, the temperature decreases. This is owing to the thinness of the temperature boundary layer.

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Table 1: Comparison table $\left(1+\frac{1}{\beta}\right) f''(0)$, $-\theta'(0)$, $-\phi'(0)$ different values of $L1, L2, L3, \beta$

L1	L2	L3	β	$\left(1+\frac{1}{\beta}\right) f''(0)$ Afify	$\left(1+\frac{1}{\beta}\right) f''(0)$ Present	$-\theta'(0)$ Afify	$-\theta'(0)$ present	$-\phi'(0)$ Afify	$-\phi'(0)$ Present
0	0.2	0.2	0.5	-1.733100	-1.733105	0.628232	0.628235	1.324400	1.324412
1	0.2	0.2	0.5	-0.541057	-0.541053	0.587859	0.587857	1.047300	1.047350
3	0.2	0.2	0.5	-0.243961	-0.243963	0.473596	0.473590	0.972528	0.972530
0.2	0	0.2	0.5	-1.164996	-1.164999	0.763040	0.763042	1.172730	1.172735
0.2	1	0.2	0.5	-1.164996	-1.164998	0.411102	0.411108	1.241970	1.241972
0.2	3	0.2	0.5	-1.164996	-1.164998	0.208327	0.208329	1.288470	1.288476
0.2	0.2	0	0.5	-1.164996	-1.164997	0.620139	0.620142	1.639360	1.639362
0.2	0.2	1	0.5	-1.164996	-1.164998	0.707216	0.707220	0.569352	0.569354
0.2	0.2	3	0.5	-1.164996	-1.164999	0.734532	0.734538	0.246761	0.246762
0.2	0.2	0.2	0.3	-1.319520	-1.319525	0.651801	0.651808	1.188420	1.188421
0.2	0.2	0.2	4	-0.846526	-0.86530	0.655087	0.655082	1.185290	1.185292
0.2	0.2	0.2	∞	-0.776388	-0.776385	0.652042	0.652048	1.179710	1.179713

III. Conclusions

The following are the key findings of this study:

1. As the slip variable increases, the velocity reduces.
2. The temperature drops as the thermal slip plot is increased.
3. The concentration distribution shrinks as the slip parameter grows.
4. As the magnetic parameter increases, the fluid velocity decreases.
5. As the Casson fluid parameter is increased, the velocity falls.

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The Essentials of Paragraph Writing to Develop Writing Skill

By Md Mohidur Rahman

Abstract- Paragraph is a group of related sentences dealing with a central idea. It is important to practice writing, develop writing skill, organize thoughts and improve the bent of expression. It starts with an attitude in the topic sentence, develops coherently and cohesively with the supporting ideas and ends with the restatement of the theme of the topic sentence. It requires two important factors – free hand writing and in-depth knowledge on the rules of introducing, developing, modulating and terminating. Besides, the unity, logical arrangement of supporting ideas, coherence, cohesion, completeness etc are the important elements of paragraph. But there is a false allegation to paragraph writing. Most of our teachers say that paragraph has no rules. For this, our students commit it for examination only and as such, suffer from poor writing skill. Thus, this paper aims at finding out the theories or rules of paragraph writing for writing practice and developing their writing skill.

Keywords: definition and description of paragraph, requirement of paragraph, false allegation to paragraph, theories of paragraph.

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The Essentials of Paragraph Writing to Develop Writing Skill

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Keywords: definition and description of paragraph, requirement of paragraph, false allegation to paragraph, theories of paragraph.

I. Introduction

Paragraph is the smallest unit of any writing or the smallest division of any composition writing. It is a cyclic process to give a particular shape to the fundamental unit of composition. The process begins with the key idea and travels it through the congruent supporting ideas and concludes with reminding the key idea of the topic in the topic sentence in a varied mode of language construction. The cycle rotates among four basic elements known as *IDMT* which are a must to write a complete paragraph. The elements are *introducer, developer, modulator* and *terminator*. Generally, the introducer ignites the theme in the outset, the developer brings out its completion throughout the body of the paragraph, the modulator bridges the supporting ideas of the developer through the transitional devices and the terminator finalizes the paragraph restating the ignited theme of the introducer in a varied way of language.

There is a general idea in our society that paragraph is a matter of mugging up. It does not follow any rule – a bad catch phrase usually prevailing in the mind set of our teachers as well as our innocent learners. They think it is just to commit and vomit in the answer script of the examination. That will do. But it misguides our young learners and spoils their valuable time and efforts. Actually, there are many rules to write an ideal paragraph. So, it is a must for them to know these rules in detail to make their writing practice precise and systematic.

Keeping in view the best of the completeness of the paragraph, the writer is to select the theme or central idea of the topic following the selection process of the theme discussed in DAFTI, and then to implement the mechanism of starting, developing and ending discussed in STOAP and SCARF maintaining the unity throughout the paragraph. He has to follow the cohesive and rhetorical devices to give an organized shape to the paragraph. Now, this study investigates the important query abouthow effectively the rules of paragraph writing can be culled and compiled for the young learners.

II. Literature Review

The data and materials of paragraph were collected from various sources ie from the consultation of the books and journals of various writers as mentioned in bibliography, standard data collection was from the class lectures of Professor Dr Rabeya Begum, Department of English, Al Jazan University, Saudi Arabia, from the seminar conducted by Professor Dr Rezaur Rahman, Department of English, University of Dhaka in 2005.

III. The Study

The materials used to conduct the research in the class room were discussed below:

a) Basic structure of paragraph.
b) Illustration of the acronymic words-DAFTI, SCARF and STOAP.
   Purpose of paragraph.
c) Element of paragraph.
d) Type of paragraph.

a) Basic Structure of Paragraph

i. *The Normal Structure:* The structure of the paragraph has three basic parts - selection of theme determined by the acronymic word 'STOAP', the body developed by the acronymic word 'DAFTI' and conclusion terminated by the acronymic word 'SCARF'. Under the body portion, there are arguments, thoughts, ideas, concepts, quotations, discussions, evidences etc as supporting ideas to the body. There is no limit of the number of supporting ideas. It may be as many as the

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completeness of the paragraph allows without breaking the unity.

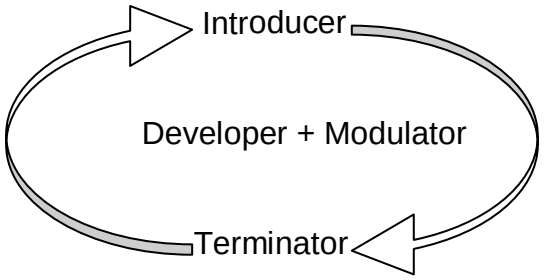
ii. *Skeleton of Paragraph:* A paragraph must have a topic sentence related to the topic which gives an attitude to develop it. The body is the cohesive and coherent development of the topic and ends with the restatement of the theme of topic sentence, but structurally different. The skeleton is shown in the graph below:

a. Topic Sentence (STOAP)
b. Body (DAFTI)

(1) Arguments
(2) Evidences
(3) Discussion
(4) Thoughts
(5) Concepts
(6) Quotations

Supporting sentences or ideas

c. Conclusion (SCARF)
d. Four basic elements in the cyclic disposition of the paragraph are:



b) Illustration of Acronymic Words

Factors to Select a Theme. All the paragraphs must thematically fall under any category of the following factors. You have to select the best probable theme in which you can develop more or you can present more number of related sentences. If we acronym the initial letters of the factors, it becomes DAFTI. It (actually DAFT) means a stupid person. These five letters stand for five specific ways of thematic development of paragraph.

D = Different attitudes, types, factors, reasons etc.
A = Advantages or disadvantages.
F = Factual accounts or facts.
T = Time.
I = Importance of the topic in human life.

D = Different Attitudes, Types, Factors, Reasons, Natures Etc. A paragraph can get the theme on different attitudes, types, reasons, factors, categories etc i. e. *'University Students.'* The theme can be on various categories or types of university students. If you can just plainly discuss the nature and activities of various groups of students sequentially, you will get an excellent paragraph.

A = Advantages or Disadvantages. The theme of the paragraph can be on merits or demerits of the topic or both of them on the basis of comparison and contrast i.e. *'The Cow'.* We can develop very less on its colour, its physical description, its kinds, its demerits etc whereas we can discuss a lot on its usefulness. So, the theme is to be on merits or advantages of the cow.

F = Factual Accounts or Facts: Generally, in this type of paragraph, the facts are placed in support of the topic. The facts or ideas are presented in the listing method maintaining the cohesion and finally ends with the restatement of the theme of the topic sentence i.e. *'My Bosom Friend'.* The topic sentence may be '*My bosom friend is a strictly religious man.'* How religious? What are the religious practices he does? Just discuss the facts in support of the topic and you will get a good paragraph.

T = Time: This type of paragraph can chronologically be on the time sequence of different events, incidents, facts etc i.e. *'Our Liberation War.'* The topic can be 'Our Liberation War is a nine-month durational war.' It starts on the 25th march, 1971 and then develops the events or fights as per the time sequence. It will be good paragraph.

I = Importance of the Topic in Human Life: What will be the effect of the topic in human life is the subject matter i.e. *'Scientific Method of Cultivation.'* The topic sentence can be *'Scientific method of cultivation has a great importance in our national economy.'* What are the aspects of importance? Just discuss and get an excellent paragraph.

Factors to Start a Paragraph: The following factors tell us how to start or introduce a paragraph. If we acronym the initial letters, it becomes a word 'STOAP' found in British Slang Dictionary.

S = Speech
T = Theme
O = Opinion
A = Action
P = Proverbial Statement/Quotation

S = Speech: It is clear that a paragraph can start with a speech i.e. 'Democracy'. The topic sentence can be *'Democracy is of the people, for the people, by the people'.* Why is Democracy completely related to the people and how? Just discuss accordingly and it will be a good paragraph.

T = Theme: A paragraph can start with the theme directly i.e. 'The Cow'. The topic sentence can be *'The cow is a useful animal'.* Why useful? Just discuss.

O = Opinion: A paragraph can start with the opinion of what you like or dislike i.e. 'Student Politics'. The topic sentence can be *'I do not like student politics'.* Why? Just write the reasons and get an excellent paragraph.

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A = Action: A paragraph can start with the activities i.e. 'Shakespeare'. The topic sentence can be *'Shakespeare is mostly known for his dramas.'* Now describe the characteristics of his dramas and their effects in human life.

P = Proverbial Statement/Quotation: A paragraph can start with the proverbial expression or quotation i.e. 'Self-effort'. The topic sentence can be *'where there is a will, there is a way.'* Now prove how a will can create a way.

Factors to Terminate a Paragraph: The following factors dictate the conclusion as the restatement of the topic sentence but structurally different. If we acronym the initial letters of the factors, it becomes a word 'SCARF'. It means a piece of fabric worn by women.

S = Sum up.
C = Climax.
A = Air of Finality.
R = Repetition of the topic.
F = Future Indication.

S = Sum up: It is to sum up the paragraph restating the theme of the topic sentence.

C = Climax: It concludes with the great importance to the end i.e. *'Travelling.'* If the topic sentence is *'travelling is a good means of learning',* the conclusion is *'Thus a man can gather vast knowledge by travelling'.*

A = Air of Finality: It gives the final indication to the end i.e. *'Students' Failure in English.'* If the topic sentence is *'Students' failure in English tremendously affects the career of our students',* the conclusion is *'it will limit the range of knowledge of our students.'* Actually, the failure itself gives the air or final indication of career wrecking.

R = Repetition of the Topic: It is similar to sum up. Exactly repeat the topic but change the structure of the sentence.

F = Future Indication: The paragraph ends indicating something future activities i.e. *'Poverty Alleviation.'* If the topic sentence is *'there are different ways to alleviate poverty',* the conclusion is *'these are the steps to be taken to alleviate poverty.'* It means the action to take steps indicates future.

c) Components of Paragraph

Introducer: It is basically the topic sentence expressing the central theme through an attitude or an outlook to develop.

Developer: It deals with the body of the paragraph. Its elements are as following:

Unity of Paragraph: Unity in a paragraph begins with the topic sentence and continues till the terminator. It means all the sentences will be coherent to the main idea.

Order or Logical Arrangement of Ideas: Order refers to the way you organize the supporting sentences. It may be on chronological order, order of importance, or another logical presentation of detail. Order helps the reader grasp the meaning and avoid confusion.

Variety of Language: Paragraph is an important field of language varieties. It is odd to repeat a sentence or an expression in a paragraph. That is why; a writer needs a vast store of words, choice of diction, bent of expression etc to make the paragraph lucid, simplified and understandable.

Coherence: Coherence is the sequential presentation of congruent supporting ideas. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transitional words which create bridges from one sentence to the next.

Cohesion: It is the glue to connect two logical ideas in a paragraph. It brings the smooth transition from one idea to another to develop the paragraph.

Modulator or Cohesive Devices: It is mostly known as smooth transitional devices or cohesive devices. It is of the following kinds:

Sentence Connectors: The sentence connectors are as the following:

To Show Addition: And, Furthermore, Also, Moreover, Besides, In addition etc.

To Show Contrast: But, On the other hand, However, On the contrary, Instead, etc.

To Show Comparison: Similarly, Likewise, In the same way, In like manner etc.

Substitution: It is also of three types:

Nominal: The knife is blunt. Give me a sharper one.

Verbal: Did the baby eat the sweet? It may do so.

Clausal: Are you going to Dhaka? If so, we can travel together.

Ellipsis: It is of three types:

Nominal: Why don't you use a pen? I haven't got any (pen).

Verbal: Is it going to rain? It may (rain) or not (rain).

Clausal: Can you swim? Yes (I can swim).

Terminator: It is the restatement of the 'Introducer', but structurally different.

d) Type of Paragraph

Descriptive: It is the paragraph on the description of concrete or solid things. i.e. *'The Cow'.* If the topic sentence is *'The cow is a four-footed animal',* you have to describe the physical appearance.

Narrative: The paragraph written as a narration is a chronological presentation of events that adds up to a story.

Reflective or Expository: Expository paragraph is explanatory in nature. It requires reflection or thought of the writer. Generally, our learners are given this type of

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paragraph for practice. It is a sort of paragraph development by:

Fact: In this type of paragraph, the facts are put sequentially in support of the topic sentence i.e. 'My Friend'. The topic sentence is 'My friend is the stingiest man I have ever seen.' How stingiest? Just put the facts.

Comparison and Contrast: It compares or contrasts two or more objects, characters, events etc. A chart can be prepared before writing this type of paragraph for the items compared or contrasted, and the criteria by which they are compared or contrasted. This type of paragraph has two styles of development which are as following:

Point by Point Method: In this type of paragraph, one point as comparison is presented in contrast to one opposite point and sequentially maintained this trend with proper cohesive devices till the end.

Block Method: In this type of paragraph, generally the points of one aspect of the topic are arranged together sequentially and then the opposite points are discussed accordingly. Actually, two separate blocks of the reverse points are presented one after another.

Definition: This type of paragraphs provides the meaning using events and happenings. A strong effort should be made to clearly explain what something is, and what it is not.

Cause and Effect: In this paragraph, the topic sentence is the effect of some causes. Then put the causes sequentially i.e. 'Students' Failure in English.' The topic sentence can be 'There are many reasons of students' failure in English.' Now put the reasons or causes to get a paragraph.

Classification: In this paragraph, the theme is divided into several classes which are to be developed i.e. *'University Students.'* The topic sentence can be 'University students can be divided into a number of groups.' Now discuss the first group, second, third------- and get a paragraph.

IV. Results and Discussion

Results of the research coming from the assimilation test and the evaluation on the implementation of the rules of paragraph by the students of different groups in both of the courses were framed below to show the comparative state of the groups:

Blended Communicative Skills-BMA, Chittagong

	Free Group-15 Students				Controlled/Guided Group-15 Students			
	Number	Entrance Test (10)	Assimilation (15)	Implementation (75)	Number	Entrance Test (10)	Assimilation (15)	Implementation (75)
1.	05	2.5	7	35	01	6.5	8	65.5
2.	07	3	6.5	39	05	7	6.5	55
3.	03	3.5	4.5	43	06	6	5.5	45
4.	-	-	-	-	03	5.5	4	35.5
Total(Avg)		3	6	39		6.25	6	50.25

Intermediate Level English Language Course-BIPSOT, Gazipur

Ser	Free Group-10 Students				Controlled/Guided Group-10 Students			
	Number	Entrance Test (10)	Assimilation (15)	Implementation (75)	Number	Entrance Test (10)	Assimilation (15)	Implementation (75)
1.	05	2	5	45	01	7	8	60
2.	03	1.5	7.5	32	03	9	9.5	48
3.	01	3.5	6	29	04	6.5	7.5	43
4.	01	1.5	5	33	02	7.5	10	47
Total(Avg)		2.125	5.875	34.75		7.5	8.75	49.5

N.B-Ultimately the result was that the students of free method could show better performance.

V. Summary of Findings

From the structure and the skeleton of the paragraph, it is clear that a paragraph is a cyclic organization of thoughts or ideas – the topic sentence, the supporting sentences and the concluding sentence.

Despite having constant guidance to the free group, the students of controlled/guided group could select the theme under any of the categories dictated by DAFTI as any topic in the world must follow any one of them, start the paragraph in any one way dictated by STOAP and terminate it in any suitable one prescribed by SCARF in a better way.

The elements are the essential parts for a paragraph. Unity is the heart of paragraph, logical order is the ornament of paragraph, language variety is the beauty of paragraph, cohesion and coherence are two factors to maintain the unity and completeness is the fulfillment of paragraph development. But the students of free group missed some elements while developing the paragraph and brought out less completeness.

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Types of paragraphs are the manifestation field to develop it. It may be the development of paragraph by facts, examples, definition, comparison and contrast, persuasion etc. It is the writer's prerogative to select the type in which he can develop more. But most of the students of both groups follow the development of paragraph by facts. So, paragraph development by facts is the easiest type proved by the analysis.

VI. Conclusion

A paragraph is a development of one main idea unified by some related ideas. There must have one central idea expressed in the topic sentence through an attitude or outlook which is taken as the theme of the paragraph. This idea is developed throughout the paragraph by the supporting ideas. The developing ideas are to be coherent or congruent to the main idea. These ideas are smoothly connected by the cohesive devices. No incoherent idea is to be incorporated to maintain the unity of paragraph. Then, the central idea is restated at the end as a terminator. But it is to be mentioned that there are several limitations of the research which are as following:

1. The number of students was poor.
2. Some students studied at home. It was beyond my monitoring.
3. Different students were attentive at different degrees. It was beyond the control of any teacher to make the students attentive at the same scale.

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The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."



Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

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Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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