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Topical Problems Of Patriotic Education At Younger Schoolchildren In The Modern Conditions

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Abstract

The presented work considers the problem of patriotic education at schoolchildren as one of the priority directions of Kazakhstan's social development in modern conditions via comparative qualitative

research methods. As a result, the paradoxically of the modern situation consists that today's domestic education can be characterized as uncertain, unstable, internally contradictory. In conclusion, the ability to coordinate personal with the public, as one of the most important criteria of patriotic good breeding, is still insufficiently developed at younger school age.

Keywords: Patriotic, Education, Schoolchildren, Primary, Education.

Problemas de educación patriótica en escolares más pequeños EN condiciones modernas

Resumen

El trabajo presentado considera el problema de la educación patriótica en los escolares como una de las direcciones prioritarias del desarrollo social de Kazajstán en las condiciones modernas a través de métodos comparativos de investigación cualitativa. Como resultado, lo paradójico de la situación moderna consiste en que la educación doméstica de hoy se puede caracterizar como incierta, inestable, internamente contradictoria. En conclusión, la capacidad de coordinar personal con el público, como uno de los criterios más importantes de buena crianza patriótica, aún no se ha desarrollado suficientemente en la edad escolar más joven.

Palabras clave: Patriótico, Educación, Escolares, Primaria, Educación.

1. INTRODUCTION

The research relevance is caused by the fact that democratic transformations in modern Kazakhstan dictate the necessity of efficiency of patriotic education at the younger generation. Today, the problem of patriotic education of younger generation gained special importance as in the Soviet period in Kazakhstan, as well as in other federal republics, there were communistic ideologies for many decades. During perestroika, this ideology was destroyed and it was led to the mass disorientation, loss of identification of the Kazakhstan society in general. The developed critical situation, sharp falling of

morality, reevaluation of ideals at younger generation resulted in the necessity of a change of youth policy, recognition of the idea of patriotism that begin is capable to rally the Kazakhstan society, to strengthen unity and integrity of Kazakhstan.

Within the framework of the integrated direction State program were adopted for the patriotic education of citizens of the Republic of Kazakhstan for 2006-2008, the Law of the Republic of Kazakhstan The State Youth Policy and others, as the problem on formation of the Kazakhstan patriotism in modern conditions after already nearly two decades of Kazakhstan development as the sovereign state, still, remains rather relevant. It is said in the Law of the Republic of Kazakhstan On Education (Article 11, item 3) as one of the most important principles of state policy in the field of education: "... To educate the civic consciousness and patriotism, love to the Homeland, to respect the state symbols, to esteem national traditions" (Ippolitova, 2010: 10). It is emphasized in the program of patriotic education at citizens of the Republic of Kazakhstan on 2006 - 2008 that it is necessary to format citizens high patriotic consciousness, pride for the country, education of readiness for performance of the civic duty and constitutional obligations for protection of the interests of Homeland by means of purposeful development of the patriotic education system (Ismail et al., 2018).

It seems that the main obstacle in the way of implementation of the social order from the state on the education of the children, youth, population in the spirit of patriotism, friendship of the people, tolerations is the lack of the scientific theory, developed taking into account the changes, which happened in recent years. One of the tasks

of the State program of education development in the Republic of Kazakhstan for 2011 - 2020 is the formation of the intellectual nation which representatives possess not only competitive knowledge, creative thinking, but also the high civil and moral principles, sense of patriotism and social responsibility. In this regard, today there is a question in Kazakhstan on the creation of such system of patriotic education which would be directed to new Kazakhstan patriotism which is the basis of the success of our multinational and multi-religious society for the purpose of preservation and strengthening of public consent in the country. It is no accident; the Law On the education of the Republic of Kazakhstan includes as priorities the personal development as free personality, formation in the consciousness of younger generation valuable orientations, which demand full support of entry of youth into the globalized world, open information community. It is more important to that to educate at schoolchildren love and respect for own Homeland, own people, the native language, national culture, national traditions and customs. This problem is very relevant, what scientific works of the last years testify to the problems of patriotic education at schoolchildren of the middle and older age are widely discussed in pedagogical science, the works of such authors as (Ippolitova, 2010).

The questions of patriotic education at younger schoolchildren are to a lesser extent covered in works of Valeeva (2005) etc. The researches of Ippolitova (2010) and others are considered the civil, international and patriotic education of the younger generation. Authors pay special attention to forms of the relationship of the patriot-citizen with the state and society, and also to prospects and

tendencies in schoolchildren education. The contents, principles and methods of patriotism were studied; the essence of patriotic education was investigated, the ways and means of formation of patriotic beliefs in the educational process and in out-of-class activity. The analysis of scientific literature demonstrates that despite a large number of the researches, devoted to patriotic education of schoolchildren, not all aspects of this many-sided problem are solved sufficiently. Although, no one doubts the necessity in the special attention to patriotic education at the conditions of modern society, and also the fact that it is necessary to begin the education of the child from an early age; so, some of the questions still remain outside attention of the researchers. So, in particular, according to our research, the patriotic education of younger schoolchildren in modern conditions, theoretical and methodical substantiation of this process at comprehensive secondary school is interesting.

The analysis of the condition of the theory and practice in comprehensive secondary schools allowed to reveal contradictions between:

- The necessity of deeper and comprehensive analysis of essence, content, structure of the Kazakhstan patriotism, its role and place in the educational system of the younger generation in the context of the main changes, happening in the Kazakhstan society;

- Necessity of radical improvement of activities for education of patriotism at schoolchildren taking into account their age, psychological and pedagogical features, personal and group interests and values, taking into account the changes happening in modern society, realization of the methods, forms and means for education of

patriotism among younger schoolchildren that correspond to the present realities;

- Recognition of necessity of patriotic education at schoolchildren as one of the leading directions in the modernization of the Kazakhstan education system and its insufficiently productive realization in practice of school;

- The necessity of solution of the contradictions, and also relevance and theoretical not readiness of this problem determined the choice of our research theme.

The research objective is theoretical substantiation of essence and content of patriotic education at schoolchildren in modern conditions as ascensions to high meanings and national values. All above allows drawing the conclusion that the conceptual and technological solution of the problem of patriotic education at pupils of comprehensive secondary schools is very relevant for the Kazakhstan society. The results, received at the analysis of the materials, collected by authors of the research, contribute not only to national science, but they are of great interest to foreign researchers as well, because:

- 1) The research results realize the new stage of foreign development in the theory of definition of patriotic education at pupils of elementary classes on the basis of provisions of the systematic, personal-oriented approach in the conditions of elementary school that can be the theoretical basis for further researches on the problems of patriotic education at schoolchildren in modern conditions. This development is based on materials of the last researches on the theory of patriotic education, conducted by authors of the given article on the

basis of original empirical materials, as there are no fundamental domestic researches of the Kazakhstan researchers who are know the problems of patriotic education at schoolchildren in modern conditions internally.

2. METHODOLOGY

Our research is analyzed the scientific literature in the field of patriotic education at schoolchildren in the modern conditions in Kazakhstan's educational institutions in recent years. We obtained data for the research from Kazakhstan researcher documents (articles of journals, materials of conferences and government documents in the Kazakh, Russian and English languages). There were used the research methods of the analysis of normative documents, philosophical and psychological-pedagogical literature, the conceptual-terminological analysis of the research basic definitions and the system analysis as well (Zhdanova, 2010).

3. LITERARY REVIEW

Now, researches in the following directions are conducted in this area: the theory and practice of patriotic education at younger generation in the modern conditions Bozhovich (1995); the patriotic

education at schoolchildren by means of national pedagogy (Makarchuk, 2010); the patriotic education at pupils in the training process in the framework of study subjects (Zhdanova, 2010); the patriotic education at schoolchildren in tourist-local history activity (Valeeva, 2005); the patriotic education at younger generation (Imanbayeva, 2009); the military-patriotic education of schoolchildren (Imanbayeva, 2009). Proceeding from the purpose of our research, we will address the detailed analysis of the essence of the concepts patriotism, patriotic education, and here, it should be marked out their main features. The psychological and pedagogical dictionary has defined the patriotism as the feeling of love to the Fatherland, the readiness to subordinate the personal and group interests to common interests of the country, to serve faithfully and protect it. The big encyclopedic dictionary defines patriotism as love to Homeland; affection to the birthplace, the habitat. We take the definition of the concept patriotism, given in the Philosophical dictionary, as the basis: The patriotism (Greek patris is the homeland, the fatherland) is the moral and political principle, social feeling where the content is love to the Fatherland, devotion to it, pride of its past and the present, aspiration to protect the interests of the Homeland. The analysis of philosophical works on this problem allows considering patriotism as the moral principle which content is the love and devotion to the Fatherland, pride of its past and the present, readiness to serve the interests of the Homeland (Yoshiki, 2018).

Problems of patriotic education are studied by the Kazakhstan scientists as well. The works of the Kazakhstan scientists (Imanbayeva, 2009; Menlibayev, 1995) confirmed the importance of

national culture and knowledge, presented in the experience of national pedagogy, in civil and patriotic education of a younger generation. Imanbayeva (2009) pays special attention to the formation of the Kazakhstan patriotism based on the state ideology of the country. The patriotism in Kazakhstan has the features, and it is noted in the research of Menlibayev (1995) who emphasizes the main of them: preservation of the national traditions and customs is the result of the centuries-old educational activity of the nations, through which each nation reproduce own spiritual culture, features of national psychology. The process of patriotic education at schoolchildren is built taking into account the still limited experience, character and volume of the gained knowledge, the general tasks of training and education. Follows from the analysis of scientific literature that the younger school age is characterized by a number of such valuable psychological features which need to be used in the educational process. Leytes (1997) speaks about the period of absorption, accumulation of knowledge, the assimilation period on the advantage, trustful submission to the authority, the increased susceptibility and attentiveness. The support on these psychological features in the educational process, according to the point of view of Lyublinskaya: a) enriches the content of the children life; b) differentiates the relations with peers, builds up the various individual relationships with the teacher. The main point of our research is the analysis of the concept of patriotic education of schoolchildren and the concepts of patriotic education and patriotism associated with it. The scientific literature is presented the various interpretations of the concept of patriotic education. Unfortunately, the specified problem concerned mainly the

main and full step of comprehensive secondary school so far. It is developed insufficiently in detail at the level of elementary school. Taking into account the above mentioned, we will consider the concept of patriotic education of schoolchildren. The analysis of the problems, connected with patriotic education, allows to claim that the realization of patriotic education at elementary school has to be implemented taking into account the features of schoolchildren, as this age is connected with the psychological features which need to be considered at the implementation of patriotic education:

- This age period is characterized by the intensive accumulation of knowledge, their selective mastering, trustful submission to the authority of the teacher, the increased susceptibility, attentiveness;

- Pupils in primary classes realize the own behavior, compare themselves to others;

- The nervous system is improved at this age, and also the child psychics develop quickly;

- Perception of schoolchildren differs in instability and disorganization, sharpness and freshness, contemplate inquisitiveness;

- The attention is involuntary, insufficiently steadily, and it is limited on volume;

- The younger school age is the beginning of the social being of the person as the subject of activity which is the factor of formation of new growths of the personality.

This age is the most sensitive period for the education of positive lines of the personality including patriotism? The pliability, the known suggestibility of children, their trustfulness, the inclination to imitation and huge authority which the teacher is used, create

favorable prerequisites for the successful solution of the problem on use of means of national pedagogy in patriotic education at pupils of primary classes. The originality of patriotic education of schoolchildren is predetermined by the features of the development of patriotism as the quality of the personality at this age, and also the specificity of the moral personal development of the younger schoolchild in general. This specificity is predetermined, first of all, by the general features of this age, and it is very strong susceptibility of the younger schoolchild to external influences, the big excitability of his emotional sphere, predisposition to the mastering of the new, and perception brightness. Schoolchildren think by images, emotionally perceive the brightly painted events and facts, which are especially given in the art form. Thus, organizing work on education of patriotic feelings, providing its pedagogical efficiency, the teacher should carry out the work at the high emotional level. The purpose of patriotic education at schoolchildren is the formation of patriotism. Ippolitova (2010) considers the patriotism as the moral principle and integrative moral quality, having complex content. Joining to Ippolitova's (2010) opinion, we consider patriotism as the integrative quality of the personality. The patriotism of the younger schoolchild as one of the side of morals of his personality is characterized by brightness and emotionality of manifestation and, at the same time, the insufficient sensibleness, insufficient relation with patriotic representations and feelings with the general orientation of the personality. Ability to coordinate personal with the public, to subordinate to it personal, as one of the most important criteria of patriotic good breeding, is still insufficiently developed at younger school age. Having generalized

above stated, it is possible to draw the conclusion that patriotic education is one of the main directions on the formation of basic values of the personality at schoolchildren, their national consciousness, patriotism, national identity.

4. RESULTS AND DISCUSSIONS

It was revealed the structural components of patriotic good breeding at schoolchildren on the basis of the analysis of scientific and psychological-pedagogical literature, and they are cognitive, emotional and strong-willed, activity and reflexive. We agree with views of Lashkova's (2011) on the emphasis of the following components of formation of patriotic qualities in the personality of the younger schoolchild: cognitive; emotional; activity (table 1).

Table 1 - Components on formation of patriotic qualities of the personality at the younger schoolchild

Components	Indicators
Cognitive	The necessity in acquaintance to the history of the hometown, country, their cultural and historical heritage
Emotional	Pride of yourself, own family; feeling of love to the small and big homeland; compassionateness and sympathy for people, etc.
Activity	Love to family, own home; respect for neighbors, people of the city; healthy lifestyle; careful

	attitude to the native nature
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Let us describe each component separately.

Cognitive:

- Is the necessity in acquaintance with the history of hometown, country, and their cultural and historical heritage?

Emotional:

- Pride of yourself, own family; the feeling of love to the small and big homeland; compassionateness and sympathy to people, etc.);

Activity:

- Love to family, own home; respect for neighbors, people of the city; healthy lifestyle; careful attitude to the native nature.

These components, in unity, form the patriot: as knowing, feeling and acting personality. Together with it, such activity of the subject builds the sensed row of personal-significant values, where there is the awareness of their own importance, usefulness in society and self-realization.

Characteristics of the good breeding of patriotism at pupils of the primary classes are presented by three levels: high, average, low. Following Valeyeva, there should be marked out the criterion and level sensitive scale of assessment of patriotic good breeding at schoolchildren (table 2).

Table 2 - The criterion and level sensitive scale of assessment of patriotic good breeding at schoolchildren

Level	Criteria	Indicators of criteria

Low	Knowledge	Superficial knowledge about national culture, national traditions, customs, the history of the Homeland, lack of knowledge about national heroes; ignorance of the native language.
	Abilities	Existence of the communicative barrier, tension in communication, lack of aspiration to participate in the events (in national holidays, games and. etc.).
	Relations and needs	Cognitive inertness, lack of interest in the history of the Homeland, to national traditions; weak interest in representatives of other culture and acceptance of the culture phenomena of other people.
Average	Knowledge	It is determined by existence of a half or more than a half of signs of the corresponding criteria, knowledge of the main traditions and customs of the people; possession of incomplete knowledge of national culture; desire to learn the native language, to study the history of the Homeland; understanding of the essence of national traditions, cultural features of other nations, patriotism.
	Abilities	Productive actions for use of the gained knowledge, ability to be guided in this or that situation; desire to respect the norms of etiquette in family, public places.

	Relations and needs	Unstable interest in the history of the Homeland, national heroes, national traditions, representatives of other culture.
High	Knowledge	Profound knowledge about traditions and customs of the nation, national cultures, knowledge of the native language, the history of the Homeland; manifestation of the signs peculiar to the highly moral personality; knowledge of heroes of the own nation, writers, poets; respect for other people, their customs and culture.
	Abilities	Existence of communicative abilities, respect for other people, their customs and culture, respect for norms of etiquette in family, in public places; active and conscious participation in labor activity.
	Relations and needs	Steady interest in the history of the Homeland, national heroes, national traditions, active conscious participation in out-of-class activity

Low level is characterized by superficial knowledge about national culture, national traditions, customs, the history of the Homeland, lack of knowledge of national heroes; ignorance of the native language. It is observed at the pupil's existence of the communicative barrier, tension in communication, lack of aspiration to participate in actions (in national holidays, games, etc.). There is the

cognitive inertness, lack of interest in the history of the Homeland, to national traditions; weak interest in representatives of other culture and acceptance of the cultural phenomena of other people (Abdulla, 2018).

The average level is determined by existence of a half or more than a half of signs of the corresponding criteria, knowledge of the main traditions and customs of the people; possession of incomplete knowledge of national culture; desire to learn the native language, to study the history of the Homeland; understanding of the essence of national traditions, cultural features of other nations, patriotism. Productive actions for use of the gained knowledge, ability to be guided in this or that situation are peculiar; the desire to respect the norms of etiquette in the family, public places; it is observed unstable interest in the history of the Homeland, national heroes, national traditions, representatives of other culture. The sign of high level on formation of sense of patriotism is existence of profound knowledge about traditions and customs of the nation, national cultures, knowledge of the native language, the history of the Homeland; manifestation of the signs peculiar to the highly moral personality; knowledge of heroes of the own nation, writers, poets; respect for other people, their customs and culture; existence of communicative abilities, respect for other people, their customs and culture, respect for norms of etiquette in family, in public places; active and conscious participation in labor activity; steady interest in the history of the Homeland, national heroes, national traditions, active conscious participation in out-of-class activity. The efficiency of education of patriotism at schoolchildren in the complete pedagogical process is

provided at the observance of certain pedagogical conditions: psychological and pedagogical, didactic, organizational (table 3).

Table 3 – The organizational and pedagogical conditions of efficiency of patriotic education at schoolchildren

Conditions	Indicators
Psychological and pedagogical	ensuring unity of pedagogical process of patriotic education, taking into account features of the subjects of activity
Didactic	realization of the process of interaction of school and family in patriotic education of younger schoolchildren in educational, extracurricular, out-of-school activities
Organizational	the organization on interaction of subjects of educational activities for patriotic education - teachers, schoolchildren and their parents through various socially important types of activity by means of creation of the developing environment and increase in pedagogical culture of parents and teachers in the sphere of patriotic education

Let us describe each condition separately. Psychological and pedagogical conditions consist of ensuring unity of the pedagogical process of patriotic education, taking into account features of the subjects of activity. Didactic conditions include the realization of the process of interaction of school and family in patriotic education of younger schoolchildren in educational, extracurricular, out-of-school activities. The organizational conditions include: the organization on

the interaction of subjects of educational activities for patriotic education - teachers, schoolchildren and their parents through various socially important types of activity by means of creation of the developing environment and increase in the pedagogical culture of parents and teachers in the sphere of patriotic education. All this is based on axiological (valuable substantiation of the studied process), activity (educational, extracurricular and out-of-school activities have valuable content), cultural (substantial filling of value-oriented activity), pedagogical (deepening of the content of valuable orientations of the child taking into account the native environment) approaches.

5. CONCLUSION

Having addressed to the theoretical analysis of researches on the problem of patriotic education, we came to the conclusion that the range of problems, which were studied by their authors, is rather wide and various and represents the certain system. The analysis of scientific literature demonstrates that despite a large number of the researches, devoted to patriotic education of schoolchildren, not all aspects of this many-sided problem are solved sufficiently. Although, no one doubts the necessity in the special attention to patriotic education at the conditions of modern society, and also the fact that it is necessary to begin the education of the child from an early age; so, some of the questions still remain outside attention of the researchers.

So, in particular, according to our research, the patriotic education of younger schoolchildren in modern conditions, theoretical and methodical substantiation of this process at comprehensive secondary school is interesting.

We consider patriotism of the younger schoolchild as the integrative quality of the personality. The patriotism as one of the side of morals of his personality is characterized by brightness and emotionality of manifestation and, at the same time, the insufficient sensibleness, insufficient relation with patriotic representations and feelings with the general orientation of the personality. Ability to coordinate personal with the public, to subordinate to it personal, as one of the most important criteria of patriotic good breeding, is still insufficiently developed at younger school age. We consider that prospect of further researches is research of the problem on continuity of patriotic education of preschool children and schoolchildren, development of methodical recommendations on the problems of formation and personal development as the patriot of Kazakhstan; development of the complex of training and special programs and methods in the field of patriotic education on humanitarian disciplines; development of model on realization of the main activity directions of institutions of the state power on patriotic education; studying and generalization of the best practices in the field of patriotic education for its introduction in practice of the patriotic work.

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