



**НАУЧНЫЙ ЖУРНАЛ  
"GLOBUS"  
ГУМАНИТАРНЫЕ НАУКИ  
СБОРНИК НАУЧНЫХ ПУБЛИКАЦИЙ**

**«ОБЩЕСТВЕННЫЕ НАУКИ В СОВРЕМЕННОМ МИРЕ»  
ВЫПУСК 3 (33)**

**(19 июля 2020 г.)**

г. Санкт-Петербург- 2020  
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УДК 320  
ББК 60

Сборник публикаций научного журнала "Globus": «Общественные науки в современном мире» г. Санкт-Петербурга: сборник со статьями (уровень стандарта, академический уровень). – С-П. : Научный журнал "Globus", 2020. – 33с.

Тираж – 300 экз.

УДК 320  
ББК 60

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Научный журнал "Globus"

*Электронная почта:* [info@globus-science.org.ua](mailto:info@globus-science.org.ua)

*Официальный сайт:* [www.globus-science.ru](http://www.globus-science.ru)

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### **Introduction.**

The work of art or even literature has a very huge significance towards the intended community or group. Despite the heavy misunderstandings that may come from the work and the ignorance that the people may have towards the work, there will always be rich content that the authors intended to communicate. Culture has the same trends as these works of art, as it generates the information intended for a group or a community to adhere to and make use of the directives provided. With misunderstanding within the culture, there is a high possibility of losing its meaning as intended. This makes it important to have the quality and reliable protectors of the culture from being long forgotten. In this context, the art songs of ancient Chinese poetry had the same trend, as they were important to the community and they had huge rich value for the people. Without proper protection, there could be high levels of ignorance that would make the songs lose their value and intended objectives.

Understanding these measures was crucial to the works which made them highly important to the people, assuring quality outcomes from the people. Using these songs developed a huge impact on the people, ensuring that their intended objectives have been achieved through the quality means available. For many decades these songs have been used and enjoyed by people that understood them. With the many talented people that created and produced the songs, there remained a consistent supply of new and creative songs for the audience to enjoy. Some of the major impacts of the songs include facilitating education, preserving the culture, facilitating interaction, facilitating expression, environmental protection, and entertainment among others. Through these impacts, many of the changes within the Chinese environment were experienced as a result of the songs.

### **Facilitated education.**

Education is an important part of human life, without it many of the activities that happen would be impossible. The art songs of ancient Chinese poetry made a huge contribution to educating people. People had many lessons to learn from different songs as they addressed important matters of the community at the time. Just like today, in case of management need for the community to learn and understand something, they incorporate songs and different artwork that is in use today. In this regard, people made huge contributions to learning and communicating valuable lessons to people through their songs and poetry. With their unique status that the songs had, it was certain that people would get the message being communicated and understand the need to observe and respect it (Lee, J. 2015).

With some of the songs getting deep into politics, there was a clear education to the people of their leadership and the actual status that the country was in. This gave people a better understanding of the progress of their country. When important issues come up, it is mainly the work of the easiest means of getting to people that would be used to pass the message and educate people on the matter, especially where there is no technological advancement which is in most countries. During these early days, the quickest way to communicate to people would have been the use of these songs as they would be played in most of the areas. Education of the community would ensure that everyone within the community gets the correct way of the required information and therefore be able to act on the information (Dingle, G., Sharman, L., & Larwood, J. 2018). Today many local musicians have done the same, with the high rates of infections of the coronavirus, they ensure that they communicate the required information to the people to educate them on the best way of protection from the virus. These efforts of education are very similar to what the ancient songs of the Chinese had. Contributing to the public good and ensuring that they are out of harm. Without these creative means of giving people the right information in an easy way that they can access and understand, there would be accumulated risk associated. Thus the ancient songs were completely important to the people through education.

### **Preserving cultural ways.**

Through the music, the normal routines of the community that was valuable to the people were not only taught but also preserved for generations to come. Maintaining the cultural trends in a safe way for the people to use as examples made it possible to completely take good care of the cultural way from manipulating with other information and ways that are not related. This made it possible to ensure that the culture remained relevant for a long time and that the young generations would know how the ways of the communities were (Gautam, S. 2018). These strategic ideas may not have been in the initial process of their work, but it came as a result of the content provided in their work. While education was managed through artwork, they became an easy way of preserving the cultural ways of the community.

Music and artwork have good and detailed content that can narrate a story of the time frame that they are meant to concentrate. Preservation of information is important as human beings can manipulate and distort information if trusted to pass it on to different generations. Many experiments have been conducted to determine the depth of the truth in that statement, and the message chain can be easily changed throughout the process of transmission. The accuracy of receiving the information from the way it was released in the first place is very low,

making it a poor method of preservation. But with one way to narrate and ensure people understand the ways of the culture, it is very successful in the passing of the message. The works that concentrated on the culture made a huge change in ensuring that the cultural ways have been well and accurately preserved to educate the young generations.

#### **Facilitated interaction.**

The nature of human being tends to mainly concentrate on individuality, most of the activities and actions that we choose are mostly concentrated on personal development and growth. With a common factor that can create a relation, there were possible ways that people were able to come together and interaction was encouraged. China being a community-based country, the interaction was encouraged with a common factor of the artwork of songs and poems. The songs brought people together creating an atmosphere that was important for the process of interaction. In this context, people were in a better place to relate with others and interact in a positive direction, creating unity in terms of development and success. On the other hand, there was a possible solution for the issues that may have been experienced within the community. The common factors gave people time to think about the issues and come up with the best solutions for these problems.

Through interactions, people with conflict and other issues are able to determine the best solutions to ensure that the problems are eliminated. As it is evident in conflict resolution, the most important issue is the possibility of communication to manage and learn the solutions to take in the process. This was made possible through the interaction process as people were in a position to learn and understand each other. Interactions also encouraged relationships as people would be in a position to interact with the romantic music that was provided.

#### **Facilitated expression.**

Expression through music is mostly used today, many of the music produced has been used as a reflection of what is in the community and the people's thought. Although there are other factors that have been incorporated in that, there is wide use of music for expression. As discussed through the process of interaction, people used the music for relationship issues and interacting on a relationship basis. They also expressed their emotional feeling to their intended partners by singing the songs or the poems to their partners. Expression was also involved in the political dimensions and social affairs of the good of the public. In this directive, the music would address the main issues that affect the community and the target group, to facilitate a better understanding of the context of the moves. It may have been difficult for people to get their fair community treats through normal trends, but the music made a good representation of the lives of the people. It may not be very political but all the information concerned would be influential in people's lives.

Providing influential content would encourage the leadership to consider making proper changes that will be of substantial use for the public. Therefore, people would make more quality and reliable work addressing the issues of power that were affecting people. There was also a solution in most of the social factors in life that affect people (Cohen, A., Bailey, B., & Nilsson, T. 2002). Many people may hide the issues that affect them, to prevent their image from being associated with weakness. To this issue, people benefited from the art songs of the ancient Chinese poetry as they facilitated therapeutic nature that would help to relax the mind. These songs would also provide information that would help people in dealing with life challenges, thus helping to solve the issues of life that people faced.

#### **Facilitated environment protection.**

According to LI Qianru (2016) "A selective study on art songs composed by Chinese contemporary composer Liu Cong," there were many songs that were composed on environmental bases. These songs were composed to evoke a sense of environmental protection among the people. The article provides information that the author, Liu Cong composed many songs that were directly involved in environmental protection. With the love of the environment, the author made it his responsibility to ensure that he insights people to protect the environment through his work (Qianru, L. 2016). This was one of the important things that the work of the authors facilitated, ensuring that environmental protection has been observed and encouraged by people. These songs highly impacted people's views towards the environment and the need to keeping it well protected from pollution. The environment is an important part of human daily life, without a safe environment there are many dangers that can be experienced especially due to the high rates of industrialization at the moment.

Encouraging people to go green may be an easy idea but executing and ensuring that it is possible becomes another level of difficult and complicated ways of experience. It is quite a difficult test to make people adapt to environmental protection, but through their loved music, it would be easy. It is not that different from today's world. If anything needs to go fast and reach a huge number of people, music and the favorite artist can make it happen. With the availability of social media and other platforms to pass the message, there are some of the popular superstars with a high number of followers on their platforms. Within a matter of minutes, the content can be accessed by millions of people. This is how significant the songs were also, as many of the Chinese people would listen to these songs regularly, the message intended would be communicated at a very high rate.

Environmental protection is a major issue addressed by their music made it possible to create a better place by reducing the rate of pollution within the regions with the music. It is evident that the music stars are influential towards the people that follow them at all times. A good example is a way people dress and behave, most of these characters come from the music icons that people love as they try to imitate their life. Today, with the high rates of access to information and the social lives of these superstars, it has even become easy to imitate them, if they encourage a given activity, a high number of people will follow in that direction. Through this kind of influence,

the songs would make sense to the audience that was enjoying the songs and it would lead to them following their best superstars' direction.

#### **The songs facilitated moral influence.**

Songs are a good source of most of the characters today, with a song that suggests a kind of activity, the people that listen to the music becomes attached to these moral and things done in the music. Most of the music today is currently morally depleting songs, creating another culture with misguided moral directions. The most surprising thing is that the more immoral the songs are today, the more the songs are loved and listened to. Most of the young musicians will go to deep edges of immoral behaviors to get the popularity and make money. They have no considerations of the moral background that they are impacting their followers so long as they make some substantial money. Unlike the many musicians that have a golden chance to positively influence the lives of their followers, the traditional ancient songs were based on molding the moral background of the people to follow the right way that respects the traditional culture of the communities.

These songs made more contributions to developing a good culture in people and ensured that the right guidelines were provided. Despite their access being challenging than today, the efforts made sure that a good message has been directed to the people through the songs, therefore at any time people got the chance to listen, or watch the songs the message would impact the people's hearts and change their trends for the better. The more the people got the chance to hear the works of their artist, the more influenced they would be, creating a very relative environment that learns and respects the people at all the time. Developing these good behaviors among the people may not have been easy, but the works of the authors made sure that the objective was achieved. With today's power to be accessed by millions of people, the songs would make very high influence rates among the listeners, molding their character to better people in society (Dingle, G., Sharman, L., & Larwood, J. 2018).

#### **Conclusion.**

As songs were meant for entertainment, for people to have fun and enjoy the talent of the musicians, there were other benefits that the songs came in with. These benefits affected the people that listened to this music, transforming their lives and the environment in general. To better understand the impacts of these ancient songs, there is a high need to focus on the current trends that we have. The more popular the music and the artist, the more the influence they have on people. As a result, it is easy to observe that these songs had a great impact on the people that were well connected and frequently accessed these songs. The most important aspect of the influence being personal development, which was made up of the issue of moral development. A positive development of this area was made possible by the cultural and traditional considerations, which today is not followed and thus the poor moral behaviors among people. It would be better if the songs would more often be used in the communities, as they will create a better generation with moral standards.

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# DISCUSS THE TRAINING STRATEGY OF KEYBOARD HARMONY TECHNOLOGY FOR MUSIC MAJORS IN CHINESE UNIVERSITIES

*Цю Сяона*

**Abstract.** Harmony occupies an important position in the entire music teaching process. With the continuous innovation and reform of teaching methods, the relevant teaching concepts believe that the harmonious technology training based on keyboard teaching is the most effective way to cultivate keyboard harmony for students. However, based on the current status of Chinese music teaching, most of them are based on theoretical knowledge teaching, with low practicality. There are various problems in teaching methods. While ignoring the main body of students' teaching, it is not conducive to students' better grasp of excellent teaching content knowledge. The corresponding teaching goal cannot be achieved. To this end, from the perspective of keyboard harmony training in college music majors, this study explores and analyzes how to improve teaching methods, strengthen teaching quality, and improve learning efficiency.

**Keywords:** College Music Major; Keyboard Harmony; Technical Training; Strategic Planning.

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The harmony course is a basic course for music majors, and is closely related to piano accompaniment, music analysis, polyphony and other courses. However, for a long time, my country's harmony courses have focused on the teaching of music theory knowledge, ignoring the cultivation of students' practical skills, resulting in students unable to meet the development needs of the music market. Therefore, colleges and universities must change the traditional teaching model, take the training of applied talents as the guide, transform the harmony theory knowledge into practical application ability, and improve the quality and efficiency of harmony teaching.

In the music teaching process, the overall teaching efficiency is certainly important, but relatively speaking, in the entire teaching process, the specific course teaching structure and the teaching methods used by the teachers play a decisive role in the overall teaching efficiency. The application plays a certain role in promoting the entire teaching efficiency. Especially in the process of music teaching, the combination of theory and practice strengthens students' thinking ability, stimulates students' enthusiasm for learning, builds good harmony thinking and inner hearing, so as to promote students' keyboard and sound ability to be comprehensively improved. So how to cultivate the thinking of keyboard harmony training in specific teaching links? This puts forward higher requirements for the entire teaching method and teaching strategy.

## **1. Problems in harmony teaching**

### **(1) Harmonious teaching model lags behind social development**

At present, the Harmony major courses offered by Chinese colleges and universities are mainly to meet the needs of social and economic development, to cultivate the theoretical knowledge and professional knowledge required for music performance majors, and have certain performance skills, language exchange and communication skills, and professional practice. Ability and innovation ability, you can engage in art performance, teaching, cultural activities, etc. in the performing arts team, education department, training institutions and enterprises. However, at present, the school's harmony professional teaching focuses on the transfer of theoretical knowledge. The harmony course is the most difficult course in the composition technology course. Some music students have a relatively poor foundation. Pure theoretical harmony teaching has caused many students to lose their learning interest. Harmony teaching has always emphasized formulas and rules, and rarely linked keyboard harmony. The lack of harmony in the inner auditory framework has caused the disconnection of theory and practice. It is difficult for students to apply the knowledge of harmony in the work of creating or making music. Come.

### **(2) Single teaching method**

For a long time, colleges and acoustic courses are single teaching methods with teachers as the main body. Teachers lecture and students complete the assignments assigned by teachers after listening to the lectures. This teaching method is not easy to give play to the status of students in the classroom, leaving students and teachers in a closed The teaching environment cannot mobilize the enthusiasm and initiative of students. This inculcating teaching method cannot combine the harmony theory knowledge and practice, nor can it cultivate the students' innovative thinking and innovative ability. Harmony courses in Chinese colleges and universities are open courses, usually taught in units of class or grade. The number of students in class is generally forty or fifty, and the number of students in class is often up to one hundred or more than one hundred. It is difficult for students in the classroom to concentrate on listening to the teacher. Unlike the Russian Harmony Teaching, there are only a dozen people in a class. The teacher can fully pay attention to the status and degree of knowledge of each student, and have enough time to interact one-on-one. Demonstrations on musical instruments or pianos allow students to understand the sound effects of harmony links and the direction and solutions of harmony more directly and clearly, so as to answer the personal problems more targetedly. Some classmates in China may be absent-minded when playing mobile phones during classes. Sometimes music teachers also need to maintain order on the spot, which makes it difficult to guarantee the quality and efficiency of classes. Due to the large number of teachers and students, teachers cannot fully take care of students' acceptance and learning situation one by one, students have a large amount of exercises, and music teachers sometimes cannot correct their assignments on time, so they can only stay less or not. Stay home. There are also some students who do not take homework seriously after class, and there is

a phenomenon of copying classmates' homework, which leads to after-school practice becoming a decoration. This has many drawbacks.

## **2. Training Strategies—Intensive Harmony Practice**

For music teaching, it mainly expresses certain thoughts and emotions through the exposition of music. During the creative process, it must follow the "language grammar" to organize reasonably, conduct regular division and vocabulary, and then join in order. Vice chords, to enhance the performance tension of music, through continuous practice and practice, familiar with the use of various chords, in a subtle process of training students a good foundation.

### **(1) Training method**

First of all, in the process of practice, we should integrate the current educational reform requirements, continuously improve the practice method of the entire harmony, integrate the needs of students' overall development, adjust the training method, and continuously improve and innovate the entire teaching process. Based on the characteristics of chords, there are two forms of open and dense arrangement. In the process of open arrangement, wide and clear sound effects can be obtained; in the process of dense arrangement, compact and full sound effects can be obtained. Through the implementation of two music training methods in specific teaching, you can encourage students to master the correct connection method during the gradual training process, cultivate good performance methods, and develop certain performance habits during continuous deepening exercises to improve students' discrimination of timbre. At the same time, it lays a certain foundation for harmony training [1]. In the process of harmony training, it is necessary to strengthen the training process by means of limb training. The vocabulary includes a chord layer, a melody layer and a bass layer. On the basis of training, it is necessary to use the method of limb training to perform melody variation exercises. From easy to difficult, in the process of strengthening skills, enhance the appeal of music. In the process of training the harmony vocabulary, we must focus on the formation of the character image from the perspective of the music image, adjust the direction of the music appeal from the change of the character's mood, and apply the body training method to it for comprehensive exercises, so as to make certain preparations for the later improvisation [2].

### **(2) Training standards**

Based on the entire music teaching, the practice of harmony vocabulary also stipulates certain standards. In the specific practice process, we must strengthen the memory of the music rhythm, match the harmony vocabulary with the corresponding position of the keyboard, and pass some exercises. The study of the problem, from the perspective of the body, put the specific practical exercises into practice, through the continuous conversion of rhythm and melody, from slow to high speed, strengthen the transposition practice. In the process of practice, as a teacher, you should adjust the fingering and hand shape of the students, make corrections in time, cultivate good playing habits, increase the difficulty, and ensure that the students must have a certain discerning ability during the playing process. The difference in string color can clearly distinguish and use various timbre while enhancing the overall perception.

## **3. Four Harmony Exercises**

On the basis of mastering the teaching theory knowledge, through the use of keyboard harmony teaching, in the teaching process, we must pay attention to the practice of the four harmony exercises, rationally adjust the balance between the horizontal and vertical parts of the voice, and take into account the relationship between the training process. The principle of basic training is followed, so that the two can develop harmoniously and obtain the best sound effect. As a prerequisite basis for practice, in the teaching process, students should match the corresponding four-part harmony practice method according to the students' development direction and music characteristics. First of all, in the study of four-harmonics, mastering theoretical knowledge is the primary foundation. Using the keyboard to practice, it is possible to train the maneuver while achieving the cycle of each step. It is a very important learning method [3].

In the process of the four-harmonic practice, we must analyze the corresponding exercises, judge the tonality, adjust the chord rhythm reasonably according to the knowledge of the harmony theory learned, and inspire the melody until the end of the link. Improvement, in the process of standard matching chords, comprehensive consideration of coordinated development, selection of skilled harmony vocabulary, to ensure that harmony develops in an orderly manner. Build the bass part, and repeatedly debug the external part and sound frame during the rigorous running-in until the middle part can be played smoothly. Debugging in keyboard practice occupies the most important position. During the process of debugging music, it is necessary to synthesize the functional attributes of the string to ensure that the students can speak the function, series and tonality of the chord while playing. In the process of keyboard technology and harmony training, the pursuit of acoustic beauty is the first practice principle. During the training process, we must actively integrate the training methods used in modern European and American music teaching into it, play the role of learning from each other, and guarantee the four parts. Harmony and rhythm of harmony practice [4].

## **4. Limb matching training**

Through limb matching training, the harmonization effect will be better in the application, and in this, some classical music will be appropriately used to practice, and the chords will be decomposed at a long distance to improve the sound effect and have more elegant characteristics. In the specific playing process, the rhythm points are reasonably divided, and the connection rule based on the nearest connection is used to ensure a smoother connection effect [5]. In the practice session, pay attention to harmony vocabulary and improve students' practical



ability. In the practice of melody matching, the emotional concepts contained in the melody are incorporated into it, and the main tuning in the playing music is established, so that the actual application ability is practiced under the condition of the basic melody, and the chord sounds in the melody are practiced. And the scientific regulation of chord sounds, so as to add appropriate play [6].

During the practice of highly complex and difficult music, it is necessary to follow the principle of systematic tonality, scientifically organize and use 24 major tunes, center on the work, summarize the tonality, and ensure the mutual penetration of all links To form a unified tone concept. While enriching the sound and sound effects, we should pay attention to the systematic development, so as to continuously enrich the system tonality. In the body arm training, the current stylized trend should also be used to clearly and rigorously reflect the characteristics of the music itself, apply the national mode to music teaching, analyze the characteristics of the music itself, master the skills contained in it, and integrate Students' own ability, choose the appropriate genre to match the bomb. With the help of classic teaching cases, analyze the style characteristics existing in music, select appropriate harmony vocabulary, improve students' ability, and accurately express the style characteristics of music.

### **5. Improvisation**

Improvisation is a process of distributing students' thinking ability in the whole music teaching and promoting students' continuous self-innovation in creation. In the process of practice, you must specify the phrases for practice. In this, students will create their own accompaniment parts by creating music through the skills and methods they have mastered in their learning. Music [7].

In specific exercises, a comprehensive analysis of the designated phrases, accurate planning of the characteristics of the voices and the main melody, adjustment of the tune structure, in the segmented training, to ensure the overall continuity, the relationship between the various tones Reasonable layout and implementation of overall unity. Taking the form of a phrase composed of parallel phrases as an example, the first phrase should end in a semi-termination; the second phrase expands on this basis, and finally the end of the overall sentence pattern is integrated. In addition, in the process of practice, it is necessary to properly debug the same main voice, transpose the distance between the distance, from the aesthetic effect, analyze the characteristics of the music, integrate the needs of various developments, implement the principle of systematic tonality, through the continuous exercise of students and Practice, strengthen keyboard harmony technology, improve playing skills, so as to ensure that students can play music on their own. Among them, implement the principle of contrast and unification, clarify the practice requirements of students, and gradually increase the difficulty and follow the practice standards to ensure that students have superb improvisation ability in the process of long-term accumulation.

### **Conclusion:**

In short, based on the current characteristics of the entire music teaching link, in the process of carrying out the entire music teaching link, to achieve comprehensive training of the music professional keyboard and sound technology, we must implement the audio teaching principles in the teaching process, introduce new ideas, learn from good The Russian-style harmony teaching model and method are based on the fundamentals, follow the basic training principles of musical keyboard harmony, pay attention to the differences in the training process, and ensure that various chords can be effectively connected during training. According to the differences between students, active students' thinking ability, rectification of traditional teaching concepts and teaching methods, drawing on some advanced teaching strategies, through reasonable planning of the keyboard and sound technology training process, while strengthening students' musical ability, Enhancing students' cognition can truly recognize the charm of music teaching, enhance students' musical ability, improve teaching quality, and promote the overall development of Chinese music teaching.

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# ИСТОРИЧЕСКИЕ НАУКИ

## ИЗ ИСТОРИИ КАЗАХСТАНА: РЕПРЕССИРОВАННЫЕ РАБОТНИКИ НАРОДНОГО ОБРАЗОВАНИЯ (НА ПРИМЕРЕ АТЫРАУСКОЙ (ГУРЬЕВСКОЙ) ОБЛАСТИ)

**Нагимов. Ш.Н.**

*к. п.н., доцент*

*кафедра истории Казахстана и всемирной истории,  
Атырауский государственный университет,  
имени Х. Досмухамедова  
Казахстан*

**Сапанов . С.Ж.**

*д.и.н., профессор,*

*директор НИЦ*

*«История, археология и этнография Атырауского края»,  
Казахстан*

**Шаяхметова. Ж.Б.**

*к.ю.н.,*

*кафедра уголовно-правовых дисциплин  
Атырауского государственного университета  
имени Х. Досмухамедова*

**Молдашева С.М.**

*магистр,*

*Атырауский государственный университет,  
кафедра истории Казахстана и всемирной истории,  
имени Х. Досмухамедова  
Казахстан*

**Мирболатов С.М.**

*магистр,*

*Атырауский государственный университет,  
кафедра истории Казахстана и всемирной истории,  
имени Х. Досмухамедова  
Казахстан*

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Успешное развитие государства невозможно без глубокого осознания уроков истории, которые дают силы для динамичного движения вперед, ведь настоящее и будущее совершаются на основе прошлого. Об этом 30 мая 2020 года президент РК К.К. Токаев в своем обращении по случаю Дня памяти жертв политических репрессий и голода сказал: « Память о колоссальных человеческих жертвах и жестоком терроризме тех лет оставила трагический след в сердце каждого казахстанца. В этот печальный день долг каждого из нас – отдать дань уважения всем, кто безвинно пострадал в одной из самых жестоких трагедий прошлого столетия» [1]. В подтверждение сказанного хотели бы рассказать о трагических событиях в истории образования края, в 30-50 годах XX века. Как известно, конец 20-х –начало 30-х годов остались в памяти народа многими потрясениями экономического и социального характера. Сплошная коллективизация без учета местных условий привела к массовому голоду и гибели огромного числа людей. Начались политические притеснения лучшей части народа: писателей, деятелей культуры, работников просвещения. НКВД были замучены и расстреляны С. Мендешев, А. Уразбаева, Халел Досмухамедов и Жанша Досмухамедовы (однофамильцы), Нугман Манаев, Кудайберген Жубанов и другие выдающиеся люди, много сделавшие для духовного развития своего народа.

Они долгое время незаслуженно считались «врагами народа» и были вычеркнуты из истории страны. В то трудное время политическим гонениям и репрессиям также подверглись многие учителя и работники образования. Многие педагоги были уволены с работы, часть из них отправлена в тюрьмы и лагеря, а некоторые были расстреляны. Только по Гурьевской области были репрессированы около 200 учителей и работников народного образования [2].

Омирзак Есмурзин (1896-1938) родился в зажиточной семье в ауле №16 Тайпакского района. Как явствует из его анкеты, семья Есмурзиных в 30-ые годы была раскулачена. После окончания в 1914 году Оренбургского педагогического училища он работал учителем казахского языка и литературы в школах области. Тройка НКВД по Западно-Казахстанской области, обвинив Омирзака Есмурзина в том, что он якобы был в рядах алашординцев, насаждал идеи «Алаш Орды» среди учащихся техникума, восхвалял фашистов, разжигал межнациональную рознь между русскими и казахами и так далее, 14 февраля 1938 года своим решением по совокупности статьей 58-2, 58-10, 28-11 приговорила его к высшей мере наказания – к расстрелу. О том, что эти обвинения были, по меньшей мере, абсурдными, свидетельствует яркий жизненный путь педагога.

О жизненном пути Омирзака Есмурзина сохранились ценные сведения в фондах областного архива. В 131 фонде областного архива имеются записи инспектора облоно О. Есмурзина, сделанные в 1927 году, об итогах проверки школ Макатского и Кызылкогинского районов. В них дан подробный анализ материальной базы школ этих районов, состояния учебно-воспитательного процесса, а также полезные рекомендации по улучшению качества знаний учащихся по ряду предметов. Как один из лучших учителей своего времени, Омирзак Есмурзин не раз был отмечен вышестоящими организациями народного образования и областными, городскими партийными организациями, а в 1935 году по итогам аттестации учителей ему было присвоено высокое звание «Заслуженный учитель средней школы». Однако в 1937 году Омирзака Есмурзина и Казмукаша Ибрашева как «врагов народа» освободили от работы со всеми отсюда вытекающими последствиями. Да, несправедливостей было много по отношению к народному учителю. Каратели не посмотрели даже на то, что у него в момент ареста было семеро детей (старшему было 16 лет, младшему – 6 месяцев), не учли его заслуги в народном образовании[3].

Мергенгали Дюсенгалиев родился в 1899 году в Искульском районе. Работал учителем в Елтайской средней школе. В 1938 году по статье 58-10 Уголовного кодекса РСФСР был привлечен к ответственности и приговорен к высшей мере наказания, расстрелян. Ему были предъявлены обвинения в том, что он, будучи сам баем, сыном бая, был якобы враждебно настроен к советской власти, имел связи с алашординцами, а также в 1936-1937 годах на территории Искульского района проводил контрреволюционную и националистическо-фашистскую деятельность.

Основанием для приговора в отношении Мергенгали Дюсенгалиева послужили показания 18 мифических свидетелей. Во время допроса М. Дюсенгалиев свою вину не признал, поскольку в действительности ему не в чем было признаваться. Осужденного обвиняли в связи с деятелями «Алаш Орды». После исторического XX съезда КПСС начали пересматривать дела жертв политических репрессий. В 1957 году по делу Мергенгали Дюсенгалиева была проведена повторная проверка, в ходе которой были выяснены следующие обстоятельства: многие свидетели отказались от своих прежних показаний, более того, некоторые из них, наоборот, дали ему только положительные характеристики как опытному и честному педагогу. Как показала проверка, некоторые так называемые свидетели в 1938 году, когда осудили М. Дюсенгалиева, вообще не проживали на территории Искульского района, поэтому физически не могли быть свидетелями по данному делу.

Таким образом, на основании повторной проверки президиум Гурьевского областного суда своим постановлением 14 февраля 1958 года полностью оправдал Мергенгали Дюсенгалиева за недоказанностью состава преступления[4].

Раиса Ефимовна Кириченко, 1898 года рождения, уроженка Полтавской области. По национальности – украинка. Работала учителем неполной средней школы поселка Яманка (ныне п. Махамбет) Баксайского района. Образование высшее, окончила Минский педагогический институт в 1935 году. Судебной коллегией Гурьевского областного суда от 12.10.1944 г. по ст. 58-10 приговорена к 7 годам в ИТЛ с поражением в правах на 3 года, с конфискацией имущества. Ей вменяли, по сути, абсурдные обвинения: что она восхваляла немецкую технику, позволяла себе антисоветские высказывания, читала стихи антисоветского характера. Она в предъявленном обвинении себя виновной не признала.

В заключении прокуратуры приведены высказывания обвиняемой о том, что «немцы с населением обращаются хорошо, а у нас везде карточки, даже, чтобы выйти замуж, нужны карточки». В оправдательном документе говорится о том, что в этих высказываниях нет призыва к свержению советской власти. На Раису Ефимовну Кириченко распространяется Указ Президента СССР «о восстановлении прав всех жертв политических репрессий 1920-1950 годов» от 13 августа 1990 года. Таким образом она была реабилитирована 27 октября 1992 года, по прошествии 48 лет.

Следует отметить, что по делу Р. Кириченко есть очень много вопросов и нестыковок. Ее арестовали и предъявили обвинения, затем отправили в ИТЛ в 1944 году, когда произошел коренной перелом в ходе войны в пользу Красной Армии. Здравомыслящий человек, как Р. Кириченко, имеющий высшее образование, разве будет восхвалять вражескую армию, когда она терпит поражение за поражением?

Нам, людям, живущим в XXI веке, конечно, трудно судить о том времени, однако совершенно непонятны и нелогичны действия органов НКВД в отношении учительницы Р. Кириченко. Ведь если она – ярая сторонница фашистов или антисоветчица, зачем ей надо было приезжать в Казахстан, когда намного удобнее было бы проводить такого рода противоправные действия, находясь у себя на родине.

Или рассмотрим такой момент, изучая анкету арестованной. Эта женщина была до мозга костей предана своему выбранному делу. Иначе она не приехала бы на край света учить детей, оставляя своих четырех собственных детей на родине на попечении неизвестно у кого. Старший сын Р. Кириченко Леонид Леонтьевич (1915 года рождения) был на фронте, дочь Зинаида Леонтьевна (1919 года рождения), сыновья Борис Леонтьевич (1925 года рождения), учащийся, Алексей Леонтьевич, учащийся, жили в селе Денисовичи Минской области[5].

Карательная машина в лице так называемой тройки НКВД не пожалела даже мать красноармейца. Тут, как говорится, комментарии излишни. Низкий поклон таким педагогам, как Раиса Ефимовна Кириченко, которые внесли свою лепту в дело образования нашего края. Вечная им память!

Сергей Иванович Сухарев, уроженец города Гурьева, работал учителем химии в нефтяном техникуме. Тройкой УНКВД по области в 1938 г. по ст. 58-2,6,8,11 УК РСФСР приговорен в высшей мере наказания. Расстрелян 23 октября 1938 года. Постановлением облсуда 01.11.1958 г. реабилитирован.

Президиум областного суда под председательством Тулендиева установил: решением бывшей тройки УНКВД по Гурьевской области от 20.10.1938 года был осужден к высшей мере наказания Сухарев Сергей Иванович, 1893 г.р., уроженец г. Гурьева, русский, работавший преподавателем химии в Гурьевском нефтяном техникуме, за то, что являлся участником антисоветской, повстанческой организации, проводил подготовку повстанческих кадров, передавал шпионские сведения иностранной разведке, вел вредительскую работу в нефтяном техникуме.

В протесте прокурора ставится вопрос о прекращении делопроизводства за недоказанностью состава преступления.

Соглашаясь с протестом, президиум посчитал, что решение бывшей тройки подлежит отмене, а дело в отношении С. Сухарева прекратил по следующим основаниям: по данному делу предварительные следственные действия не проводились, за исключением допроса самого С. Сухарева, давшего признательные показания, однако эти показания нельзя признать как доказательную силу, так как сам допрос производился с нарушением социалистической законности, недозванными методами и способами.

Другие лица по делу не допрошены, а к делу приобщены выписки из показаний некоторых случайных лиц, причем в этих выписках ничего не говорится о враждебных действиях С. Сухарева.

Все дело в том, что основанием для ареста и последующего расстрельного приговора послужили, видимо, некоторые данные из биографии педагога. Будучи глубоко честным и порядочным человеком, Сергей Иванович Сухарев написал в анкете арестованного те данные, которые в конечном счете и привели к печальному для него концу. То есть не скрыл свою службу в царской армии с 1915 по 1918 годы в чине подпоручика, а также то, что с 1919 по 1920 годы служил у белогвардейцев в качестве начальника службы связи, за что был осужден советскими властями и находился до 1921 года в концентрационных лагерях. В 1921 году он освободился и прибыл в г. Гурьев, где стал работать учителем химии в нефтяном техникуме[6].

Относительно биографии педагога Сергея Сухарева припоминается следующая история: в 1996 году автору этих строк доводилось работать по созданию музея образования при областном институте усовершенствования учителей. В рамках работы музея был оформлен стенд под названием «Белая книга памяти репрессированных учителей». Об этой работе в те годы была обширная публикация в газете «Прикаспийская коммуна». На эту публикацию откликнулась племянница Сухарева В. Леонова со статьей «Боль за родного человека терзает душу». Она вспоминала: «Родной брат моего отца Сергей Сухарев родился в 1893 году. 23 октября 1938 года был расстрелян. Не передать словами ту душевную боль, которую мы испытывали, когда на его доброе имя был приклеен ярлык «врага народа». И это продолжалось очень долго, целую человеческую жизнь. Однако Господь милостив, справедливость восторжествовала, мой дорогой дядя наряду с другими невинными жертвами политических репрессий оправдан. Более того, его заслуга в развитии народного образования края ныне исследуется, недавно, побывав в музее образования, видела его фамилию в «Белой книге памяти». Большое спасибо создателям этой книги, земной им поклон! Сергей Иванович, как настоящий патриот своей земли, всю свою сознательную жизнь посвятил делу обучения детей, делу просвещения. Он был одним из немногих людей своего времени, получивших блестящее образование в Казанском университете, после окончания которого работал в Баксайском районе в нефтяном техникуме. В каждый свой отпуск он специально ездил в Ленинград за учебниками и книгами для своих учащихся. После его гибели остались жена Елизавета Александровна и двое детей. Как семья «врага народа», они перенесли очень много незаслуженных оскорблений, обид и лишений. Особенно трудно было его сыну Владимиру. По газетным материалам, а также из «Белой книги памяти» мы узнали о том, что Сергей Иванович был расстрелян, а не умер от болезни, как объясняли его жене»[7].

Эти слова племянницы как нельзя точно передают ту глубокую печаль, которую испытывали многие семьи погибших педагогов в годы политических репрессий. Вот еще одна драматическая история гурьевского учителя. Речь идет о Ким Чан Се, он же Ким Василий, который родился в феврале 1907 года. До ареста работал учителем в корейской школе в селе Сарайчик. Заседанием Тройки УНКВД по Гурьевской области 30.10.1938 г. по ст. 58-11 УК РСФСР приговорен к высшей мере наказания. Расстрелян 23.10.1938 г.

Арестовали Ким Чан Се 1 апреля 1938 года сотрудники Гурьевского ОКР отдела НКВД по обвинению в том, что он проживая в Дальневосточном крае якобы занимался шпионской и диверсионной деятельностью в пользу японских милитаристов. Это по утверждению Тройки, подпадало под статьи 58-6, 58-11 УК РСФСР. В оправдательном документе Ким Чан Се, в заключении от 12 октября 1989 г., подписанном старшим помощником прокурора Гурьевской области, советником юстиции Д. Тасановым и заместителем начальника УКГБ КазССР по Гурьевской области, полковником П. Сальником от 12 октября 1989 года говорится следующее: «Учитывая, что объективных доказательств его преступной деятельности в уголовном деле не имеется и приговор вынесен несудебным органом, Ким Чан Се, он же Ким Василий, подпадает под действие ст. 1 Указа Президиума Верховного Совета СССР от 16 января 1989 г. «О

дополнительных мерах по восстановлению справедливости в отношении жертв репрессий, имевших место в период 30-40-х и начала 50-х годов».

Очевидно, Ким Чан Се прибыл в Гурьевскую область в ноябре 1937 года в числе депортированных 1266 корейских семей. За столь короткое время в Гурьевской области уже работало несколько корейских школ. В Баксайском районе их было две, как и в Гурьеве, в Денгизском районе – одна. Ким Чан Се, надо полагать, работал учителем начальных классов, поскольку из анкеты арестованного видно, что у него имелось среднее образование. Этого было достаточно, чтобы обучать детишек премудростям замечательного корейского алфавита Хангыль. К сожалению, учителю не дали трудиться по своей любимой профессии, вскоре он был арестован, а затем расстрелян.

Когда его арестовали, в его семье оставались жена Ким Чун Хон (1910 г.р.), дочь Елизавета (1931 г.р.), сыновья Валентин (1934 г.р.) и Николай (1937 г.р.) Ким. Если кто-либо из этих людей или их потомки живы, просим откликнуться для получения более подробной информации, а они нужны для будущей книги о репрессированных учителях области[8]. Эти данные нам говорят о том, насколько было трудно в те далекие 30-е годы. Поэтому необходимо брать из истории уроки и делать правильные выводы. «История - сокровищница наших деяний, свидетельница прошлого, пример и поучение для настоящего, предостережение для будущего», - писал Сервантес.

Современность можно понять только через прошлое, через все его уроки.

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# РЕЛИГИОВЕДЕНИЕ

## ОБ ИСПОЛЬЗОВАНИИ ИСЛАМСКИХ РЕЛИГИОЗНЫХ ЦЕННОСТЕЙ В ШКОЛЬНОМ ОБРАЗОВАНИИ

*Джафарова Набат Бейдулла кызы,  
Доктор педагогических наук, доцент  
Азербайджанский Государственный  
Педагогический Университет,  
Азербайджан, Ваку*

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После обретения Азербайджаном независимости история, культура, национальные и духовные ценности нашего народа стали более глубоко, объективно изучаться и в этой области была проделана серьезная работа. Все это дало серьезный импульс возвращению азербайджанского общества к его историческим корням, прежде всего, формированию новой национально-религиозной идеологии, основанной на признании прав человека.

Со времени провозглашения независимости Азербайджанской Республики идеология азербайджанства, исламизма и терпимости, которая была в центре наших национальных, духовных и моральных ценностей, присущих исламу, стала одной из главных проблем, которая нашла реальное и позитивное решение.

После возвращения к власти общенационального лидера Гейдара Алиева начался новый этап религиозной политики государства. Были приняты серьезные меры по предотвращению деятельности радикальных религиозных сект. Одним из важнейших решений, принятых в этой области, было создание Государственного комитета по работе с религиозными организациями [10, с.6]. Сегодня преемник великого лидера Гейдара Алиева, Президент Азербайджанской Республики Ильхам Алиев продолжает эту политику в области религии с большим предвидением и успехом. В таких условиях учебные заведения не могли остаться в стороне от этой политики. Действительно, школы и учителя несут большую ответственность за то, чтобы наши молодые люди приобретали здоровые научные, культурные и моральные ценности, основанные на исламских религиозных ценностях. Потому что образование не только развивает интеллектуальные способности учащегося, но и формирует в них сильный характер и твердую веру, усваивая благородные чувства, высокие моральные и религиозные ценности и заслуги ислама. Религиозные и нравственные ценности играют важную роль в развитии каждого государства и развитии мировоззрения личности, развитии социальных, религиозных и духовных ценностей у людей. В этом случае необходимо учитывать тенденции развития современности, новые подходы к образованию. Следует отметить, что исторически все системы образования без исключения имели научное и религиозное происхождение, но не препятствовали развитию. Таким образом, как светское, так и религиозное образование содержат компоненты обучения и воспитания. В наше время внедрение религиозного образования имеет решающее значение в обучении и воспитании подрастающего поколения, поскольку, овладев системой духовных и религиозных ценностей, ученик овладевает нормами поведения и этических отношений в обществе, повседневной жизни, работе, семье и людях.

В исламе важность получения образования, знаний и науки высоко ценится, и эти правила закреплены в Священном Коране. Ислам - это религия, которая борется с невежеством и неграмотностью на земле. Можно сказать, что первая система образования была основана на стихах Священного Корана, который начался с приказа «Читать», и Пророком Мухаммедом, которого послали в качестве учителя. В то время как ислам считает, что обучение и преподавание важнее, чем поклонение, он хочет, чтобы внимание, уделяемое поклонению, было сосредоточено на образовании, чернила, вытекающие из пера ученого, равны крови мученика. Пророк Мухаммед назвал ученых преемниками пророков. Ислам не устанавливает возрастного ограничения в религиозном образовании, в этом смысле слово «от колыбели до могилы» принято безоговорочно. Такие понятия, как пол, время и пространство, не важны в науке и образовании. Нет различий между науками, подчеркивающими изучение не только религиозных, но и светских наук.

До недавнего времени и сегодня были написаны ценные труды об исламе, правах человека в исламе и Священном Коране. «Наша божественная книга, Священный Коран, играет особую роль в изучении исламского мира. Согласно Корану, человек является самым красивым и умным из всех созданий, созданных Богом. Поведение тех, у кого есть сознание, должно демонстрировать высокие моральные стандарты. Согласно религиозным и моральным принципам ислама, одним из важнейших условий является проявление добрых нравов тем, кто их угнетает, чтобы избежать зла, руководствоваться принципом добрых дел и укреплять родственные и социальные связи с людьми одной и той же религии. Вот почему мусульманские ученые изучили отношение ислама к морали и поведению, обществу и государству и внесли свой научный вклад в науку о человеческом поведении перед английскими учеными» [3, с.408-411].

Наша священная книга начинается со слов «читать» и «перо» в первых стихах Священного Корана, и во многих стихах Всемогущий Бог советует людям думать, рассуждать, иметь разум, быть свободным от суеверий и невежества [14, с. , 7]. Чтобы привлечь внимание к важности науки и грамотности в Священном

Коране, слово «наука» - 80, другие слова, относящиеся к науке, - 100, слово «разум» - 16, другие слова, относящиеся к уму - 49, слово «мысль» - 18, слово «понимание» - 21, Слово «мудрость» используется 20 раз, а слово «доказательства» используется 7 раз, что свидетельствует о ценности и значении, которое ислам придает науке и знаниям [10, с.106]. С момента своего появления ислам поощрял мусульман изучать науку, быть грамотным и знающим, переносить трудности и трудности ради науки и заявлять, что знающие люди превосходят и более добродетельны в глазах Бога, чем невежественные люди [14, с.113].

Одним из необходимых вопросов в нашей стране является пользование свободой совести, свободой вероисповедания, заботой о развитии образования, созданием атмосферы светской и религиозной терпимости. Внедрение религиозных ценностей в религиозное воспитание и обучение, осуществление использования религиозных ценностей является обязанностью родителей в семье, а также обязанностью образовательных учреждений. Другими словами, с самых ранних этапов развития ребенка обучение религиозным концепциям в правильном направлении и уделение внимания их образованию является важным фактором развития достойных граждан страны.

Исторические источники утверждают, что во времена Пророка Мухаммеда мусульмане собирались в пентхаусе Мечети Пророка, чтобы расширить свои знания, слушая проповеди и проповеди. В то время этих людей называли «спутниками суффа» - талварами. Таким образом, Суффа считается первым образовательным учреждением в исламе. Пророк Мухаммед терпеливо объяснял стихи Корана суфиям, чтобы расширить их знания и навыки, информировал их о различных проблемах, связанных с исламом, отвечал на их вопросы, пытался просветить их и приобретать научные знания, а также поощрял их внимание и заботу [11, с. 69].

Организация и перспективное развитие религиозного образования в Азербайджане сегодня делает важным, чтобы религиозное образование было научным, планируемым и контролируемым. Если религиозное образование преподается в этом направлении, можно увидеть позитивные изменения с точки зрения личности и общества. Обучение правильному религиозному образованию может уменьшить многие негативные события, поведение и действия в обществе. По словам Дж.А.Лавериса, педагог, который сравнительно изучает влияние религии на образование, религия и образование взаимосвязаны во всех странах мира. С незапамятных времен места поклонения выполняли другие функции в дополнение к поклонению. В то время обучение чтению и письму считалось обязанностью мест отправления культа. После этого изменения в общественной и политической жизни, помимо школ, принадлежащих духовенству, были открыты светские школы.

В настоящее время цели и задачи образовательного процесса серьезно обсуждаются, преподают ли религию в учебных заведениях многих стран. Таким образом, расширение деятельности различных радикальных религиозных движений, психологическое влияние молодых людей со слабым религиозным пониманием стало одной из страшных тенденций в современном мире. Эти радикальные религиозные организации отнимают время, время, здоровье и энергию молодых людей, препятствуют их развитию и оставляют их мечты неосуществленными. Информирование учащихся (молодежи) об основных принципах религий, начиная со средних школ, является одним из лучших способов защитить их от будущих опасностей, что очень полезно для общества, государства и самой молодежи.

Сегодня в образовательных учреждениях нашей страны существует острая потребность в кадрах с глубокими религиозными и светскими знаниями. Таким образом, отсутствие научного изучения исламских религиозных ценностей приводит молодежь к религиозным суевериям, фанатизму и радикальному консерватизму.

Роль образовательных учреждений в поддержании и развитии высокой религиозной и духовной среды, основанной на исторических традициях азербайджанского народа и логическом результате государственной политики, бесспорна, так как использование религиозных ценностей в образовании оказывает сильное влияние на результаты обучения. Мы можем отметить следующее:

- Наряду с научными знаниями как показателем общего культурного уровня образования, роль исламских религиозных ценностей также велика.
- Религиозная грамотность ведет к терпимости к другим религиям и соблюдению правил сосуществования с народами разных конфессий.
- Ссылки на религиозные ценности в процессе обучения, цитаты о ценности науки святыми, создают условия для того, чтобы студенты лучше усваивали учебный материал, приобретали научные знания.
- Это оправдано, только если религиозные основания и религиозные ценности защищены, а искажения, религиозный фанатизм, суеверия и суеверия никогда не допускаются.
- В процессе обучения следует позаботиться о том, чтобы донести до студентов факты демократии, гуманизма, уважения светских, человеческих, национальных и моральных ценностей, терпимости, здравого смысла в религиозных ценностях.
- Являясь древним центром науки и культуры, Азербайджан в настоящее время развивается, сохраняя при этом знания, навыки, особенности, национально-духовные и исламские ценности, полученные со временем.
- Правильное религиозное образование служит для оптимизации обучения студентов, углубления их знаний и развития науки.

Во многом будущее людей зависит от школы. Школа воспитывает людей, которые могут жить в 21-м веке, успешно выполняя свои обязанности в области образования, обучения и развития. Это в интересах

людей, общества и мира в целом. Организация полноты учебного процесса, использование развивающих функций образования, а также синтез нравственных ценностей исламской культуры в форме синтеза является основным направлением современного образования. Религиозные темы в современных учебниках и позитивное решение религиозного мировоззрения играют позитивную роль в общем развитии студентов.

В процессе преподавания ссылка на чудодейственную силу слов Пророка Мухаммеда, цитаты о его ценности науки объединяют научные и религиозные мировоззрения студентов, что создает основу для их успеха в будущих жизнях. Например, слова Пророка Мухаммеда говорят, что один час обучения лучше, чем молитва за ночь до утра, а один день обучения лучше, чем голодание в течение трех месяцев [8, с.2].

Поэтому можно сказать, что вера в ислам не оказывает негативного влияния на развитие образования, напротив, правильное религиозное образование обеспечивает более успешное развитие образования. Принятие ислама создает условия для развития интеллектуалов с высокими моральными ценностями и интеграции научных и религиозных знаний. Компетенции 21-го века позволяют студентам лучше изучать учебные материалы и интегрироваться в мировую систему образования. В этом случае самое важное, на что следует обратить внимание, - это предотвращение религиозных искажений.

Отрадно, что в период независимости учебники по религиозным темам и нашим религиозным ценностям нашли отражение в учебниках для средней школы. Приобретение нашими студентами светских и религиозных знаний ведет к их полноте и целостности как личности, помогает им выбрать жизненный путь.

По словам академика Низами Джафарова, когда мы смотрим на историю нашей государственности и культуры, мы видим, что ислам стал неотъемлемой частью нашей жизни. В Азербайджане религия отделена от государства. Это неотъемлемая часть азербайджанской науки. Тем не менее, наши различные учебники предоставляют некоторую информацию об исламе. Религия также включена в историю и литературу.

Материалы по религии, приведенные в учебниках «Знание жизни» и «Образование на основе жизненных навыков», преподаваемых в общеобразовательных школах, предоставляют необходимую информацию для формирования подрастающего поколения в соответствии с нашими национальными и духовными ценностями. В рамках этих предметов студенты знакомятся с понятиями, связанными с религиями, включая ислам. В настоящее время ведется серьезная работа по увеличению и расширению информации о религии в учебной программе предмета «Знание жизни».

Священный Коран советует мусульманам быть человечными, справедливыми, щедрыми, честными, терпеливыми, сдержанными, скромными, бережливыми, добрыми, заботливыми и не участвовать в злодеяниях.

Слова Пророка Мухаммеда гласят: «Любите своих родителей, уважайте их, помогайте незнакомцам и бедным, не будьте скупыми или экстравагантными, не убивайте, не ешьте деньги детей, о которых вы заботитесь» [12, с. 323-325].

Религиозные книги о любви к матери говорят, что самым близким человеком в мире является мать, и мать следует любить больше всех. Один из его спутников спросил Пророка: «Кто является самым близким человеком для кого-либо?» Пророк (мир ему и благословение) обратился к самому себе с этим вопросом: «Сначала он моя мать, потом моя мать, потом мой отец, затем он мой родственник по степени близости» [6, с.118].

Одним из наиболее высоко ценимых и внушаемых моральных ценностей ислама является человечество. Ислам учит, что человек должен любить человека, помогать слабым, уважать великих и помогать нуждающимся: «Попросите других быть здоровыми, и вы достигнете этого» [8, с. 3].

Правильное религиозное образование способствует интенсификации образования студентов, углублению их знаний и формированию их мировоззрения. На религиозные ценности следует полагаться, прививая учащимся такие моральные качества, как сострадание, доброта и, при необходимости, посещение больных. Их также нужно научить посещать пациента. Например, не забывайте своих больных друзей, посещайте их часто, но не сидите слишком много, потому что слишком много сидения рядом с пациентом делает его неудобным, пациент беспокоится. Таким образом, «считается, что человек, который спрашивает о состоянии пациента и возвращается оттуда, ходил в райском саду» [4, с. 26].

Честность - одно из самых высоких моральных качеств в исламе, которое высоко ценится и прививается студентам. Это благородное качество было характерно для народной морали на протяжении тысячелетий: правдивость равна добру, а ложь - это зло.

Религиозное образование приглашает всех, включая студентов, проявить сострадание. Быть милостивым - это дар Бога человеку. Сердце сострадательного человека должно быть нежным. Для этого он должен гореть слабыми и делать все возможное для них. Ислам приравнивает помощь людям слабым и бедным с месяцем поклонения. Пророк Мухаммед (мир ему и благословение Аллаха) сказал, что дневная помощь брату раба лучше, чем месячное поклонение в углу» [2, с. 91].

Ислам также учит, что человек должен зарабатывать халяльную еду своими собственными усилиями. Необходимо обучать студентов зарабатывать халяльную еду. Ислам - это школа жизни, богатая принципами, которая принесет счастье каждому в этом мире и в будущем. Работа и зарабатывание халяль в исламе считается священным и ценным делом с точки зрения поклонения. Счастье, процветание заработка, хорошее воспитание детей, доброта родителей и общества зависят от законности заработка. В



исламе реальным и естественным способом заработка является труд, который зарабатывается с помощью своей профессии, специализации и без ущерба для прав других. Мусульманин должен воздерживаться от работы, заработка за счет других и от незаконных харамских путей; он должен обратить внимание на то, откуда и как его доходы. Потому что, когда выполняется одно из действий харама, дверь открывается другому, и действия харама увеличиваются. Каждый студент должен знать, что хождение в таком богатом мире, голодном, жаждущем, безработном и праздном, - это вина каждого, и он должен научиться использовать каждое благословение через науку.

Учебный процесс должен быть спроектирован так, чтобы ученики могли наслаждаться сокровищами наших религиозных ценностей. Таким образом, пророк Мухаммед сказал: «Два дня равны потере». То есть человек всегда должен двигаться вперед и развиваться. Мусульманин не вправе сидеть под предлогом веры в Бога, жить лениво, тратить свое время и пренебрегать своими средствами к существованию. В то же время в нашей религии это запрещено для человека, который способен зарабатывать достаточно, чтобы содержать себя и свою семью, прося и ожидая средств к существованию от других.

Приобретение религиозных знаний помогает избежать различных вредных привычек и установить здоровый диалог в социальной среде. В этом случае обеспечиваются патриотизм, солидарность, межличностное согласие, и в обществе создаются условия для терпимости между людьми разных вероисповеданий, религиозными и нерелигиозными мировоззрениями.

Изучение таких вопросов, как ислам и демократия, отношение религии к государству и государству, происходящие в мире процессы, роль школы в защите моральных ценностей, применение теории к практике диктует противоречия глобализованного мира. Принимая во внимание эту реальность, Азербайджанское государство уважает все религиозные ценности, укрепляет традиции толерантности, предотвращает религиозную ненависть и вражду, стремится укреплять диалог и сотрудничество между народами, религиями и цивилизациями.

Независимость Азербайджана заложила основу для создания благоприятных условий для создания соответствующих условий для осуществления свободы вероисповедания. За годы независимости социально-экономическое и культурное развитие нашей страны, интеграция в мировое сообщество, повышение ее престижа на международной арене, присоединение к новым международным конвенциям, а также в других областях обусловили необходимость внесения дополнений и изменений в законодательство [1, с. 58].

В современном глобализованном мире для борьбы с терроризмом и экстремизмом используются различные методы и приемы, а в некоторых случаях предпочтительны административные методы. Одним из наиболее эффективных методов борьбы с экстремизмом сегодня является повышение осведомленности, особенно среди молодого поколения о религии. Общий анализ показывает, что молодые люди более подвержены этим влияниям из-за их слабых религиозных знаний и неграмотности. Для этого важно повысить уровень образования в образовательных учреждениях, укрепить материально-техническую базу, провести всестороннее и углубленное преподавание религиозных дисциплин, организовать обучение на основе общих принципов, предотвратить суеверия и привить патриотизм учащимся [10, с. 100].

Обучение не только развивает интеллектуальные способности учащегося, но и формирует в них благородные чувства, высокие моральные и религиозные ценности, сильный характер и сильные убеждения. Эффективная и качественная организация образования, повышение его эффективности, несомненно, создадут условия для совершенствования и укрепления научных и религиозных знаний учащихся и студентов.

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# СОЦИОЛОГИЧЕСКИЕ НАУКИ

## PENDULAR BEHAVIOR OF HUMAN BEING FROM ANTHROPOECOLOGY'S POINT OF VIEW

*Leonel Chacon Anchondo*

*Industrial Engineer, Technological Institute Cd. Juarez  
Cd. Cuauhtemoc, Chihuahua, Mexico, Tepeyac street # 4030, 31520*

**Abstract.** Anthropoecology does not intend to direct the societies of the countries to any political system, it seems that this proved that all political systems have failed. From the point of view of Anthropoecology, some political systems could have worked, but they failed in two aspects. The first was the pendulum movement to leave one end and go to the other end, e.g. from extreme imperialism to extreme communism. The second is that power mentally ill the leaders, because their movement triumphed and they think that they are right in everything, coupled with the temptation of illicit enrichment, causing corruption. The current "democratic" systems, whose reality is to cover up neoliberal capitalism; which, like all movements, has gone to the extreme, originating great and excessive personal fortunes, which every day want more and more regardless of decomposition and social behavior, extreme poverty and famine. This capitalist system is an imperial system with no visible leader. Other pendular social movements; they are, the liberation and empowerment of women, abortion and the LGBT movement. The purpose is to make observations about our daily actions, which seem to be leading us to self-destruction.

**Key Words:** political system, failed, pendulum movement, extreme imperialism, extreme communism, mental illness, illicit enrichment, neoliberal capitalism, personal fortunes, self-destruction.

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### INTRODUCTION

Anthropoecology is just trying to put the problem on the table, the solution is everyone's responsibility. By conscience, we all know what is right.

We know that our behavior is on the wrong side of the pendulum and it is historical, it has caused chaos in the world and that behavior is due to the fact that we have become mentally ill from Anthropoecology's point of view and what this implicitly raises is do a hindsight and introspection. Some would say a deep examination of conscience.

It is not the concept written in Anthropoecology that is going to give an answer and solve the problems of human being. **the solution of the problems is the responsibility of all human beings, or we solve our problems or carry the risk of perishing, the vast majority.**

It is evident that nobody has the absolute truth, on the same subject. In each of the stages of life, there will be a different opinion, for the simple reason that the perspective is different, that is logical and normal. But if any of these opinions harms some and favors others, it is there that the meaning of those opinions must be reviewed.

On any subject, the behavior of the human being could be pendular, if one extreme does not please him, he thinks that the other is the good and tries to reach it at all costs, setting new paradigms and in some cases mental fixations that can be extreme. Examples of these pendular movements are the political models that, when going to the extreme, become corrupted, forgetting the purpose on which it was founded; as long as there has been no hidden evil purpose from the beginning. Other examples: the liberation of women, which in a way became debauchery and empowerment in emboldening. Abortion, which instead of "legalizing" it, must have been given a positive formative education from childhood. An extreme monarchy, originated a communism that also went to the extreme.

The empires that invaded, massacred and plundered foreign territories, changed many cultures and in some cases exterminated them.

Neoliberal capitalist oligarchies with a few billionaires, like all empires, have reached the pendulum extreme, with political-economic manipulations have led many countries to extreme impoverishment. The same is observable in manipulations with autochthonous groups to remove them from their territories and seize their wealth. It is there where revolutions were born due to social inequality, the abuse of local authorities, in some cases for centuries.

GREED is an extreme of pendular behavior

Misrepresented values: a young doctor is doubted, even when he accredits all the procedures to practice; however, the "talent" of a 10-year-old singer is more applauded.

Paradigms and extreme negative mental fixations can make humans mentally ill, both individually and collectively.

Perhaps we have become ill with arrogance thinking that the autochthonous groups and the peasant people are ignorant and uneducated, humility has been confused with poverty, **a serious error, perhaps due to classism, racism, selfishness, etc.**

**Humility.** "Humility is a human virtue attributed to someone who has developed an awareness of their own limitations and weaknesses, and works accordingly. Humility is an opposite value to arrogance. Being humble

does not imply letting yourself be humiliated, because humility does not suppose a renunciation of your own dignity as persons." [<https://www.significados.com/humildad/>].

**A humble person, always thinks and acts with honesty and respect.**

From the point of view of Anthropoecology, a positive, moral, ethical, civic and social justice formative education must be given, to avoid extreme behavior and live in a humanly more balanced and sustainable world.

If human being had not become mentally ill, the great ancient bibliographic collections could not possibly have been destroyed, we would know how the great constructions of antiquity were made and perhaps our social and technological progress would be greater than today and a secure future from the point of Anthropoecology view.

Human behavior has been so wrong throughout history that we have been destroying and rebuilding ourselves over and over again, if it had not been so, today we would have thousands of years of scientific, technological and social advancement in this earthly paradise.

Political systems fall because power makes them mentally ill; therefore, this is not a question of the type of political system, it is a question of mental health. This applies equally to political parties and individuals.

We have learned and developed the ability to respond contradictorily to someone who questions us, even knowing that he is right, simply by not granting it. Some have their paradigms of very personal interests that have become mental fixations that try to turn them into "truths".

**DEFINITION OF ANTHROPOECOLOGY**

**Anthropoecology.** It is the dynamic balance in the animal, intellectual, social, cultural, spiritual, moral, ethical, economic and political aspects of human being in conjunction with the environment in which it lives.

**DEFINITION OF MENTAL ILLNESS**

Definition of mental illness from the point of view of Anthropoecology:

**Mental illness.** It is the generation of ideas and attitudes of thinking, deciding and acting, in a physiologically healthy brain, of the human being, whose thoughts, selfposition above the other human beings, inflicting damage in most cases and obtaining profit for itself.

**RACISM**

**"The President asks the Germans to reflect on racism."**

*"BERLIN (AP) - The President of Germany on Tuesday urged citizens of the country to reflect on racism and organize ways to combat it, arguing that there is no point in mourning the death of George Floyd at the hands of a police officer in the*

*United States without doing something to combat the scourge in their own country." "The article 3 of the German constitution states that: no person shall be favored or disfavored because of sex, relationship, race, language, country of origin, faith, religion or political opinion." [Annegret Hilse/Pool Photo via Associated Press, 16 de junio de 2020, <https://espanol.yahoo.com/noticias/presidente-pide-alemanesreflexionar-racismo-124010576.html>].*

**"A black protester avoids a 'catastrophe' by saving a white man."**

*"During protests by the Black Lives Matter movement in London, UK, a black protester carried an injured white counter-protester on his shoulders and took him to a safe place to avoid a catastrophe. My real goal was to avoid a catastrophe, suddenly the narration changes from Black Lives Matters to Youngsters Kill Protesters. That was the message we were trying to avoid, "Patrick Hutchinson told CNN."*

*"The man's action, captured over the weekend, went viral after being photographed walking while carrying the "rival", in the midst of the angry crowd." [Newsweek México, 15 de junio de 2020, <https://es-us.noticias.yahoo.com/manifiestante-negroevita-cat%c3%a1strofe-salvar-224213185.html>].*

**REMARKS:**

It could be assured that the constitutions of all countries have an article similar to article 3 of the German constitution and it could also be said that some citizens of rich countries would vote to remove it from their constitution. Although also some rich and others who think they are rich, in poor countries, they are at least classist. all the classists reflect it in their way of dressing and acting

Eliminate racism, discrimination, arrogance, prepotency, avarice etc. It is NOT a matter of laws; IT IS A MATTER OF POSITIVE FORMATIVE EDUCATION AND MENTAL HEALING. From the point of view of Anthropoecology.

**AUTOCHTHONOUS PEOPLE OF RUSSIA: THE KETOS**

*The Ketos, a Siberian town. They are a very strange ethnic group: demographically, they grow almost to 0%; no written records are kept of their language, which is also not recorded in the annals of world linguistics. They have even been said to be related to the Indians of North America. To do this Special Report we went to the heart of the taiga to interview them ... although, of course, it was not easy to find theirs whereabouts."*

**Some comments on the report:**

**SuperAndrea1998:** Each one chooses his own path. (popular saying of ketos).

**Francisco Pelayo:** They live happier than many who have everything

**Miguel Ángel:** We must resist against international agribusinesses. Water and Earth belong to the working people. Not from Corporations!

**Simón Camayo:** FREEDOM. That's real freedom. free from so much human filth ... materialism, capitalism. technology, junk TV. selfishness.

**María Ximena Sepúlveda Rosales:** For me they are very similar to any Latino! From here in Chile they have similarity to anyone from a popular neighborhood.

**Gabino Macias Franco:** I wish they would transmit this type of documentary on television ... because it is of great breadth of knowledge. unfortunately, the official television is junk programming ...! [RT (en español), está financiada total o parcialmente por la Administración Pública rusa. Wikipedia, 18 oct. 2010, [https://www.youtube.com/watch?v=pD\\_5XCt](https://www.youtube.com/watch?v=pD_5XCt) RAbg,<http://actualidad.rt.com> /programas/es...,<http://actualidad.rt.com/mas/envivo>].

#### REMARKS:

There are autochthonous groups like the ketos that have their own spirituality, shown to a totem pole that they call "alel"; for them, their "alel" is as valid as the God of any religion. Calling them heathens is DISCRIMINATION. Among other things unique in their lifestyle, which for centuries have lived "isolated" from "civilization" and perhaps today that they have been visited and "helped", they could feel less independence.

This is just a tiny community, of hundreds or thousands that live in the most "hidden" parts of the earth, with their own language and immutable customs (laws) that they fully respect and comply with. That for the "modern" human being, judges some of these customs as retrograde. Without glimpsing in the least that our current customs are in some cases very perverse; since they are given for some economic interest. This shows us the capacity of the human being to live in an apparent inhospitable environment, when it does so attach to the laws of nature.

*"For me they are very similar to any Latino! From any popular neighborhood" [María Ximena Sepúlveda Rosales].* Your comment is discriminatory; And if the appearance of human being is the same in any part of the world, the small differences are to adapt to the climatic environment in which it lives. The ketos are an example of how it is possible to live in peace as human beings and in harmony with nature. As long as there is mental health.

The autochthonous groups live on the pendulum end of the behavior; except that.

#### **THIS IS POSITIVE. THE AKHA TRIBE IN LAOS: BETWEEN TRADITION AND MODERNITY**

*The Akha live in Laos with virtually no contact with modern civilization. The inhabitants still preserve their customs ..., considered as a town of archaic customs. A very particular custom is that if a marriage has twins, they have to leave the town and go live in the nearby forest, they cannot go to another town, they say that they cannot change them and they must respect their old customs, even when the authorities of the city has asked them for it.*

*"The inhabitants still preserve their "archaic" customs. However, they face a dilemma. Isolated from the rest of the world, without paved roads, the people of Peryensang Mai have remained until today practically without contact with modern civilization. The inhabitants of the Akha tribe seem to live in another time: their language does not have written testimonies, their daily life is governed by the rules and ceremonies dictated by their ancestors, such as the sacrifice of animals to avoid misfortune. Maintaining these, sometimes somewhat brutal, customs gives the Akha balance and guidance. Village women lead especially busy lives. Their tasks range from farming and working at home to making traditional clothing, as the Akha are largely self-sufficient."*

*"This report tells the story of the Laovan family. The mother, Yeapheun, has always had to work hard to support her extended family. The father, as an elder in the village, watches over the strict rules and commandments of the akha. Both, along with their older children, cannot imagine anything other than the tiring life on the top of the mountain. The hope for the family is therefore the youngest son, Kienglom, who has been going to school in the city for eleven years. The Akha people, like many mountain tribes in Laos, are facing a change: moving to the valley would mean accessing electricity, running water and better medical care, but also abandoning ancient rituals. This report takes the viewer on an exciting journey of discovery to a town that is divided between tradition and modernity, a town that at this time must reinvent itself."*

#### **Some comments on the report:**

**Fátima González:** Everything very interesting, poor women subjected all their lives and their husbands lazy while they do all the work.

**I AM VULCANA:** Self-sufficiency would be for everyone in general to contribute to the development of their tribe, here I only see some women being exploited.

**Paula Rincón:** How crazy, they would be more prosperous if men did some work.

**Anaperla Dias:** Killing your twins rather than brutes, well-rooted ignorance, little else I will hear that they practice cannibalism.

[The Akha tribe in Laos: between tradition and modernity | DW Documentary, April 12, 2019, Ulrike Bremer, DW is a German public television and / or radio service.

Wikipedia, <https://www.youtube.com/watch?v=1FFdPwLEZwg>.]

#### REMARKS:

These peoples are considered retarded, archaic, primitive etc. But for some reason, the "civilized" world has not been able to understand. They live in harmony and for many centuries or thousands of years they were self-sufficient. Today, by "helping them" out of their "backwardness", they are being invaded, as thousands of peoples have been, since the beginning of technological advance.

**The article says: "the inhabitants still preserve their archaic customs."**

**These laws or commandments, you will not steal, you will not kill, respect your fellow men etc. are they archaic?**

**This is a very wrong criticism, the basic laws are immutable. The sad thing is that current politicians change the laws to their convenience in each government period. liberation and some "human rights" seem to have caused debauchery, in the extreme pendular behavior of human being.**

Rare custom that women do a number of tasks and men, real or apparent, do little work.

Seen from the outside, their law is to kill the twin children or to expel the parents to live isolated and outside the tribe, seems an aberrant idea; however.

**What about abortion "duly" legislated and passed as law in the "civilized" world of the 21st century AD. in a large number of countries?**

Added the following: And what with the rejection of homosexuality by some people, religions and countries? And what about the still rejection of lefties?

Regarding the comment that "they practice cannibalism", it is discrimination and exaggeration in criticism.

How many other stupid things in social networks, we do in the name of modernity 2020 AD?

For thousands of years these two "isolated" peoples, the Ketos and the Akha, have survived many empires, near and far, have demonstrated that human being can live in peace, when it is mentally healthy. And our great civilization with ideas of globalization and a new world order and a technological advance with just 250 years, has compromised the existence of balance of nature and of billions of human beings. And with many possibilities, these "isolated, ignorant and savage" peoples will survive and ignore the tragedy of millions of their peers, in the next holocaust.

The youngest son Kienglom, has been going to school in the city for eleven years to study and for the city to have a different and "simpler" life than in the town on the clouds. **That is the information that normally reaches every town in the world, discouraging life in the country and making people migrate to the cities; instead of promoting the development of the peoples and the roots of the people, raising their standard of living by bringing only the necessary technological advance.**

#### **MIGRATIONS**

Millennial history shows us the first migrations of empires, although it was not considered as such; that due to their characteristics they were undesirable, since they went to invade, massacre and loot the invaded territories, seizing all their natural resources and the citizens of the invading empire, they seized "buying" large tracts of land. **Imperialism, as it has happened, is a extremely negative pendular behavior.**

#### **THE INEVITABLE MIGRATION TO EUROPE**

*"Both globalization and the great difference in population and income between the EU and sub-Saharan Africa and the Middle East are factors that mobilize the movement of people. In general terms, the root of the problem lies in two causes: first, globalization, and second, the great difference in income between the European Union and Africa and the Middle East."*

*"The first cause is well known. The more people know about the rest of the world, the more they compare their standard of living with the richest countries and the more likely they are to take action: specifically, to emigrate. The second factor has to do with the fact that the difference in GDP per capita between the European Union of 15 countries and sub-Saharan Africa has gone from 7 to 1 in 1980 to 11 to 1 today."*

*"The demographic growth rates of both regions. In 1980 the EU had more inhabitants than sub-Saharan Africa; Today, sub-Saharan Africa has 2.5 times the*

*EU population. In the next two generations, sub-Saharan Africa will likely reach 2.5 billion inhabitants, the quintuple of Western Europe. It is totally absurd to think that, with these large differences in income (in one sense) and population (in the other), it is possible to avoid strong migratory pressure."*

*"Europe faces a long-term problem and a dilemma. As we have just seen, if there is globalization, and if the countries affected by globalization have very different incomes, migration is inevitable. The only ways to prevent it are to renounce globalization—that is, to close national borders—or to help the countries of origin to be as rich as Western Europe. To achieve the latter, it would be necessary, at least a century, and therefore not it is a feasible solution. What remains, therefore, is to close to globalization, at least in the circulation of people."*

*"Furthermore, rich countries benefit from immigration of skilled workers, because many of them arrive after completing studies that host countries do not have to pay."*

*"Therefore, from an economic point of view, migration is globally favorable for rich countries. However, in another aspect, the native population may consider it negative if they feel that some of their cultural particularities are in danger because immigrants do not assimilate or do not want to accept local norms. This is an argument that should not be confused with racism or xenophobia. Its importance must be recognized. There are many people who think like this."*

*"So, we need an alternative approach that compensates for the economic need to host immigrants with the protection of certain cultural norms. This approach could be based on accepting mostly (or exclusively) workers who come to fill specific positions for a specific period of time (for example, five years) and then have to return to their countries. Then they could be replaced by other immigrants, in what is called "circular migration," which implies that the number of immigrants does not increase, or only increases if new jobs are created."*

*"Workers with these visas would have wages and working conditions equal to those of local workers (so there would be no lowering of local wages or illegal exploitation of immigrants), but they would not have other rights, such as voting, or access to nonemployment related social benefits (child benefits, retirement pensions, free*

education).” [Branko Milanović, Nov 17 2018, Translation by María Luisa Rodríguez Tapia, [https://elpais.com/elpais/2018/11/17/opinion/1542468669\\_227621.html](https://elpais.com/elpais/2018/11/17/opinion/1542468669_227621.html)].

#### **REMARKS:**

This article proposes very ad hoc solutions for rich countries. Relegated immigrants discriminated against, in advance by the existing norms or new “legal” norms, classified as second category citizens, pretends a legality with norms that violate their human rights. After 5 years of work, replacing (deporting) them with new workers, a fabulous idea for rich countries.

What would be the children born in European country?

It is an illusion that there will be no lowering of wages. That the greedy person does not exploit the immigrant. That rich countries help poor countries become rich is a demagogic idea that they haven't even thought about.

#### **THE MAIN REASON FOR AFRICAN MIGRATIONS**

*“Some analyzes of the forced and “desperate” migrations of millions of Africans point to poverty, hunger and natural disasters as the most important causes for these increasing humiliating migrations.*

*These themes are very complex and include multiple dimensions. All in all, I still think that the most crucial and relevant cause of so many migrants who risk their lives and fortune, to try to reach a destination with a future, is the looting of the natural and mineral resources of Africa.*

***The main cause of their flight is not poverty or hunger, but the systematic looting of the resources, both natural and mineral, of African countries, by the rulers and multinationals, especially Europe and other great financial powers, foreigners and local.***

***People flee their homes and lands because the expropriation of the rich resources in Africa by the financial powers from outside and from the country itself make their lives impossible, almost always with violent methods, such as armed groups.***

***If the governments of the European Union wanted to end the desperate migration of so many Africans, the first thing they should do is: stop looting Africa. But this is not going to be done by powerful governments and companies, because they are the most benefited.***

*The looting of Africa can only be overcome by African society. African peoples, increasingly sensitized and organized in social movements of women, students, workers, academics, etc. They are able to overcome this new slavery and colonization, even more cruel than the previous ones.*

*The peoples of Africa have all the necessary means at their disposal: talent, education, and organizational capacity to carry out this new “liberation and independence” of Africa. Furthermore, they enjoy great resilience and enormous hope and faith in Africa and its future.*

***The 2030 Agenda of the United Nations, and the 2063 Agenda of the African Union, to promote the Goals of sustainable development and Governance based on human dignity and human rights, are the best proposals of expert economists for our world of today, in Africa and in the rest of the world.*** [Fundación Sur Magazine, Africa Department, 11/12/2018, <http://www.africafundacion.org/spip.php?article 31941>].

#### **REMARKS:**

The article is very clear about the reality that people in Africa suffer. Obviously, what you see is the poverty and hunger of the people and this situation is demonized by the exploiting countries, proclaiming that they are ignorant and lazy and it seems that the government programs, the media and the educational system of education, are aimed at maintaining that modern slavery. Currency devaluation is a perfect way to keep wages low.

Where do armed groups get their resources, who control and subdue people who oppose the expropriations of their land?

#### **THE CAUSES OF EMIGRATION IN AFRICA**

***“When analyzing the causes of African emigration, an effort must be made to isolate political factors from those that constitute the reality of deep underdevelopment and which starts from the post-colonial independence stage.”***

***“This article has explained what are the reasons that have led the African continent to a situation of forced impoverishment with limited resilience. Relevant events such as the great robbery of natural resources, the lack of will of the ruling classes to reactivate the economy, the low incidence of investments in productive activity, as well as neocolonialism and corruption, main actors that have led to Africa to a difficult situation to overcome.”***

***“These and other issues have given rise to the widespread fact in Africa of enrichment without development, a situation that neither the autochthonous governments, nor the ruling classes that make up those political elites with immense power, nor the international organizations have known or intended to solve.”***

***“Most of the African emigration is destined for countries from the same continent. So much so that African migration is more horizontal than vertical. In fact, countries such as Ivory Coast, Nigeria, the Democratic Republic of the Congo, South Africa, Kenya, Botswana and Zambia have been and are lands that have always welcomed more African immigrants than Europe.”***

***“The causes of this massive intra-continental emigration are economic crises, wars, famines, misery, precariousness, dictatorships, natural catastrophes, the robbery of natural resources, etc., factors that characterize the day-to-day life of a population that does not see a solution future to their problems. This is what it constitutes a true “expulsion” effect towards the least impoverished countries on the African continent. Without forgetting the other side of the coin, made up of emigration to European countries.”***

***“The solution to the problem of emigration would be to consider it not as a crime, but as a right to life and survival. This would achieve the elimination of the borders against hunger, misery and persecution.” [Teresa Fernández Herrera, February 16, 2012, [https://www.cear-euskadi.org/las-causes-of-emigration-in-africa/#:~:text=Las%20causas%20han%20quedado%20pointed,minus%20impooverished\)%20of%20the%20continent%20African.](https://www.cear-euskadi.org/las-causes-of-emigration-in-africa/#:~:text=Las%20causas%20han%20quedado%20pointed,minus%20impooverished)%20of%20the%20continent%20African.)]***

**REMARKS:**

The will of the ruling classes, both internal and external, is to accumulate more wealth, this is what has led Africa to poverty.

Enrichment without development, it seems that those who get rich do not care about social development Originating, *"a rich government with poor people" [AMLO president of Mexico 2020 AD.]*

Economic crises, perhaps provoked and perverse, only affect the poor, they are the effect of hoarding and plundering resources and, in turn, the effect of crises, are wars, famines, misery, etc. causing massive intra-continental emigration in Africa. Although at bottom the true cause is the individual greed of Europeans corrupting the politicians of the host country.

Emigration is a right duly regulated by each country and the legal immigrant must have a justified reason. Forced illegal emigration, have no rights, it only has discrimination and exploitation of its workforce. Sometimes this emigration is politically manipulated.

Young Europeans of reproductive age have fixed in their minds (negative mental fixation) the desire to "live better" and according to "progress", refusing to have children, making the native population pyramid, roughly a pear inverted, the children who should be natives of Europe, are being replaced by the children of immigrants, with little nationalist sense of belonging, that is reflected in the national day holidays, the natives celebrate it with enthusiasm; every day less, because their mental fixation is on "living better" and losing their nationalist sense, while immigrants are only spectators, who may never become integrated due to discrimination, but largely because Europeans have felt superior to the rest of the human beings in the world, this is another extremely negative mental fixation.

Migration to rich countries is their own fault. By all possible means of corruption, they have been in charge of manipulating the economy of poor countries, overexploiting their natural resources, in this process of exploitation polluting their environment, artificially exploiting their "cheap" labor force and corrupting their equally greedy politicians. When a leader or social group emerges who opposes such exploitations, they somehow silence it, regardless of the form. From the point of view of Anthropoecology, this greed is called mental illness.

***FROM EUROPE TO THE NEW WORLD: EUROPEAN IMMIGRATION IN IBEROAMERICA BETWEEN THE LATE COLONY AND INDEPENDENCE***

*During the 18th century, migrations from Europe to Ibero-American colonies grew remarkably. Thousands of Spaniards, Portuguese and - to a lesser extent - other Europeans ventured to the New World in search of enrichment, social advancement or a better life in American lands.*

*Who can be considered "immigrants" in this period? "Immigrant" is, by the way, a category that was born in the 19th century with the advent of mass migration.*

*Today he considers himself an immigrant: one who left his homeland voluntarily and moved to another in search of better living conditions. [Mariana Alicia Pérez, 06/18/2012, <https://journals.openedition.org/newworld/63251>]*

**REMARKS:**

Empires were not migrations, they were invasions, murdering, massacring, looting and stealing etc.

Post-invasion (conquest) migrations did not come in search of better living conditions; they came in search of wealth, wherever it was, where the native inhabitants were already dominated, controlled and relegated. One way to make a fortune quickly, was by seizing land, protected by the sword legislation.

***NELSON BUNKER HUNT STORY:***

***"Nelson Bunker Hunt became the richest billionaire in the world before losing his entire fortune in one day."***

*"His father was an oil magnate Haroldson Lafayette Hunt Jr. He also wanted to make millions from oil, he decided to try his luck abroad.*

*His first two oil leases, in Saudi Arabia and Pakistan, were unsuccessful, in 1961 Nelson went to Libya. There the oil exploded in large dimensions. Hunt played a very important role in the discovery and development of the oil fields in Libya until 1973. The Sarir fields made Nelson enormously rich. The discovery produced billions of dollars for his exploration and mining company, Hunt Exploration & Mining Company (HEMCO), for more than a decade.*

*Nelson's bonanza in Libya was halted with the coming to power of Muammar Gaddafi in 1973. Colonel Gaddafi quickly took control of all the assets of Hunt International Petroleum and nationalized Sarir's deposits.*

*Gaddafi would use his country's oil wealth to build a personal fortune. If true, Gaddafi was the richest man in the world at the time of his death in 2011.*

*His brother Lamar Hunt, who had also become very wealthy with the Sarir wells. Still in the 1970s Lamar, Nelson and his other brother William Herbert were involved in a heavy investment, silver. They wanted to take over this industry worldwide. And they did it." [March 12, 2019, <https://megaricos.com/2019/03/12/nelson-bunker-huntlego-a-ser-el-multi-millionaire-richest-in-the-world-before-losing-all-his-fortune-in-one-day/>].*

**REMARKS:**

What was Mr. Hunt doing in other countries?

Was Mr. Hunt an immigrant or an invader?

How did you manage to obtain authorization to exploit Libyan oil?

Historically, it has happened that these businesses have been made by bribing and corrupting the politicians of the host country.

Greed is clear, infinite business at any cost and equally wealth.

**Mr. Gaddafi, nationalized the oil of his country for his country.**

If it is true that Mr. Gaddafi was as rich as they say, it can be said that Fortunes only change hands. But the problem of greed continues, making human being mentally ill.

**FORMATIVE EDUCATION**

As a society. Do we know what a positive formative education is?

Have young parents been taught by their ancestors how to achieve a positive formative education?

Is there an institution that instructs new parents on how to give their children a positive formative education?

In the education of the child from home. Is she or he taught to respect all human beings, not to discriminate against them for things as simple as the toy they bought to her or him is "better" than that of the neighboring child?

Is the programming of the mass media aimed at supporting positive formative education?

In how many cartoons where the characters are children, does it talk about going to school and studying hard and cooperating?

How many do you see violence, harassment, intimidation or bullying?

*"The bullying. Bullying between classmates. Chapter 9. My Beloved Ecuador Series."*

[<https://www.youtube.com/watch?v=OWxPxS-Q9MQ>].

How many videos do you see destruction of all kinds of objects such as toys, food, and household items? e.g. [Car's Crushy Crunchy and Soft Things |Experiment Car vs Color Toothpaste| Eve. <https://www.youtube.com/watch?v=h2QmpPD TSCA>].

**REMARKS:**

Politicians and millionaires are very busy getting richer and having more power, some want to dominate the world and spend billions on arms development, instead of spending them on human development.

Extreme pendular behavior of the child in the abuse of technology, of which he ignores 100%, he only sees the distracting part in the use of the technological objects of communication, they spend a lot of time absorbed without communicating even with their parents, they do not exercise physically, do not socialize with other children, learn or collaborate in the basic tasks of life, e.g. household chores etc.

Currently 2020 AD. Social behavior is pendular, we are at the extreme where there is no respect and it seems that the norm is to do what everyone wants. It is necessary to return to the norms of behavior that give us a healthy coexistence; however, these norms are already forgotten because they do not go with "modernity", so they will have to be rewritten, for both women and men.

**INSTRUCTIVE EDUCATION**

Under what paradigms does instructive education occur?

Is instructive education positive or does it contain a hidden curriculum?

Instructive education systems are making people economically active, with expectations of making a lot of money; but, not economically productive.

When the objective of acquiring a professional title regardless of whether it was learned, said individual will use it as a permit to obtain financial gain in any form.

Instructive education, when it is directed to the solution of immediate problems, forms a group of people with a lack of integral vision towards the future development of human being, and afterwards they want to solve everything with economic solutions. Instructive education as well as formative, can be positive or negative.

Instructive education dedicated to concepts of science and technology as if in a hurry to manufacture entities that will generate wealth in the productive field. And in practice, it forgets sustainable instructional education.

How can design and build sustainable products be achieved if both formative and instructive education lack such concepts?

In technologically advanced countries, children are under great pressure to obtain an academic degree or to study at this or that university; This pressure is such that it drives children crazy in one or many ways.

Formative and instructive education, perhaps, is directed to the maximum economic development, instead of including within its process; concepts such as the meaning of equity, equality, cooperation, justice, empathy, interdependence, respect, solidarity, mutual benefit, honesty, tolerance, social justice, sustainability, sustainable development, sustainable consumption, reuse, reduce, recycle etc.

In formative and instructive education, obedience to the norms of healthy coexistence and sustainability must be promoted; contempt of the rules could form a bad culture of contempt for all kinds of rules. AND IT SEEMS THAT CURRENTLY (2020 AD.) IS HAPPENING.

A good example: in the secondary school in Recova Latvia, formative education is reinforced, with a class they call: "home management" where they teach cooking and sewing to girls and carpentry to boys, among other tasks [Latvia -MxM- Unmissable Europe , <https://www.youtube.com/watch?v=jn5BA7rRIHs>, minute 53:40].



## **ECONOMIC POPULATIONS, ACTIVE, PRODUCTIVE AND NON-ACTIVE**

Economically active population: positive, superfluous and negative.

Economically productive population: positive, superfluous and negative.

Economically population: neither active or productive.

Is there an institution in any country that is analyzing economic populations from the point of view of Anthropoecology?

Within each area of activity of human being:

Which activities are indispensable?

Which are necessary?

Which are superfluous?

For the year 2020 AD. the human being has greatly changed the perception of what is known as values; values that perhaps have never been adequately defined as norms of life, nor truly according to the rules of nature and rules that perhaps no one has been able to correctly decipher, nor define or be willing to do.

Depending on the misunderstanding and lack of definition of true values, any course taken as individuals or as a group of human beings will seem correct in the face of human conventions.

**This writing is not against the worker, it is against the lazy and irresponsible. It is not against the businessman, it is against evil, greed and greed in business. It is not that the millionaire ceases to be a millionaire; but, with your millions, stop corrupting the political system and try to buy religious indulgences. It is not about eliminating the small merchant, it is about not being dishonest in your daily transactions. It is not against all human beings, it is against those dishonest in their daily actions.**

**Remember that politicians are relieved or can be fired and not so employers. Therefore, it is these that can largely stop such corruption, just by doing the right thing.**

**In addition to the oligarchies ceasing to be, moving from the negative pendulum end, without the billionaires ceasing to be billionaires, but if handled honestly, it is one of the indispensable premises to achieve peace.**

**Delete the code that the one that does not bargain does not progress.**

All political-economic systems have failed, as have empires, because their behavior has been pendular, governed by greed and sustained by the mentally ill. Greed is currently perceived to be or has contaminated all levels of society.

It is desirable that the COVID-19 pandemic leaves us with a teaching of which activities are indispensable, which are necessary, which are superfluous and which are negative. According to Anthropoecology, superfluous and negative economic activities are on the negative side of the pendulum, since they are not sustainable.

How many people does a human being need to interact with to earn a living, so what use are the thousands he has in the cities?

This does not mean that cities must disappear, only that for a healthy coexistence, it is necessary to change our paradigms and mental fixations.

**As long as we do not mentally heal, we will continue to destroy and rebuild material goods, but we have done nothing to mentally heal.**

### **AGRICULTURE**

Large-scale and concentrated agriculture (2020 AD.) Is using very large, automated, and very high-performance machines for very specific tasks; however, when there is a technological change, this equipment could become obsolete even if its useful life has not ended, this type of equipment is not sustainable, instead of manufacturing small machinery and equipment adaptable to common tractors. In concentrated agriculture, the decision of a single person or a small group is enough and sometimes, the smallest conflict and sometimes against the producer could suffice, to stop producing. Not so, if production is dispersed and distributed among small producers, properly and honestly coordinated by the government, it minimizes the consequences of any crisis.

Examples of big machines:

***Tree felling machine in about 40 seconds. Ponsse Scorpion King.***

*[<https://www.youtube.com/watch?v=j2SwTK6p72U>].*

***New holland cr1090. combine Guinness World Records attempt, 797.656 tons of wheat threshing in 8 hours.***

*[<https://www.youtube.com/watch?v=Y5I04EObZNo>].*

***20 row kemper forage harvester, Germany.*** *[<https://www.youtube.com/watch?v=yJBk-m5MS7c>].*

Excess production in an advanced country is sometimes thrown away or ends up in poor countries, at prices cheaper than local production, breaking its farmers. Or through free trade agreements, the most productive country invades the market of the weakest country, with those excesses of production.

High volume, sophisticated equipment generates a lot of waste e.g. pumpkin seed harvester, wastes all the pulp that could feed animals, that sophisticated equipment is an extreme pendulum movement, relegating labor. The small producer would use that pulp to feed animals. [<https://www.youtube.com/watch?v=Ef904MuSGQU>].

***VIDEO. "The powerful agriculture of Europe."*** [<https://www.youtube.com/watch?v=dgXPrnzCTTg>].

**All empires know that by having control of agricultural production they are in control of all other aspects of their subjugates.**

**The most effective way to subdue another human being is through hunger. And the most effective way to keep control is to give him the fish and not teach him how to fish.**

**Having turned agriculture into a business and not as a philosophy of life, has been a great mistake of the human being, as a species.**

**The price to pay for pollution is left to the next generations.**

**THE CONCENTRATION OF AGRICULTURAL PRODUCTION IN A FEW HANDS IS AS MUCH OR MORE DANGEROUS THAN THE SCIENTIFIC CLASS WITH NUCLEAR POWER.**

What has quietly become extinct are crop seeds developed by nature, in relatively isolated regions. Which have been replaced by imported grains, of course with a high yield in climatic conditions and ideal cultivation methods.

**Agriculture education; in rural school curricula the child is not taught to love the countryside since he is not even shown once (except for his honorable exceptions) how a seed germinates, how it develops and how it bears fruit; being able to consolidate that feeling with the consumption of those grains or fruits in the classroom itself. For city children, cereals are found in the supermarket and apparently is all they need to know.**

Cities are being privileged in every way and the countryside is being forgotten, this is a serious mistake, since the people of the cities reject the natural smells of food and prefer foods with artificial flavors.

How many people in the villages know the name of the plants around them?

There is a current (2020 AD.) of fed up with people from cities who want to go to the countryside, to live in it and from it, worldwide. The thing is, the lifestyle is very different. That no doubt some will be able to adapt, some see this transition very romantically and will certainly fail; therefore, these people should also be prepared and supported for such a transition, with TRAINING CAPSULES for this change, tools they will need, and training in the use of those tools. **Even, this should be promoted by the governors.**

**"The end of a system: return to the field" luis peralta:** *Great I live in Argentina and I sold my house and bought a farm in the country to enter this wave of learning to live in accordance with the country to what life gives me marlene alike: I also want to fuck the big city. I'm tired. I want a little town like that is beautiful!* [<https://youtu.be/uylwvepppt0?t=18>].

**"Can you live outside the system?"**

*"Is it possible to live outside the system? Fraguas proves yes. In 2013, several young people from different parts of Spain undertook a rural squatting project by rebuilding the ruins of an old abandoned town in the Sierra Norte de Guadalajara. But not everything is idyllic, their project is costing them dearly. They face fines of more than € 26,000 and four years in prison for each of the six accused youths. They are accused of usurpation of public forests, environmental damage and crimes against land use planning."* [[https://youtu.be/xage\\_mgHK8Y?t=11](https://youtu.be/xage_mgHK8Y?t=11)].

**"20 GOLD Tips before Moving from the City to the Countryside."**

*"What should I know? Where do I start? What will I live on? How far from the City? Anyway, here I answer all those who ask me what steps to take before taking that step towards the tranquility and peace of the countryside, at least the steps that I followed, I planned it for 5 years, consider various aspects so as not to regret then if you have any more questions, write me below, I can hardly answer every question, greetings!"* [<https://youtu.be/quBMA5jsjcs?t=48>].

**"How to move to the countryside and not die trying."**

*-I was tired of having and changed everything I had to go live in the country. Attachment is "a cancer" and while we live in a time of infinite consumption on a finite planet. -We live in an unjust system that seeks to de-humanize us and feeds on our fears. [Jesús García TEDx Santo Domingo. [https://youtu.be/\\_upv7TLA4zs](https://youtu.be/_upv7TLA4zs)? t = 15].*

**REMARKS:**

In some cases, support must be individualized with commitment. Not collective, in the collectivity the responsibility is lost; Although, politically more votes are won.

Of course, some projects require being collective, but it will be the same group that defines them, with real support from the government coordinator and with surveys that show that this group was formed out of goodwill and acceptance by all its members.

e.g. tasks that require the community, are irrigation systems, protection of the causes of many rivers, bridges, road repair etc.

While continuing to support large producers, without favoritism and that they DO NOT become monopolies.

**TRAINING CAPSULES**

Today (2020 AD.) It is indispensable AND TRULY, WITHOUT SIMULATIONS, to stimulate small agricultural producers, with efficient technical training capsules, giving courses to solve problems such as: proper use of tools, maintenance of all types of equipment, manufacturing or make any type of tool or installation, DISCIPLINE

AND WORKING METHODS. WITH CAPSULES OF COOPERATIVITY AT

WORK, since just like in big cities, they have also been contaminated with

INDIVIDUALISM. Give the locals the controlled right to use natural resources. Training in cultivation methods, fertilizers, irrigation systems, breeding animals in their natural habitat. Full use of the crops, not wasting anything, even how to conserve food in a practical and simple way. These courses would not last one day and the

farmer is abandoned regardless of whether he applied it or not, a follow-up is required throughout the season until the final result is seen and evaluated.

In some cases, people lost enthusiasm for training, because support for the countryside is limited to the perverse manipulation of politicians, in electoral periods falling into a bad niche of comfort and laziness.

Will the technicians working in the government agriculture departments know and have experience in practical field work or have they only received the theory?

The mirage of the "hope" emigrating anywhere to improve their lives, which never comes and unfortunately, they do not progress in their town either. And when they least think the time had gone, continuing with the dream of hope.

The opposite mirage is that some people in the cities think romantically about that freedom and contact with nature, but we are so used to technological facilitators that we would hardly accept living that lifestyle. Blessed and welcome are those who are capable. **Two pendular situation, thinking that the other side is better, rather than do the best on its place.**

It seems that every day we are less able to respect the planet that gave us the life.

Will we be able to bring life to another planet and sustain it on our own?

We are assuming that the earth will not be able to support human life in the future. To go to another planet is to go back thousands of years and we will have to evolve again, in the best case.

#### **TECHNOLOGICAL ADVANCE**

Film: "*Jurassic World*" Amblin Entertainment, director Steven Spielberg and producers Kathleen Kennedy and Frank Marshall.

#### **REMARKS:**

It is fiction, fantasy, and fun; However, in the plot of the film, they show unnecessary experiments and creations, in this case by the greed of making money, without visualizing and importing the possible consequences.

The show is a superfluous activity, which could be positive, but currently it is not.

And in that tenor, there are a large number of experiments, the possible tragedy does not matter to those who order and carry them out. What matters is "success" in every way.

#### **CAPITALISM OR NEOLIBERALISM**

How truly aware in its daily acting and under what paradigms and mental fixations do individuals act to get rich?

To what extent do societies in rich countries know that their high economic level is due to the fact that their leaders have plundered the wealth of other countries?

Have they ever claimed that their leaders and armies have plundered and massacred societies from other territories or their comfort level makes them forgive them?

#### **EMPIRES:**

##### ***The 10 largest empires in the history of the world.***

*"An empire implies the extension of the sovereignty of a state over external territory. Throughout history, much of the world has been ruled by empires. The greatness of an empire is based on its size, population, economy, duration and many other factors. Also, for it to be considered an empire, that vast expanse of land must be led by a monarch, an emperor, or an oligarchy."*

***"Other than their leadership model, the only other thing they all have in common is that each of them has disappeared."***

##### ***British Empire: It was the largest empire in the world.***

*"Between the 16th and 20th centuries, until the year 1949. A population of 458 million, 20% of the world population. territory of 33,700,000 km<sup>2</sup> more than 22% of the Earth. The loss of India in 1947 brought the British Empire to an end. Today (2020 AD.), Countries that are world powers or of great political importance, are heirs to the British Empire are: Australia, Canada, the United States, India and New Zealand."*

##### ***Mongol Empire: The largest empire in continuous territories***

*"It was founded by Genghis Khan in the year 1206 and came to cover 24,000,000 km<sup>2</sup> of land, 16%, a population of more than 110 million inhabitants between 1270 and 1309, 25% of the world population. The Mongols had several advanced achievements in technology and ideology during the empire."*

##### ***Russian Empire:***

*"Between 1721 and 1917. It covered large areas of the European, Asian and North American continents, being the successor political system of the Russian Zarato. At the end of the 19th century, the empire comprised 22,800,000 km<sup>2</sup> of land, 15%. In 1914, it had 176.4 million inhabitants, 9% of the world population. Russia was the last absolute monarchy in Europe. The Russian Empire ended with the bloody Russian revolution of 1917. "*

##### ***Spanish Empire:***

*"The Spanish Empire or Spanish universal monarchy was a set of Spanish territories ruled by the Hispanic dynasties between the 16th and 19th centuries. It reached 20 million km<sup>2</sup> over 13% of the Earth. It had 68.2 million inhabitants between 1740 and 1790, 12% of the world population. The Spanish language is today the second most spoken language in the world. "*

##### ***Qing Dynasty.***

##### ***Yuan Dynasty.***

##### ***Umayyad Caliphate.***

**Abbasid Caliphate.**

**Portuguese Empire.**

*"The Portuguese empire was the first global empire in history, as well as the longest-lived of the modern European colonial empires. It started in 1415 and ended in 1999 with the delivery of Macao to China.*

**Rashidun Caliphate.**

*[February 17, 2019, <https://megaricos.com/2019/02/17/los-10-imperios-masgrandes-de-la-historia-de-el-mundo/>].*

**REMARKS:**

***"Other than their leadership model, the only other thing they all have in common is that each of them has disappeared."***

The result in the attitude of empires, is generated in the mind of the individual and then becomes a collective action; However, how long will the current oligarchs 2020 AD. will they notice its abuse?

This type of reporting does not mention the looting of the wealth of the invaded

("conquered") peoples, the mass murder of its inhabitants, the famines caused by the invader's abandonment and indifference.

It is difficult to know which was the most cruel or bloodthirsty; somehow, they have all been the same, in some cases you can only say which of those empires has murdered more people and plundered wealth for longer. During the invasion, the subjugated peoples have been enslaved, discriminated against in their own home.

In general, the people of Europe, specifically the countries that have gone out to "conquer" since 1500 AD. the rest of the world, to other territories of people of good will, ("ignorant") who in some cases were received with hospitality; that conquest that in reality was a massacre, murder, loot and depredation of natural resources. **Without knowing or wanting, it is an accomplice and does not know that her current standard of living is due to these looting of its armies.**

There is hope not to ignore that the looting continues to this day in 2020 AD. Only with more sophisticated methods and disguised as support for the "development" of the country that have impoverished. In other words, barbarism and hypocrisy have increased, occupying countries without "invading" them with military bases, to defend them from the "enemy" and through transnational industry and commerce, exploiting the labor force made cheaper by the intentional and perverse devaluations of the currency, without compensating in the same proportion the wages, especially the minimum ones and by means of "treaties" prevent the development of the poor countries; hypocritically called, developing countries or emerging economies, by the politicians themselves and the rich accomplices of those same poor countries.

**History has been repeated perhaps thousands of times and we have not wanted to learn a bit of it.**

Empires have fallen one after another and will continue to fall, because from the point of view of Anthropoecology, NO SPECIES WILL DOMINATE THEIR OWN SPECIES. In wars and revolutions, only economic fortunes have changed names, because we have not bothered to heal mentally.

Something has made us mentally ill and we have not wanted to think and work on the causes of that or those mental illnesses. That, from the point of view of Anthropoecology, the main problem is AVARICE.

**HAS THERE EVER BEEN AN ACCUSATION OR TRIAL OF ANY EMPIRE FOR CRIMES AGAINST HUMANITY?**

Before 1500 AD. As an example: in England, France and Spain, its innumerable dukes and princes wanted to be absolute kings and were kept in conflicts, intrigues, betrayals, murders and local wars between the members of the same group or family.

Due to poor mobility, they only conquered contiguous territories.

*"The great novel, THE KINGMAKER'S DOUGHTER, clearly illustrates that story." [PHILIPPA GREGORY, Touchstone, A Division of Simos & Schuster, Inc, New York, NY 10020].*

**Wherein lies the historical problem of human being, of material greed, of power and money? That from the point of view of Anthropoecology it is considered a mental illness.**

**THIS IS HOW MERKEL SHAKES: SHE LEAVES THE MEMBERS OF THE**

**EXTREME RIGHT BROKEN WITH A SIMPLE COMMENT**

*"In a speech in parliament, Merkel warned. "One should not be naive: the antidemocratic forces and the radical authoritarian movements are waiting for economic crises to exploit them politically, she warned," "the chancellor took advantage of that circumstance to strike the far right, some seem to be taking for granted ... "(Angela Dorothea Merkel, Chancellor of Germany). [Rodrigo Carretero, El HuffPost, June 19, 2020, <https://es.noticias.yahoo.com/asi-sacude-merkelu-190114557.html>].*

**REMARKS:**

With the current attitude of the oligarchs (Empires), globalization, the new world order, with nuclear power and some willing to use it, we are all going to lose.

It is clearly observed that the mentally ill have not understood the value of Reciprocity; **Who kills by sword will die by sword**, sooner or later and all the past empires knew it.

**CONCLUSIONS**

The pendular behavior of the human being can be a natural phenomenon; however, when such behavior is harmful, it must be neutralized by positive formative education.

Values have been misrepresented, the banal spectacle is overly rewarded, rather than the persistent and honest work of people and as a consequence, a society becomes what it rewards itself. This misrepresentation of values has made us mentally ill.

Only a positive formative education can lead us to a peaceful, balanced and sustainable coexistence.

Mental illnesses do not allow us to advance socially and we are destroying and materially building ourselves over and over again.

The vast majority of crimes and looting by empires have gone unpunished.

As long as we don't mentally heal, there will be no article in any constitution that eliminates racism and discrimination, just for being there. It is desirable that it won't be by obligation and shame. Because in reality empires and advanced countries 2020 AD. They have rarely complied.

The autochthonous groups show us that it is possible to live in harmony, in and of nature respectfully, only with the basic norms for a healthy coexistence; **This does not imply that we should all live like this, but they do show that harmony and healthy coexistence are possible, as long as we mentally heal.**

Some autochthonous peoples have saved themselves from being looted, because until now, perhaps the cost is greater than the benefit or because they have no material wealth.

As long as formative education is not positive, coexistence will be a permanent conflict even within home.

The instructional education must be the continuity of formative education of home, since the formation is the same, independently of the technical instruction received.

Agriculture concentrated in a few hands is easily affected by any crisis, not so agriculture dispersed in small producers.

It is evident that anti-democratic forces exist and that they are waiting for economic crises to exploit them.

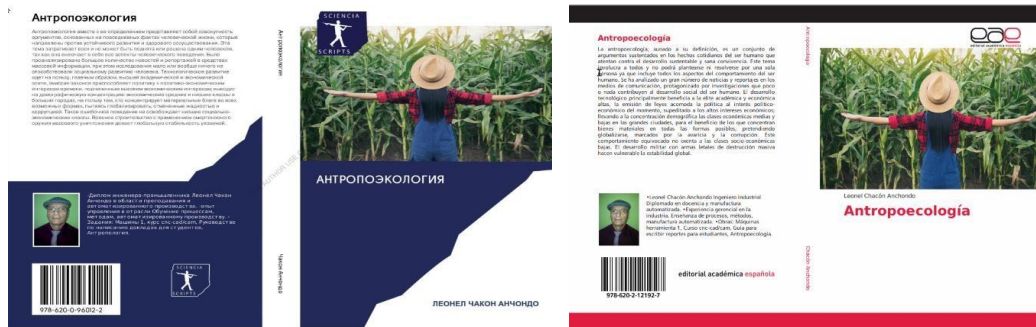
As long as we do not mentally heal imperialism will continue to exist, which, due to its greed, only commits atrocities.

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# ФИЛОЛОГИЯ

## ЖИЗНЬ, ПОСВЯЩЕННАЯ НАУКЕ

*Зияда Кожыкбаева*

*кандидат филологических наук, доцент.*

*Каракалпакский Государственный университет имени Бердаха  
Узбекистан, Нукус*

**Анотация.** В этой статье речь идет об известном ученом-тюркологе, академике Академии наук Узбекистана, общественным деятеле Марате Коптилеуовиче Нурмухамедове. Научные работы известного тюрколога М. Нурмухамедова были популярны и в других странах мира. Он принимал участие в международных конгрессах и симпозиумах с докладами.

**Summary.** This article is about a famous scientist, academician of the Academy of Sciences of Uzbekistan, public figure Marat Koptliuovich Nurmukhammedov. The scientific works of the famous scientist M. Nurmukhammedov were popular in other countries of the world. He participated in international congresses and symposia with a report.

**Ключевые слова:** Ученый, академик, конференция, конгресс, симпозиум, литературные связи.

**Key words:** Scientist, academician, congresses, symposia, literary connections.

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Известный ученый – тюрколог, академик Академии наук Узбекистана, видный ученый узбекского и каракалпакского литературоведения, известный общественный деятель Марат Коптилеуович Нурмухамедов родился в 6 января 1930 года в городе Турткуле в семье Председателя Центрального комитета Республики Каракалпакстан Коптилеу Нурмухамедова.

В 8 лет Марат осиротел и ему приходилось учебу совмещать с работой. Тем самым помогать своей маме Пердегул. Тогда они жили в Ходжейли. Несмотря на трудную жизнь в семье он успевал и в школе быть отличником. Особенно Марат проявлял свой интерес к литературе и истории.

В 1946 году у Марата Нурмухамедова появилось желание стать писателем и литературоведом. Первый шаг к литературе он сделал, когда начал писать дневник. Он более 40 лет безостановочно писал дневники.

В 1946 по 1950 годы учился на факультете «Русский язык и литература» Нукусского государственного педагогического института. После окончания вуза ему предоставили путевку в аспирантуру. М. Нурмухамедов с 1 октября 1950 года начинает свою учебу в аспирантуре в Москве. Здесь ему посчастливится встретиться и взять уроки у известных ученых. Теперь у него открываются большие возможности.

М. Нурмухамедов благодаря своим накопленным материалам, личным прогнозам и заключениям внес большие открытия в науку. В 1965 году он успешно защищает кандидатскую диссертацию.

В 1964 году он стал одним из организаторов научно – теоретической конференции, посвященной задачам поставленным перед каракалпакским языком и литературой. М. Нурмухамедов в конференции указал некоторые ошибки ученых по изучению эпоса «Алпамыс» и в творчестве Бердаха и направил их в правильный путь.

М. Нурмухамедов в 1953 по 1959 годы работал старшим научным сотрудником в институте экономики и культуры Академии наук Республики Узбекистан, заведующим отделом, заместителем директора, а также продолжал свою педагогическую деятельность в педагогическом институте. Он работал с 1957 по 1958 год главным редактором журнала «Амударья», а с 1958 по 1959 год руководителем Союза писателей Каракалпакстана. М. Нурмухамедов стал первым председателем открывшего в 1959 году Каракалпакского филиала Академии наук Узбекистана.

Жизнь и творчество М. Нурмухамедова были очень насыщенными и активными. В 1961 году избирался секретарем обкома Каракалпакстана компартии Узбекистана. В 1962 году он успешно защитил докторскую диссертацию на тему «Пути развития каракалпакской советской прозы». Потом в течение 20 лет М. Нурмухамедов проработал в Ташкенте академиком – секретарем в отделении «Историй, языковедений и литературоведений» Академии наук Узбекистана, ректором института языка и литературы имени А. С. Пушкина и ректором Каракалпакского государственного университета имени Бердаха.

Научные работы известного тюрколога М. Нурмухамедова были популярны и в других странах мира. Его работы были переведены на узбекский, русский, казахский, туркменский, таджикский, украинский, английский, турецкий, венгерский языки. Он принимал участие в международных конгрессах и симпозиумах с докладами. В частности, в городах Бомбее (1969), Мадрасе (1969), Болони (1972), Галле (1973), Багдаде (1975) и Стамбуле (1972).

В них он читал свои научные труды, посвященные задачам литературы. Работы М. Нурмухамедова о международных литературных связях очень ценные. Ученый принимал активное участие и в общественной жизни нашей республики. В 1968 году на свет вышла его большая монография под названием «Каракалпакская советская проза». И в 1970 году за эту работу ему было присуждено

государственная премия имени Бердаха. Особенность этой научной работы состоит в том, что она изучена по периодам.

За вклад в сферу науки М. Нурмухамедов не раз награжден орденами и медалями. С 1957 по 1967 годы он избирался депутатом в ЖокаргыКенес Республики Каракалпакстан. Ему были присвоены звания «Заслуженного деятеля науки Республики Каракалпакстан» и «Заслуженный деятель науки Республики Узбекистан».

Ученый М. Нурмухамедов принимал участие в III международном конгрессе, посвященное фольклору тюркоязычных народов, который проходил в городе Измире. Но к сожалению, в 20 июня 1986 года там он трагически погиб. И наука Узбекистана и Каракалпакстана понес большую утрату.

Его имя увековечено. В Яккасарайском районе Ташкента одна улица несет его имя. В Канлыккульском районе одна школа и садоводческое хозяйство называется его именем. В Нукусе и Ходжейли существуют две общеобразовательных школ имени М. Нурмухамедова.

В Каракалпакском отделении Академии наук Узбекистана и Каракалпакском государственном университете имени Бердаха, где он трудился на почетном месте стоят памятник – барельеф М. Нурмухамедова.

С годами чувствуется содержательность и значимость научных работ ученого М. Нурмухамедова. Сегодня, когда становится вызовом и требованием времени развивать духовность и науку, то без сомнений перед нами стоит задача еще глубже изучать богатые наследия академика М.К. Нурмухамедова. А его жизнь, посвященная науке не прошел даром.

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ББК 60

Сборник публикаций научного журнала "Globus": «Общественные науки в современном мире» г. Санкт-Петербурга: сборник со статьями (уровень стандарта, академический уровень). – С-П. : Научный журнал "Globus", 2020. – 33с.

Тираж – 300 экз.

УДК 320  
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