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Digital Interferences in the Albanian Language

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Abstract

The development of information technology in Albania has been largely similar to that of other countries: placed in new social and communication contexts. However, two features of our national situation have been manifested for quite some time now, processes which ultimately refer to the process of training Albanian speakers. It regards a double dualism: the one between writing and speaking, and the one between respecting grammatical rules and breaking them. We have also focused on the history of this journey for Albanian as well as on the concretizations of the interventions (Italianism, Anglicism, slang, etc.), closely related to the social and cultural contexts from which they were transferred. In our work, we have focused on the space occupied by electronic writing in virtual communication, and the hybrid changes that the language intended to be used in this communication typology has undergone. To carry out our study we have relied on the products of research in virtual communication (WhatsApp, Viber, email, etc.) of a group of young people aged 16-20 years as well as data provided by open scientific university studies. We have come to the conclusion that presently, a new way of communication is being created which aims to and realizes fast communication, in real-time, through abbreviations, interventions, and graphics, which although not in the nature and structure of the Albanian language, manage to convey messages and provide accurate perceptions, but also closely related to the social, timely and cultural strata in which they are used. Such codifications are the result and consequence of the new contexts into which communication has entered.

Keywords: electronic communication, abbreviations, media, language.

Introduction

Is the Albanian language moving under the influence of these changes, is this a mutation that conveys a series of positive aspects but also equally negative? If we look into the proportions of which the Albanian language has changed over time, the

writing of the present gives us an opportunity to understand whether this new linguistic form (Nobile, 2017) used especially by young people to communicate is a hybrid, a trend or something new, whose role we have not yet defined in the Albanian language.

In order to reach the answer to the problem, the champion we have chosen has been the age group of 16-20 years. The approach to virtual communication of young people has brought productive analysis regarding the journey that the Albanian language has undergone in this type of communication.

We have taken a comparative approach with data coming from the history of Albanian development. Undoubtedly, the theoretical analysis of recent studies at European Universities has been a strong argument that has provided us with clarity on the reached conclusions.

Virtual communication and the problem in focus

Alma: - Gimme Soni's digits qckly

Blerta:-06982....

Alma-thnx

Blerta-wk, (emoji: two pairs of lips)

A variant of correct use of grammar would be:

-Honey, can you please pass me Soni's number?

-06982....

-Thank you.

-You're welcome. Two kisses.

If you need to write a quick message, you start using intensive Albanian: press the keyboard very quickly, shorten words, synthesize sentences, use emoji (even in Albanian we do not have an equivalent term), narrow or eliminate the use of characters of punctuation. You may happen to replace voice speech with a message.

Linguists have called it a kind of hybrid language (Barton D, 2003) that blends typical elements of speaking and writing and that is increasing its use day by day, it is becoming our way of communicating.

Electronic communication is a very wide space. The first message from one computer to another was sent in 1969. In the 1980s, research in Switzerland conducted by British computer scientist Tim Berners-Lee resulted in the World Wide Web linking HyperText documents into an accessible information system. from each node in the network. Since the mid-1990s the Internet has had a revolutionary impact on culture,

commerce, and technology, including the rise of almost instant communication via email, messaging, video calling, blogs, social networking, and online shopping sites.

But what is being made into a field of research today is the space of electronic writing. It identifies texts and tools which have many similarities and differences with each other, which meet in graphics and messages but differ in individual specifics. Innovative values have been attributed to these texts and tools in relation to the traditional ways and forms of writing.

-What are the specifics of this new writing that has already been created?

-What are its innovative aspects and to what extent do they have to do with tradition?

-Is this kind of writing really a hybrid that should be treated as an evolution (and in this case should it be stimulated?), or regression (and in this case does it convey the need for a quick intervention?).

These are questions which, not for the first time face the social and linguistic consciousness of the individual with doubts, sometimes fatal and others sceptical.

If we take a closer look at the object of this phenomenon, we would focus mainly on the Albanian that is currently used in electronic writing. We used the term Albanian to delimit the semantic spaces of the phenomenon: this territory includes the linguistic characteristics of the electronic writing, but also social and psychological factors that not infrequently have intervened with determining force. In this sense, the value of research is based mainly on linguistic phenomena (abbreviations, cloning, chinks, etc.) which of course are not characteristic of electronic writing in general, but specifically of electronic writing tools that serve to dialogue: e-mail, chat messages. Here we are referring mainly to text messages, but also to those messages where emoticons or emojis interfere.

While computer typing gives you the convenience of writing and rewriting, splitting, cutting and pasting material elsewhere, etc., this often damages the clarity of communication because shifting often affects the context, connectors, and consequently the semantics of spoken word (Fare comunicazione, 2006). However, the influence of these phenomena in the Albanian language is still in process, which makes it difficult to determine their definite influential role on it.

The phenomenon of electronic communication certainly does not end in the dialogical dimension. Other media undoubtedly present similar phenomena, but to a much lesser extent: so for example websites are written mainly in a standard Albanian, or with isolated deviations. This is not to say that the textual structure of a book page is

the same as that of a web page. There are differences between them that are necessarily conditioned by extralinguistic factors (Dinale, 2001) such as. paper as opposed to the screen, the size of a book and the size of a monitor, etc. However, these are phenomena that considerably affect the architecture of a text, especially the hypertext structure and less the linguistic material.

Undoubtedly important elements that are affected by this kind of use of language, are the types of discourses that appear in stylistic diversity which is conditioned precisely by the change of the writing tool.

Text formats, different from traditional formats often appear. The writing process in our schools dates back to the early twentieth century. Regarding primary education, the researcher Rama (Rama, 2013) states that "in the time period we are discussing, most of the teaching time was occupied by: the teacher's speech, the student-teacher reading and the written assignments", which were done with a feather (a tool that is not at all known today by the generation of the '70s and above). The transition from feather to pen must have taken place in the late '60s, the times when the usage of a typewriter was treated as a state-paid profession. The introduction of the computer in the 2000s became staggering, but despite this, writing on a computer is considered a massively incomplete process, although in universities, in the public administration, and in the world of work it is starting to become predominant. The computer, this new tool that has nothing to do with the pen or feather, meets them in the final product writing. But even this physical contact shares radical differences in content.

Electronic communication versus the traditional one

-Novelties

Text written electronically in applications such as WhatsApp or Viber, unlike text written on paper has a dialog destination. The destination in question has conditioned and shaped different typologies from the traditional ones. This is exactly what makes it show the most obvious differences from traditional writing (*where we set not only the standard but also dialects, jargon, etc.*). The primary purpose of this type of dialogue communication is to convey information in real-time, comparable to face-to-face conversation. This is true of email as well, although it can be postponed. To summarize, this applies to text messages that are communicated electronically.

We believe that this *real-time* factor is the fundamental innovation of electronic communication, as opposed to the traditional one.

The history of writing tells us that upon the creation of humankind, they expanded their world by first choosing to gather information and equally, to transfer this information. In this sense, "language" was the first "internet" that not only transferred information but also associated it with gestures which were later called "body language", which today, when transmitted in real-time, the real internet has named *Emoji*. After all, the entirety of tools that internet communication offers, do nothing but increasingly tend to imitate those of oral communication. In this innovation, it is the details that define innovation. And the details include emojis among others. Sociologists argue that the use of the Internet, social networks, and conversations, aimed at mimicking face-to-face conversation, includes emojis, as graphic expressions of the emotions one chooses to convey in that verbal information. It economizes not only writing (information) but also emotion. In a way information-related emojis make relationship skills between people create more convenient communication. But Baron (Baron, 1998) draws attention by saying that it should never be forgotten that in the relationship between traditional writing and electronic writing, there was also the telephone, which has nevertheless progressively reduced the distance between writing and traditional speech. It has enabled conversations at synchronous distances; but also telegraph and fax, which send text remotely but in real-time.

If, from a communicative point of view, the linguistic novelty of electronic writing consists in the synchronous use (term used by Baron) of writing, from a sociolinguistic point of view, the most essential innovation consists in the decisive contribution that these tools have made to modify the sociological basis of those who use¹ writing for informal communication. Up to twenty years ago, this change was quite insentient, but now due to a kind of democratization of language, as well as other factors, it is expanding rapidly. The democratization of language has often been understood as disrespecting the rules of the traditional written text because it is known that the writer when taking the pen in their hand, starts to use the most formal variety of their linguistic repertoire. But re-writing (mainly dialogical writing) is more intimate, more volatile, less formal even compared to typological texts intended for informal writing such as diary, love letters, notes, or wall writing.

Relation to the standard

All these phenomena were not born out of anything. They were firstly prepared by the change in social interactions and then by the change of the individual's relations with society and language as a means between them. Hysenaj (Hysenaj, 2013) claims

¹We use the verb "use" instead of the noun "use" because we judge that in both types of articulations the verb better provides the image of a complete movement of linguistic material.

that "Changes in society, language liberalization, and the establishment of communicative contacts between members of the speaking community, have produced linguistic evolution accompanied by changes in existing codes."

In 1972¹ in Albania, the use of standard language in official communication was established. Administratively, teaching and any relationship between the individual and the state (including the media) is organized in the standard language. However, if we intend to refer to the changes in communication in the Albanian language, we must consider the reasons as to why the standard presented problems that were inherited until today and were later standardized from online communication.

Firstly, we must refer to the model used to shape the standard. If the strait between the two dialects within the territory of the former RPSSH was visible, unification was softening it. At the same time, the speech in Albania and the speech in Kosovo since the conception of the standard reflected this distance, which over the years not only was not ignored but further hardened. Paçarizi (Paçarizi, 2008), specifies that the Albanian spoken in Kosovo differed from that spoken in Albania in the fact that standard speech in Albania was based on the "vocal model of Tosk Albanian", while standard speech in Kosovo was based on the vernacular speech of Prishtina, which sometimes even had elaborate features of the vocal model of Kosovo. "In Albania, the vocal model of Tosk Albanian prevailed, which began to be imposed as if it were the standard itself, being brought with disregard for the standard itself", says Paçarrizi, (2011: 97), thus identifying one of the reasons for the unsatisfactory spreading of spoken Albanian which was standardized in 1972. This prevented spoken Albanian from being satisfactorily mastered by other speakers who had a native language of any other dialectal variant, especially by standard Albanian speakers in Kosovo. We referred to this phenomenon as a problem, since the dialect of Kosovo was massively absorbed by the language of electronic communication for dialogue, a phenomenon analogous to some of the other countries in the world.

Secondly, since the standard is a variant of the language used, considered by Chiss (Chiss, 2010) as the best variant, it must be noted that it was maintained for 50 years with rigor and fanaticism by the state, its preservation being even accompanied by administrative measures. This, however, did not avoid the use of the dialect in the spoken language but rather isolated it from the written language. This method of controlling the language (mostly written) was powerless to the extent that immediately after the '90s the dialects exploded, gaining territory in writing as well.

¹Instruction for the school year 1972-1973, RTPSH, Directorate of Education and Culture, Directorate of Secondary Education, Nr. 205

Here we do not refer only to the works of Fishta, Koliqi, etc. that began to be republished and reread, but also to the works of contemporary authors of that time such as Rreshpja, Camaj, etc. In addition, demographic shifts accelerated social change at the same pace as linguistic change. The newcomers brought with them to the capital (which we will necessarily treat as the epicenter of the standard language) their phonetic, lexical and even syntactic changes (especially if we refer to the unexplicated forms, the deafening of the vocal consonant at the end of the word, the frequent ellipse, half-words, or tempo change in speech). This assertion is generated by the idea of Hysenaj, according to which "In the current situation, we can talk about the concept called" dialectization of the standard ". This statement applies to both Albanian models, the one of Albania, based in Tirana, and that of Kosovo, based in Pristina. "

Thirdly, especially in the 60s, a new communication situation started in the field of Albanian letters, which spread modernism. With the motive of avoiding templates and schemes, the novels of P. Marco, J. Xoxa, and I. Kadare brought another way of communication in written Albanian. Here I would refer especially to a completely new type of communication brought by Kadare, who with "General" or "Kronika", managed to transmit this information in sync with the event. For example, what in Italy in the seventies and eighties Simone (Simone, 1990) immediately defined as "speaking for oneself", taking form, strength, meaning, especially by young people, in order to expand the sphere of intimacy, in Albania they were unnamed but were absorbed and imitated in more fragile forms. There are some communication contexts that did not remain biographical but were perceived as overtly intimate narratives. As an example, we can take the poetic communication of Fatos Arapi or Dhori Qiriazi, the stories of Ilinden Spasses. I would like to single out in this context, Kadare's particularly interesting phenomenon in "Winter of great loneliness", where perhaps for the first time in our literature comes the jargon of the boys of Bardhyl street, which can be considered the first appearance of that which would later be called the WhatsApp language.

Fourthly, the consolidation of Albanian youth values, which had begun to appear in the sixties, but was interrupted after the 11th Festival, belongs to the period after the '90s. The social and political changes brought changes in the individual's relationship with language. However, those at the forefront of creating a new language code were the youth. This is because it is well-known that electronic communication in Albania has a differentiated distribution between different generations.

Fifthly, the characteristics of the so-called youth language took shape through the intervention of different cultures, which chaotically gained ground in their beginnings, due to the multicultural virginity with which the Albanian youth approached. Nevertheless, in the 2000s many changes took place: the culture of international pop, the strong influence of Italian culture, the influences of the Anglo-Saxon world, the arrogant entry of Kosovo dialects, the stubbornness of local dialects, which in their majority, ultimately testify to an extraordinary vitality in Albania, comparable to some of the European language areas.

Also, if we consider the relationship between the Albanian-speaking territory and the number of Albanian dialects and sub-dialects, then we could say that this movement is even competitive with these European areas.

Furthermore, in this space we also find room to insist on the power that jargons received. Before the '90s, the jargon of young people originated from political, social, or cultural movements whilst today, they develop new channels of communication simply to break away from the rest of society, without any malicious reason. The sole purpose of using foreign words, metaphors, and abbreviations is to load the language with expressive force to make it essential, dialectical, shameless, and, above all, incomprehensible to others. When used in everyday life, jargon may be passed over in writing, in order to avoid entering certain literary genres. It would not be wrongful to say that the history of a language is also the history of its slang. In general, jargons serve to enrich the phonetic image that the dominant language does not always fulfill; they transform meaning not simply into polysemous spaces, but into codes; jargons are red light bulbs that prove that a group exists, but at the same time convince you that if you are not part of this group, you can not penetrate the content. This is why slang can be considered special uses, which we have further discussed below.

Finally, the audiovisual media today have placed great responsibilities on the standard. In the television medium or in the language of television mediators, there is a noticeable use of coded language, interference of foreign words, syntax disorder, a re-creation of models borrowed from the language of communication in dialogue, etc. All of this should not be treated as a violation¹ of pure communication but as a need to achieve that form of synchronization that electronic dialogue favors.

¹ By the term "violation" we do not mean damage or destruction of the phenomenon, but simply its tangible change

What is happening to the WhatsApp Albanian?

Italianism. It is already claimed not only by Albanian analysts and sociologists but also by foreigners, that the opening to Italian culture in the '90s, the integration of different local cultures, more or less in this period and later on, after the 2000s, the dominance of the Anglo-Saxon culture, remain the three most important factors in the evolution that Albanian society underwent in general, but also in the shaping and formatting of a new generation, which, among other things, began to present special graphic uses initially in written texts in general and later in electronic ones.

In the beginning, there was Italian influence. According to the researcher N. Shkëlzeni (Shkelzeni, n.d.) the aforementioned became a very strong influential factor in the early '90s due to geographical proximity, long-term relations between the two nations, Albanian emigration of the last twenty years, and high consumption of Italian media products. Italian is a language of study, as there are many Albanian students who attend Italian universities every year, it is a working language as long as a large number of Albanian immigrants work and live in Italy. But Italian is also the language of television, entertainment, shows, cinema, and fashion. All these reasons have made Italian one of the most popular languages, especially by young people, who grew up in constant contact with Italian television.

A:-Hey

B.-(emoji)

A:-U there?

B:-whr we going?

A:-Y u trynna b kool. As if u dunno...

Anglicanism. Undoubtedly, the most dominant influence is that of English. The role of English in national languages has already become a phenomenon (Furiassi, 2010). This is not only because of the technology which is built almost entirely or partly in English, but also due to the fact that the leading position that English has taken in international communication, often suggests codes that have already been internationalized. At this point though, the alarming signal must be activated, since many Anglo-Saxon formats are damaging Albanian and its lexicon. Since this is not the focus of our paper, we will focus only on a few abbreviations that have already been accommodated in the electronic uses of young people in Albanian. For this we are bringing examples treated by (Schirru, n.d.) (htt10), who in their work have proved the etymology of some graphic signs in Italian, which coincide with the same historical in Albanian.

In the English context, we find a tradition of some graphic signs having their genesis or their moment of maximum spread in the practice of medieval writing (Berruto, 1987): it is the case of the so-called "and-commercial", the & sign, which represents the printed interpretation of the graphic manuscript nexus commonly used for the Latin conjunction "e", which in English corresponds to the parallel value of "and (dhe)"; or the famous snail, the @ sign, which derives from a simple ligature, in a cursive script such as that commonly used by merchants, between the letter or with an overlapping line having the value of an abbreviation: in the Anglo-Saxon world it is the preposition that introduces an address. Therefore, its use, in the context of information communication, informs about email addresses.

In electronic Albanian, we have an even richer presence of English abbreviations such as thnx (thank you), hi (hello), x (for), etc.

A: -Dud. Wt the ..

B:-Yep i'm srs

A:-Who told ya?

C:-D barman.

A:-Ignr him, he's well bored

Or

A:- Looking lit

B:-thnx

Mathematical composition. Equally present is the phenomenon of compositions between numbers and words borrowed sometimes from Italian and sometimes from English: a single number serves to indicate the phonetic correspondents which is embodied inside the composition thereby conceiving a word. U2 (you too), Ci6 (are you there, can you, are you available, etc.), B4 (before), 4ev (forever). There are also cases from Albanian, but fewer, for example, ver8, I am going for 5hkim. We are at the stage when these uses are expanding their area of use and creating a system of abbreviations that previously existed nebulously (Söll, 1980). As we trace such combinations and clones, let us not forget that the mathematical operators x, y, z, +, -, ., x was widely used as abbreviations in the written language long ago.

Conclusions

The Albanian language is a language with high flexibility. It has modes, verb tenses, cases for the noun, the surname, the pronoun, it possesses abbreviated forms, a variety of limbs, etc. Therefore, is Albanian suitable for such a mutation? What if the phonetic principle of Albanian accepted this phenomenon?

These elements that we analyzed are being used by young people to identify themselves, to stand out from the rest of society. Apparently, social, cultural, political factors, etc., are being stratified by linguistic factors as well, which are even determining. This sociolinguistic detail has turned into a maze where not everyone can enter. You need to know the linguistic keys to be able to understand this new incoming group, which is deepening the difference with the rest of society. However, judging by the habit of shortening the word, using the emoji, or abolishing the use of punctuation marks, they all mix with us without any logic with the result of generating a final product of which we still unclear, it is a hybrid, a mutation, or a way that will be left to writing alone. Because, while in an SMS an individual writes: "Çpb" when we meet the same individual on the street, no doubt he asks us: what are you doing?

Should we then be afraid of what is happening? Let time speak.

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Developing an Online Nursing Course

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Abstract

During the COVID-19 pandemic and mandatory lockdown, academic nursing institutions as well as all over the world and in Albania have shifted to distance learning. An unknown practice in nursing education in Albania that was associated with a range of difficulties for staff and students. As distance education continues to be utilized by higher learning institutions, many struggles in knowing how to effectively utilize tools for the benefit of the students, faculty and staff facilitating online teaching. This review aims to describe the process of creating and developing an online course in nursing education. The intended result is a review of the latest literature, as well as a practical set of guidelines for planning and developing online courses. It is important for nursing educators to support the changing technology and its potential for teaching purposes.

Keywords: nursing education, online, course, distance learning

Introduction

During the COVID-19 pandemic and mandatory lockdown, academic nursing institutions as well as all over the world and in Albania have shifted to distance learning, an important strategy that responded to this unusual situation and provided education to students. Distance education was an unknown process and did not previously practice by Albanian lecturers, consequently was associated with a range of difficulties for staff and students. So, qualitative structuring of the communication environment can influence the development of an online course, in order to bring about the desired changes in students' knowledge and skills.¹⁹ However, research shows that creating an online course involves a different set of skills than delivering content in a traditional course setting.¹⁴

This paper aims to describe the process of creating and developing an online course in nursing education. A number of studies from the nursing literature database were analyzed, using keyword research combinations related to the design and development of an online nursing course.

Theoretical Basis

The design and delivery of quality Internet-based courses is heavily dependent upon the use of well-researched instructional practices that are aligned with current theories of learning.^{2,26} Constructivist models of learning are exclusively recommended as "best-practice" for the design and delivery of Web-based courses in nursing education.^{10,17} The constructivist model of learning is based on the notion that online instructors are facilitators of learning who create authentic, interactive educational experiences that support learners' efforts to actively construct personal meaning and knowledge based on new information and prior knowledge.²³ One of the best known summaries of constructivist-based instructional practices is the widely disseminated list of seven principles of effective teaching, written by Chickering and Gamson.⁴

Designing and developing an online course

Organization is key to any project. So, need to gather all the resources from previous courses you have taught, content and instructional materials you have researched or picked-up from colleagues and put them in a format/file and store in a way you can easily access.⁷ A distance course can either be pre-packaged and offered to a given population or produced on commission. In any case, its aims and objectives cannot be defined without first carrying out a detailed study of the users' learning needs and then setting them out in detail²⁴.

The course should begin with a welcome from the instructor that includes a personal note, some information about the instructor along with contact information, a course description, a syllabus containing course outcomes, information about procedures to be followed, textbook and resource material information, assignment descriptions, a course schedule, and information on how to obtain technical assistance.²⁰ It is just as important for a teacher to give a sense of personal presence in an online course as it is in a traditional classroom. In an online setting, presence equates to being visible. The sense of presence is conveyed in an introductory audio or video message from the instructor, and it continues in discussion groups where the instructor should make comments and address students by name. Holding regular online office hours and replying to students' questions and concerns in a timely way also increase the sense of personal presence.¹ Adding a frequently asked questions link to your course will also convey to students that you really care about their understanding and learning. You can add common questions and answers that you encounter each time that you teach the course.²² But it is necessary to identify the knowledge and basic skills that students will need in order to participate in course activities. At the university level these relate to current year, course of study, and the student's effective knowledge both of the content and the technology to be used, elements which can easily be gauged through an entrance exam.²⁴

Defining and Structuring Aims and Objectives Proper definition of aims and objectives have a strong impact on the subsequent design phases and especially on

the mechanism used to evaluate both the course as a whole and learning in particular.²⁴ An easy framework for creating learning objectives is the A.B.C.D. method. This stands for Audience, Behavior, Condition and Degree.⁷ Structuring of objectives may be carried out in a variety of manners, including arrangement in a taxonomy (Bloom, 1956) or in a hierarchy of main and subordinate objectives.⁸

Content Structuring The sound structuring of online course content into main and subordinate topics is strongly advised, given the close connection this structure has with the structure of the Web-based environment that is to host the learning activities and manage communication flow. Online courses, especially those based on collaborative strategies, must take proper account of participants' specific needs. Course flexibility is called for in response to a variety of factors: differences in equipment levels, differences in the amount of free time available to dedicate to the course or differences in the level of know-how in the technology to be used.²⁴

The core course content should be divided into modules, also called units or blocks, each with its own learning outcomes. This way, learners can use the modules they need and will find it easy to navigate among topics. Within a module, the instructor may include lectures. However, traditional lecture notes should not just be converted to online format, because of students can get lost in the narrative and find it difficult to move around in the pages and do not interact with the information. Instead, lecture material can be embedded in a multimedia package that can include topic and subtopic headings, links to other Web pages, video clips from YouTube or TeacherTube, or textbook resources.⁶ Further course content can be delivered by textbooks or e-books; online periodicals with reading guides, summaries, and questions; animations; digital pictures that illustrate important concepts; or video clips of demonstrations.

Choice of Educational Strategies Having defined the educational objectives, we need to identify the learning strategies to be adopted for their pursuit.²⁴ Many different constructivist teaching strategies may be built, as simulations, case studies, concept map development, problem-based learning exercises, logs and journals, and group projects. It is important to identify the most effective methodology for employing each of these strategies. Students do not learn much just listening to teachers, memorizing pre-packaged assignments, and giving answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.¹¹ Another useful strategy is including an assignment directing students to find new websites related to your course. This activity engages students and adds to course resources.²² Using a variety of teaching strategies will address students' varied learning styles.¹¹

Defining Evaluation Criteria Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college,

and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.⁴

To keep students engaged in their learning, short quizzes or assignments should be given at least weekly. This practice prevents students from letting work slide until the midterm or final exam.⁵ Examination security is of concern to many faculties who teach online courses. Is it possible to know for sure that the person taking the quiz or exam is the student enrolled in the course? Yes, it is possible, if your institution has the money to invest in high-tech security measures using biometric authentication like voice recognition or retinal scanning software, or monitor webcams. Short of such solutions, students can be required to come to the campus for exams or go to a proctored location.¹⁵ Other measures used to deter cheating on tests include automatic randomizing of test items, issuing a password to access

the test, setting time limits for tests, using anti-plagiarism software and using browser lockdown software. Also, you can design the test so that it is not easy for students to look up information and yet complete it on time, and purposefully designing assessments that address class assignments in some detail, rather than using open-ended questions^{12,21}

The complicated matter of defining evaluation criteria is still the subject of research. Evaluating an online course raises a number of problems at different levels. Two in particular are of special significance ²⁴:

1. Evaluation of learning.
2. Evaluation of student participation levels in terms of activity carried out online.

Evaluation of learning. Without going into detail about the modes normally used for evaluating learning in an online course, it should nevertheless be stressed that their definition must go hand in hand with the definition of educational objectives and of the educational strategies employed for pursuing those objectives. What this means is that the learning strategy itself often suggests the mode of evaluation. For instance, a strategy that features online discussion calls for evaluation based on qualitative-quantitative analysis of the messages produced by the participants.^{9,25}

Evaluation of participation levels. We need to distinguish here between two different ways of organizing participants; namely, virtual classes or learning circles.¹⁸ Virtual classes bring together individual participants who are scattered over a geographical area and therefore remote from one another. Learning circles, on the other hand, are locally based groups who use ICT to communicate with other such groups situated in other geographical areas. Evaluation of participation levels within virtual classes may be performed by analyzing the messages produced and by examining the log files to gauge the level of online "presence".²⁴

Discussion

We need to distinguish here between activities based on individual action and those that envisage collaborative learning, as well as between activities designed for use by virtual classes or by learning circles. In addition, we need to indicate the resources required for each activity. These include learning and support material, course guides, available experts, the roles of the tutor (counselor, discussion moderator, facilitator for exercise activities or collaborative production, etc), management modes for group activities, the network services to be used.²⁴ When organizing network activities, it is crucial to decide how many participants are to be involved and how their interaction is to be organized.^{27,18.}

Harmonization of staff members' roles is a key factor in the success of an online course. It helps to avoid overlap in the tutors' actions to prevent clashes in the replies given by different tutors, to delineate the respective fields of action of the tutors and experts, to establish decision-making procedures, and so on.²⁴

Online courses require careful prior structuring, given that once they are underway it becomes extremely hard to make substantial alterations. The same meticulous planning must also go into the scheduling of each individual activity, be it at the stage or the module level. Outlining the schedule for the whole course is no easy task. No matter how much care and effort are put into estimating the time necessary for the various activities, the need invariably arises for constant calibration, ever greater flexibility, and response to 14 needs that come up throughout the course. You will not create a perfect online course, at least not the first time you learn it. It takes a few semesters to improve it, but keep experimenting with new approaches, refining your learning according to your learning objectives and your students' reactions. It is highly recommended to include a Course survey in your final module so that you can gather valuable data and insights from the student's perspective on the model, content and delivery of your course.⁷

Expect more and you will get more. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.⁴

Conclusion

The delivery of nursing programs via distance education has great potential. Nevertheless, whether or not the online method is as effective as a traditional nursing classes remains to be seen. A comparison and evaluation of the same course that is offered by the same instructor in both an online and traditional classroom setting should be included in future agendas.

Nursing online programs provide one solution for students to take courses and complete degree programs while still in this pandemic situation. Results from the

course evaluation of the Trends and Issues in Nursing course suggest that most students thought their online learning experiences were positive and that they learned the key course concepts and skills. We suggest that these positive outcomes are directly related to the features of the electronic classroom, which supported instructor efforts to create a quality online learning environment.

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Suicide Among Young People

Zyhra Gripshi

Abstract

Suicide affects the lives of many people across the globe and is a concerning public health issue. Almost 800,000 people's deaths are the result of internationally suicide each year, meaning one person every 40 seconds. Suicide, or deliberate self-harm in the presence of death thoughts, whether direct or indirect (Kann L), represents a phenomenon with tremendous consequences for the individual and beyond, a phenomenon encountered in all social strata and in different populations.

Keywords: suicide, young, health

Introduction

Youth suicide is a serious phenomenon due to the lost years of life when a young person takes his own life. Since the suicide rate among young people is high, youth suicide should be considered as a serious health and social issue because of the cost. Studies and research so far of cases of suicide from a sociological point of view show that the main causes of its occurrence are of a social and individual nature. Family relationships, good material conditions, correct relations with the environment, normal and trauma-free development of childhood personality, are considered as circumstances that significantly prevent suicide.

On the other hand, the disordered family, conflicting relationships between members, trauma, stress, inability to solve life problems are factors that contribute to suicide. In this regard is mentioned mental illness and disorders; various depressions and psychopathies; the suffering from serious and incurable diseases; the loss of loved ones; loss of self-confidence; fear of responsibility for actions or omissions taken; feelings of isolation and abandonment; revenge on others; melancholy and prolonged depression; ambitions and their non-realization; property losses; disappointment in friends and feelings of betrayal; unwanted pregnancy; loneliness; unfortunate love; alcohol consumption; drugs and their abuse; various deviations and aberrations in the gratification of sexual desires; the adherence and belonging to sects or cult groups that prefer suicide.

The real causes or motives of suicide can hardly be discovered. Sometimes these motives are learned from greeting letters, various recent messages, from the information of family members and friends, from police bodies, courts, etc. But more than half of the motives remain unknown.

The famous French sociologist Emile Durkheim was the first to try to explain the connections between suicides and social factors in his work "Le suicide" published in 1887. In this work he formulated a coherent sociological theory which probably represents the work of first systematically scientifically related to this phenomenon. In his treatment of the phenomenon of suicide, he largely put an end to discussions about the morality of the act of suicide and the thoughts that were then largely influenced by theological teachings. He attempted to make a comprehensive analysis of the social conditions that cause this act. After him, interest in this phenomenon increased significantly, so recently constituted the new scientific discipline that would deal with suicides, called suicidology.

The purpose of this study is to reveal the perceptions of young people about the factors and the degree of influence of these factors that lead their peers to suicide.

Methodology

The population in this study consisted of young people in the Elbasan Region.

Out of this population were randomly selected 370 young people in five cities, and respectively 222 young people from Elbasan, 36 young people from Librazhd, 38 young people from Gramsh, 39 young people from Peqin and 35 young people from Cerrik. The respondents were 18-30 years old, selected based on the criteria for inclusion in the study. Regarding the gender of the interviewed persons 270 were female and 100 are represented by males.

The instrument in this study was a semi structured questionnaire. In the first part were included 7 questions pertaining to the demographic characteristics of youngsters

In the second part, 25 items were designed in the form of a 5-point Likert scale ranging from "Not at all influential" to "Extremely influential" with values 1-5 assigned to each alternative for the measurement of the influence degree of the social and economic factors related to suicide and the idea of suicide, according to the opinions of the young people who participated in the study. Some of the items that have been used for the factors that influence the idea of suicide are: social status, professional status, area of residence, individual's age, sexual orientation different from other members of society, social circle, social position, bullying in society, results at work or at university. In the third part were 5 open-ended questions. The data collection for this study took place during September-November 2020. Data analysis was carried out using SPSS software

Results and discussion

The study was attended by 370 subjects of which 60% were interviewed in Elbasan, 40% in other districts of Elbasan region. Regarding the gender of the interviewed persons, the most of them, about 73% were women and 27% are represented by men. As for the level of education, the findings show that almost 75% of them have higher education and the rest have secondary education. A small part of them have

completed 8-year education, 9-year education or no education at all. As noted above, the purpose of this study is to identify the factors that influence young people to conceive of suicide.

Thus, referring to the question:

How widespread is the thought of suicide? - 47% of respondents said that the phenomenon of suicide is somewhat widespread, while 36% of them did not hesitate to state that, "almost every young person at least once in mind thought about suicide", and 55% belong age group 21-25 years, followed by 37% others belonging to the age group 18-20 years.

However, what are some of the social factors that influence this phenomenon?

Young people on the top of these factors rank the phenomenon of bullying with 73% stating that bullying affects too much. They then rank sexual orientation and social circle at 45% and 43%, respectively. On the other hand, the factors such as results in work or exams and the age of individuals respectively with 36% and 34% are motivating factors in the phenomenon of suicide.

The link between bullying and suicide turns out to be quite complex, as suicidal behavior does not originate from a single episode of stress or trauma; thus persons with such behaviors often experience feelings of helplessness or hopelessness, and it is precisely involvement in bullying that can reinforce such feelings leading to an increased risk of suicide, without neglecting the role of complex interactions between friends and family members, mental health and factors stressful in and out of school (Centers for Disease Control and Prevention (CDC), 2014). We can argue that bullying, in any form, can increase the risk of engaging in suicidal behavior.

There are many circumstances that can increase individuals' exposure to bullying and / or suicidal behavior, including: stress, family conflicts, alcohol and drug use, exposure to violence, relationship problems, loss of connection to school, various physical disabilities, lack of support, differences in sexual / gender identity, cultural differences, etc. (McKenna M) (Kim YS) (Karch DL).

As for the economic factors which obviously are very important, 75% of respondents answered, that increasing debts are determinant in the decision of young people to commit suicide, as well as unemployment and poor economic situation of their families.

Conclusions and recommendations

Suicide is a great concern of our society, which in addition to the person who commits suicide, it directly and indirectly affects the family in the first place, friends and society in general.

It was found that the risk of suicide among young people depends on external factors including at first the social, economic or cultural factors.

Society as well as economic factors have a significant impact on the growth of opportunities to incite the phenomenon of suicide among young people. Family situations, events or traumas experienced by family members or their relatives also aided by other health factors, have undeniable impact on increasing the prevalence of suicide by multiplying the influence of motivating factors on suicide.

Regardless of where young people live the factors that push them towards the fatal phenomenon of suicides are related to other circumstances. Exposure to the phenomenon of suicide is more evident in men than female, and commit suicide more, while women attempt more. Since the trend of young people suicides has increased, it should immediate to intervene to prevent and fight it. For this purpose, the increase of the well-being of the citizens, opening of new employment opportunities as well as the sensitization of the risked population would serve positively in suicide prevention.

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Conscious Intra-Personal Development: The Experience Counts

Dr. Rosalie van Baest

Abstract

The future of mankind will depend on the ability of the individual to acquire Self-knowledge. The preservation of autonomy of the individual is supported by learning to fathom one's own unconscious and inner being, the undiscovered self. By consciously developing Self-knowledge the possibility originates for the individual to make his own conscious choices and to understand an other human being. It often takes a great deal of effort from an individual to consciously open up to his inner being. Gaining experiences related to intra-personal development and consciously reflecting on those experiences, is essential to keep the conscious intra-personal development process in motion. Education can lend a helping hand during this process, from the start of the school career of children, by making room in the curriculum for affective and experiential education. Theory disturbs the experiential orientation and the focus on emotions. Offer affective and experiential education to children from an early age, with plenty of personal room, and continuing this form of education until they leave school, supports young people to become more and more self-directing. The way in which this form of education is taken care for is crucial for its success.

Keywords: Conscious Intra-personal Development – The Unconscious - Autonomy - Affective and Experiential Education – Process

Introduction

In this article the importance of conscious intra-personal development for the individual emerges. The process of conscious intra-personal development is placed in an educational context. The connection between 'Why searching the way to the inner self?' and 'How to stimulate conscious intra-personal development in education?' will come to the fore.

Carl G. Jung (C. G. Jung 1865-1961) wrote the book 'The Undiscovered Self' in 1957. In the book Jung gives his view, from his experiences as a psychiatrist, on the importance of searching the way to the inner Self. He stresses the significance of conscious intra-personal development by the individual for the future of mankind (and of the earth and everything that lives on it. Remark of the author). The ability of the individual to acquire Self-knowledge, the preservation of autonomy of the individual, lead possibly to conscious personal choices. Only by sensing and

understanding his own unconscious, the undiscovered Self, the individual can get through to his inner Self. This requires of the individual to face his fear for his own unconscious.

The view of Carl G.Jung on searching the way for the inner Self, in his book "The Undiscovered Self", is the basis for the article.

It is often very difficult for an individual to make a start with the search for the inner path, let alone to shape it. Therefore, some support at the start of the conscious intra-personal development process is valuable. Education is there for (almost) everyone and for that reason education has the opportunity to offer support to (almost) everyone in gaining experience with the conscious intra-personal development process, from the start of the school career of young people until they leave school. A way to start the support of this process for young people in education is affective, experiential and student-oriented education. The attitude and role of the experiential teacher is of great importance in affective and experiential teaching. (Van Baest 2017).

Contents

Part 1 of the article focuses on the view of Carl G. Jung, about searching a way to the inner Self, in his book "The Undiscovered Self". His view is related to conscious intra-personal development.

Part 2 is focused on how to stimulate conscious personal development in education.

Part 3 goes into themes that play a role in the process of conscious intra-personal development (in education).

Part 4 focuses on some points of interest for the approach of affective and experiential education.

1. Why searching the way to the inner self?

*'Until you make the unconscious conscious,
it will direct your live and you will call it fate'.*

Carl G. Jung

In this part of the article, the view of Carl G. Jung in his book "The Undiscovered Self", comes to the fore; this view is related to the conscious development of Self-knowledge.

Jung creates an image of the world we live in and the role of humanity in it. In the book, he expresses his great concern about the future of humanity and (remark of the author) therefore also about the future of the earth and everything that lives on it.

On what does an individual base his choices? On external factors: on what happens in his environment, on what is possible at a certain moment, on what everyone is doing? Or on his personal values, on his Self-knowledge, on his possibilities and qualities? An individual who consciously develops his Self-knowledge will not only be guided by external circumstances, but also by his inner being. Too much attention for the environment, creates blockades for direct inner experiences.

There is another blockade for achieving Self-knowledge: fear of what the individual might encounter in the unconscious part of his psyche. In fact the individual thus ignores a part of his Self. Fear of the unconscious stands in the way of the development of Self-knowledge.

When an individual opens up to his unconscious, searching for his Self, estrangement from his environment is an inevitable and logical consequence. The path to the inner Self is a personal path, a path the individual can only follow himself. The search for this inner path irrevocably involves estrangement from one's surroundings.

In spite of these obstacles, the conscious intra-personal development of the individual is a necessary solution to the major problems, facing and to be faced by humanity. The conscious part of an individual's psyche that opens up to his unconscious, learns to listen to it and thus increasingly can come closer to his Self, his whole inner being.

Gap between knowledge and feeling

For many years the gap between knowledge and feeling has deepened, between knowing and understanding, between the conscious and unconscious aspects of the human psyche.

Intra-personal development and the development of personal values and norms lag behind the rapid developments in science, technology and society. The balance between emotions and knowledge is lost. Knowledge alone is not enough to solve the major problems of humanity or to give them a push in the right direction.

If the individual is satisfied with his circumstances, he will accept his situation. The individual is often so busy with what is happening around him, he does not take time to focus on his inner being. However, when circumstances change, and there has been no learning process to achieve autonomous functioning, the individual will easily focus on what everyone is doing. In this situation, it is not inconceivable that the individual considers external circumstances to be responsible for the choices he makes. However, external circumstances cannot take responsibility for the choices the individual has made. External circumstances have no choice, no norms and values. Individuals do or could have them.

'The forlornness of consciousness in our world is due primarily to the loss of instinct, and the reason for this lies in the development of the human mind over the past aeon. The more power men had over nature the more his knowledge and skill went to his head'. (Jung 1957).

The unconscious is everything that the conscious is not. It manifests itself through opposite feelings, fantasies, emotions, impulses and dreams, which come up unasked for by the individual. What feelings and impulses does an individual experience in the activities he undertakes? Does he consciously reflect on what is going on in his unconscious or does the conscious part of the individual's psyche shut itself off from the unconscious? The conscious will have to take into account the existence of unconscious factors that require attention. If the conscious part of the psyche wants to be open to the unconscious factors, the conscious will first have to get to know the essence of these unconscious factors, he will have to experience them. A consequence of shutting oneself off from the unconscious is that the individual only knows himself partly.

'Accordingly we imagine ourselves to be innocuous, reasonable and humane. We do not think of distrusting our motives or of asking ourselves how the inner man feels about the things we do in the outside world. But actually it is not good and psychically right, to overlook the reaction and standpoint of the unconscious. One can regard one's stomach or heart as unimportant and worthy of contempt, but it does not prevent overeating or overexertion from having consequences that affect the whole man. Yet we think that psychic mistakes and their consequences can be got rid of with mere words'. (Jung 1957).

The process of conscious intra-personal development is not a theoretical learning path. The search for the inner path is guided by individual experiences, of which emotions are an essential part.

Knowledge or understanding

When an individual consciously develops his Self-knowledge, will he be supported by knowledge and theories? In his book 'The Undiscovered Self' Jung expressly indicates the difference between knowledge and understanding in the context of conscious intra-personal development. When it comes to developing Self-knowledge or understanding an other human being, knowledge and theory should be omitted. Knowledge and understanding follow a different path each and can not be intertwined; it should be clear which of the two paths is being followed.

Theory is not related to individual experiences, to isolated facts, but to abstractions and generalities. Self-knowledge is an individual matter; only the individual can sense and follow

his intra-personal development. Conscious development of Self-knowledge is not based on theoretical assumptions. You walk the path inwards on your own and you have little use for knowledge and theory if you want to understand a fellow human being.

Self-knowledge

The conscious part of the psyche admits the unconscious part, thinks about the unconscious part and gives it a place. In the unconscious resides opposite feelings, impulses and dreams. What do these feelings, dreams, impulses mean to me and how can I deal with them? The conscious part of the psyche admits the unconscious part, to become a complete human being. Jung indicates that a profound change in the inner Being of man, will become more and more important in the future. (1).

Note ' Anyone who has ego-consciousness at all takes it for granted that he knows himself, but the ego knows only its own contents, not the unconscious and its contents. People measure their self -knowledge by what the average person in their social environment knows of himself, but not by the real psychic facts which are for the most part hidden from them. What is commonly called self- knowledge is therefore a very limited knowledge, most of it dependent on social factors, of what goes on in the human psyche'. (Jung 1957).

Only the individual can seek his inner Being within himself by looking openly and honestly at his feelings, his dreams, his good and bad sides, his prejudices and assumptions about himself and the other. More and more facing his thoughts and feelings, to realise where he stands and what path he would like and could take in his life. To see himself as he is and therefore to be able to see his fellow man in a different perspective, because as an individual he has started to think and feel differently.

If an individual has turned inwards and gained insight into his Self and his actions, he has found access to the unconscious and, without realising it, has created a possibility to influence his surroundings.

The individual and the intra-personal path

1. The individual

The only one who can follow his inner path is the individual, who is open for his intra-personal development process, for his unconscious. To start with the conscious development of the inner path requires great effort.

'It usually costs people an enormous effort to help the first stirrings of individuality into consciousness, let alone put them into effect'. (Jung 1957).

In the end, focusing on the inner Self, will provide the individual with more insight into his total humanity.

2. The individual and his social environment

No one can walk on the intra-personal path for another individual.

The environment or society are not capable of giving the individual intra-personal development. Every individual will have to acquire this himself, at the cost of a great deal of effort.

By learning to understand his inner Self, the possibility arises to come to a mutual understanding of one's fellow man.

3. The individual and society

The value of a society consists of the spiritual and moral content of the individuals comprising it.

2. How to stimulate conscious intra-personal development in education?

Stimulating the conscious intra-personal development process, stimulating the conscious search for the inner path. was and is not self-evident in education. Affective and experiential education can support this process.

Conscious personal development may lead to conscious choices. Not only on a personal level, but also on a professional level'. (Van Baest 2017).

The inner path is an individual path and is different for each individual. Experience that supports the conscious intra-personal development is gained by feeling something yourself, by observing and being involved in certain processes. Affective and experiential education is about gaining experience with personal qualities, to reflect on the experience and to learn from it.

The way in which the search of the individual for his inner path will go, is of great importance for the direction of his path.

Affective and experiential education

The focus in affective and experiential education is on personal qualities, as: self-esteem, ambition, stress-resistance, motivating and stimulating ability, integrity, responsibility, creativity (Gramsbergen-Hoogland 1999). The aim of the experiential and affective education is to introduce unexpected and surprising experiences related to personal qualities that enables a person to consciously experience his thoughts, feelings and ideas about his personal qualities and to reflect on them.

The following is an example of an affective and experiential assignment: the 'Learning style test of Kolb'.

Learning about your personal learning style offers a perspective on the way you learn. During an affective and experiential meeting, the learning style test of Kolb is worked out and discussed, together with all students (in this case the test was in Higher education) present in the classroom. The test is easy to fill in and it does not take a lot of time. The aim is to provide a beginning insight into the personal learning style, but also to obtain information about the learning styles of group members. First of all the students fill in the test, without too much explanation.

When they finish the test the students receive a text with a description of the learning styles. There are four learning styles: the dreamer, the thinker, the decision-maker and the doer. It is important that each student endorses the outcome of his learning style test. Only the student himself can sense in which learning style he recognizes himself and in which learning style he might develop himself. Possibly the student always encounters the same problem during group work, caused by a learning style he has not (yet) developed (or not sufficiently). Each student indicates in the group which learning style has emerged from the test and whether he agrees with this result.

For the lecturer, it is essential that substantiated feedback can be given to the students about their learning style. (Van Baest 2016-2017-2019).

'When it is used in the simple, straightforward, and open way intended, The LSI usually provides valuable self-examination and discussion that recognizes the uniqueness, complexity, and variability in individual approaches to learning. The danger lies in the reification of learning styles into fixed traits, such that learning styles become stereotypes used to pigeonhole individuals and their behaviour' (Kolb 1981-2005).

Constantly gaining new experiences related to personal qualities during experiential and affective education and reflect consciously on them, offers the possibility to deepen the insight into one's own personal qualities; the learning process of conscious intra-personal development.

Gaining experience with a way to approach the conscious intra-personal learning process, provides a basis for recognising and developing the personal learning process, thus creating more and more opportunities for self-directing. Self-directed learning is essential for learning to learn and lifelong learning. Openness to the intra-personal learning process remains important throughout life.

Information about personal development, from the lecturer to the students, without the students gaining experience themselves, provides information about personal development but no personal experience to support the inner path.

The experiential lecturer

The affective and experiential teacher has an essential role. A flexible attitude is a basic characteristic of the experiential teacher. The teacher's attitude and communicative style are part of affective and experiential education.

The lecturer's learning process, as part of the affective and experiential meetings, takes several years: the experiential lecturer has consciously gained experience with all kind of aspects of his personal qualities and reflected on them. The possibility to offer experiential, affective and student-oriented education requires time and space on the part of the lecturer.

The experiential teacher has a complex role when it comes to education in which conscious development of self-knowledge is the essence.

Where lies the lecturer's interest, in knowing or understanding? Is the lecturer pupil-oriented or more knowledge-oriented? Has the lecturer gone through the process of conscious intra-personal development himself? Does stimulating conscious intra-personal development fit his personality? Is the lecturer supportive of affective and experiential education? Can he shield the meetings from knowledge and theory? Does he himself want to engage in lifelong learning? Does the lecturer have a flexible attitude?

Starting up and building up a digital network for teachers involved in affective and experiential education, an E.T.W.W. (Experiential Teacher Wide Web), can provide support in the development of this form of education. Teachers from all kind of educational situations might exchange ideas, ask each other questions, answer each other's questions and provide each other with constructive feedback. An experiential assignment from group 2 of the primary school can also give a teacher from secondary or higher education ideas and vice versa. A digital network for experiential teachers, an E.T.W.W., can deepen and broaden the way in which affective and experiential education works.

Affective and experiential education for young children

An example of an interpretation of affective and experiential education can be seen in the documentary 'Just a Beginning', ('Ce n'est qu'un début' 2010), which was recorded in group 1 and 2 of a primary school in a village near Paris. In this documentary, children are offered affective and experiential education at a very young age: the 'philosophy lesson', the reflection lesson or PHILO, as the children call the lesson. By sharing experiences in the classroom that focus on conscious intra-personal development, on the emotions, thoughts and ideas of each pupil in the group, it supports opening up to the intra-personal path and at the same time provides insight into the emotions, thoughts and ideas of the classmates, interpersonal development.

The teacher of group 1 and 2 stimulates the children to think and talk together about personal experiences, behaviour and emotions concerning themes such as: love, friendship, death, mum and dad. After all, on the outside nobody can see what your thoughts are. The teacher asks a question and leaves the communication as much as possible with the pupils and tries to steer the conversation as little as possible. The lessons start every time when the children and the teacher sit in a circle and the teacher lights a candle, a symbol for the beginning of the philosophy lesson. The candle is placed in the middle of the circle. At the beginning of the documentary, the children talk more and listen to each other less; private conversations take place. But things are getting better and better. The children learn to express their thoughts, to express their emotions consciously and to listen to each other. Some children are very sad that the philosophy lessons stops when they go to group 3 the next school year. Some children don't mind. A little boy indicates that he doesn't like all that thinking and talking, but he has thought about it and can express his thoughts well.

'The stimulation of new educational concepts better suited to our multidisciplinary society demands a dynamic setting that is difficult to predefine in literature. Which educational methodology is most appropriate for stimulating the desired learning process? How do people learn self-management? How do you facilitate reflection? Which learning processes ensure that people become more motivated? These learning processes involve behavioural change, personal development and emotions. Changing concepts and visions require more than just the ability to reproduce existing knowledge. These types of change processes are far more complex than traditional knowledge transfer' (Shulman 2006).

3. Themes of the process of conscious intra-personal development in education

Wisdom is the child of experience. Leonardo da Vinci.

A number of themes are essential points of attention during the process of conscious intra-personal development, throughout all school years. All themes have a share in affective and experiential education.

Self-knowledge through experience

Gaining experience related to the conscious search for the inner path, is essential in the process of conscious personal development. Without experiences related to conscious intra-personal development, the inner path is difficult passable. The inner path is an individual path and is different for each individual. Experience is gained by discovering, feeling and observing something yourself, what can be completely clear to one individual, can be completely invisible to another. Being aware of one's own paradigm (Barker 1996), personal qualities, strenghts and weaknesses, offers the opportunity to work on desired adaptations.

It is often very difficult for an individual to make a start with the inner path, let alone to shape it. Therefore, some support at the start of the conscious intra-personal development process is valuable. Education is there for (almost) everyone and for that reason education has the opportunity to offer support to (almost) everyone in gaining experience with the conscious intra-personal development process.

Interpersonal development

Every human being has his own paradigm, his own point of view (Barker 1996). A shared experience in a group during education makes it possible to discuss together the experience, the emotions felt and the reactions to it. It makes clear that not everyone has felt and experienced the same, so that everyone's perspective can broaden and deepen. Understanding a different perspective becomes possible. When each group member discusses his reflection on an experience, it gives a picture of the personal view of each group member to the other group members.

Conscious reflecting

Learning to reflect consciously on personal qualities (Denton 2011) and to express thoughts, feelings and ideas about them, by gaining experience during experiential meetings in education, is valuable. A number of questions can arise during the conscious reflection on the meeting, such as: what does this experience mean for me, which emotions play a role, can I explain my reactions, how did I deal with these emotions and my reaction to them? In what way did the group members react on my behaviour during the experience, which emotions evoked in me and how did I deal with them? Learning to reflect requires a conscious learning process. Writing down the reflections on the experiential meetings in a reflection notebook, supports the conscious intra-personal learning process (Bolin 2005). It's about understanding the conversation within your Self. An inner exchange of ideas. In this conversation conscious decisions can be made, for example: 'don't react immediately, first take a step back and think about the situation'.

The young children in the documentary 'Just a Beginning' do not yet consciously note down thoughts, feelings and opinions. But the children develop a certain sensitivity for reflecting, expressing thoughts and feelings, and listening to each other.

Openness

If an individual is not open to conscious intra-personal development, it is difficult to find and follow the inner path. Being open to the inner path is the starting point. The attitude of a person makes it clear whether or not he is motivated to work out the experiential assignments. The children from the documentary 'Just a Beginning' clearly show who is open to the 'philosophy lesson' at a certain moment.

Internalising

Repetition plays a major role in internalising intra-personal development. For example, gaining experience with the working out of the learning style test of Kolb several times, contributes to the internalisation of the personal learning style and the comprehension of its consequences: what is going well in my way of learning and on what do I still have to work?

Autonomy

Autonomy is the ability of the individual to choose a goal by himself, to make decisions that enable the achievement of the goal set, and then to achieve the goal set by himself. (Vergeer, 2001). Autonomy means "providing yourself with laws". (Swaine, 2012). Learning to make reasoned choices and to make well-grounded decisions, in order to become more self-directing and to hold as good as possible.

Autonomous functioning and making one's own choices is a prerequisite for the conscious development of Self-knowledge. In an educational environment in which autonomous action is not supported, it is difficult to develop personal qualities and act from intrinsic motivation.

In order to practise individual autonomy, to develop self-directing, space is needed for a learning process in which the practice and shaping of personal values (moral identity) through play, creativity and the growth of affective and cognitive capacities has a place'. (Strain quoted in Zhao, & Biesta, 2012) in Van Baest, 2017).

When a choice has to be made, it makes sense to assess and oversee the possibilities and consequences of the choice as well as possible in advance. Not to be guided by impulses or what everyone would do, but to think about: who am I, what can I do, what do I want and what do I choose?

How can an individual protect himself against the pressures of an ever more rapidly changing world, in which he has to make choices over and over again, and maintain his autonomy? Making choices based on what happens around him, what everyone does, often seems to be the only way to go in the short-term.

In addition to a personal meaning, autonomy also has a social meaning, aimed at interpersonal relationships: an interpersonal behaviour that one person adopts in relation to another. (Reeve & Jang, quoted in Leroy, et al. 2007). In other words: will and can one person support the autonomy of the other person, while at the same time he maintains his own autonomy.

*'If mankind does not turn inwards, the future doesn't
look good'.*

(Shambhala Tibet)

Morals, ethics, values and norms

If you are not aware of your own values and norms, if you are not aware they guide your actions, making (ethical) choices, especially in a situation where you are faced with an ethical dilemma, remains a matter for 'the other'. Every path you take is a good one. You don't have to make your own choices, so you don't have to take responsibility for the consequences? If you use moral excuses ('I can't do anything about that, everyone does it') then you put the responsibility somewhere else. Showing moral courage is not self-evident. It's easier to do what you're told to do or do what everyone else does and not think about it too much. Jung asks himself in his book 'The Undiscovered Self' whether it would not have been possible to make other choices than developing weapons of destruction, a choice that would have benefited mankind and the earth?

One of the forms of evil is academic evil (Stangneth 2017), in which thinking is disconnected from moral choices, from emotions. The world is only understood in the light of a dominant system of thought, whether it is 'capital, making money', 'self-interest', 'technology', 'authority, hierarchy, doing what the boss says' or 'an ideology', which means that you no longer appear to yourself as an acting person. (Stangneth 2017).

Opening up to one's own values and norms and reflecting on them consciously, offers the opportunity to make conscious personal choices. Providing opportunities for young people to gain experience with their values and norms during education, is important to stimulate awareness and to develop a certain sensitivity to ethical issues. Knowing what emotions play a role in all kind of experiences related to the personal values and norms, offers the possibility to make conscious personal choices, to take and bear one's own responsibility.

*We all walk in the dark. Everyone has to turn on their own
light'. Catherine Heburn.*

Conscious intra-personal development: a lifelong learning process

Finding one's way to the inner self is a lifelong development process in which an individual can always come up against surprises. The conscious intra-personal development process is driven by experiences gained, to recognize the emotions and thoughts evoked in this process, to think about them and to do something with them. During life an individual is confronted with many things and circumstances: with his own possibilities and qualities, with his personal circumstances, his choices and the consequences thereof, with illness, death, events affecting people in his social environment, with circumstances in the world, the situation at work. Slowly a self-image emerges, (who am I, what can I do, what do I want and what do I choose?), which in the course of life has to be constantly adjusted by gaining other insights. Flexibility plays an important role in the learning process. Insight in yourself does not arise at once, changes within the inner self do not take place in the short term. It is a lifelong process.

In order to be able to find a way in all kind of circumstances, it is essential that an individual gets to know himself in order to be able to determine his course from that point on. During the conscious intra-personal development process, the conscious admits the unconscious, reason interacts with emotion.

The intra-personal path is not an easy one. It takes time and effort to get on and stay on the road. That is why some support during the development of the intra-personal learning process in education would be valuable.

4. Points of interest for the approach of affective and experiential education

This article ends with some points of special interest for the approach of affective and experiential meetings in education.

- Affective and experiential meetings are organised several times per educational situation in every school year, from primary education to secondary and higher education, if possible with the same group members each year. This provides a common thread in the conscious intra-personal development process. Gaining joint experiences offer more insight into oneself and provides insight into the reactions of the other group members. Young people learn from the personal reactions of their

classmates or group members to the same experiences during the meetings; there are also other ways to react to situations than their own. Developing more of a group feeling requires taking other views into account. Being open to someone else, opens the way for less projection and a deeper understanding.

- Joint affective and experiential meetings offer a handle on one's own intra-personal development process. The growth of self-confidence is given room. It is valuable when young people, as part of their intra-personal development, become aware of themselves and learn to express their thoughts, emotions and ideas. Perhaps they develop a helicopter view to look at themselves and others. When children get in touch with conscious intra-personal development at an early age, they have more time and space to experience the intra-personal learning process during education. Gaining experience, reflecting and expressing thoughts, feelings and opinions in a group, as for example in the documentary 'Just a Beginning', (*Ce n'est qu'un début*) is valuable for young people to start the conscious intra-personal search. Each pupil follows his or her own path until they leave education. When they leave school, they have the possibility to consciously direct their own learning and make conscious personal choices. Individuation is a learning process: the path to the unification of the Self by gaining insight into one's own psyche, into the conscious and the unconscious, into one's own human being.

- A flexible approach of the lecturer is essential; every educational situation requires a different approach and variation. Starting up and developing an E.T.W.W. (Experiential Teacher Wide Web) can offer the experiential teacher support in providing experiential education. Teachers from all kinds of educational situations exchange ideas. This can deepen and broaden the way in which affective and experiential education works. A feeling of support for the experiential teacher.

Offering theory during the meetings disturbs the experiential orientation and the focus on emotions. At the start of the school career, the meetings are intended to get used to the approach of affective and experiential education and to get acquainted with a number of personal skills. With a new group, the experiential teacher also makes a new start in stimulating the conscious intra-personal learning process of the group members: giving room to each group member to gain experience in his or her own way in the new group.

- An important factor for the success of this form of education is the way in which the affective and experiential meetings go. If pupils can attend affective and experiential meetings in education from an early age and it is a positive, continuous path for them until they leave education, then they know how to reflect, to listen and observe and they have experienced the value of personal qualities for themselves.

'Subjective well-being refers to what people think and how they feel about their lives, to the cognitive and affective conclusions they reach when they evaluate their existence'. (Seligman, & Csikszentmihalyi, 2000).

It has become possible to discuss their emotions, thoughts, and ideas on all kinds of personal themes. What influence did the development of their inner Being have on their choices? They gained insight into the personal development process they have gone through and what it has meant for them.

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Teaching Literature in a Post-Dictatorship Country

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Abstract

Albanian literature curricula in a high school system has incorporated in a few years a lot of concepts, authors and methodology pretending in absorbed and integration of knowledge worldwide on literature teaching process and environment. Analyzing the academic process of constructing the base and the theoretical axis of the teachers, which actually are teaching literature can be noticed easily that a large number of them in their last ten years of their professional carrier has nothing to do with it. Their studies in university stage was only ideologized and focused on socialist realism. The university's curriculum was strictly handicapped and based on the communist ideology on "creating the new people- the communist one", as the literature itself, and every art form was "shaped" as it. Being such a teacher nowadays in Albania you have to face a challenge: You feel prejudged by your "experienced" colleges, who has not accepted and never "known" really the perspective of reading a fiction text as a "open text". You felt yourself "trapped" in textbooks, their sources and their perspective is limited on their authors theoretical backgrounds. Having a parenting and student tradition, mentality as their academic success is based only on "the book" (even if in Albania we have more than 10 years practicing "altertext"-as a possibility of performing the subject program through the book chosen by teachers between three or four possibilities) makes it difficult to provide an "open" experience on learning through a based bibliography. The academic coordinators in pre-university system, aren't always ready for the teacher who want to realize the teaching process leaded by the ideas of globalization, open minded individual, constructive perspective of the personality of the student, on national history and tradition versus "the other".

Keywords: hero-sub/ reality-globalization-individual-perspective-the-other.

Introduction

Having the possibility of having a full wiew on teaching the literature in high scool meantime gives a lot of challenges faced both from teachers and students. We didn't include the parents as far as on statistics and on regular studies and analyses made by

the coordinating staff, it results that a small percentage of the parents have knowledge about the program, about the curricula and about the student's text itself.

Referring to the curricula the concepts of achievement levels are in coherence with the pedagogical principle of competency learning.

Our aim is to analyse how the art (literature) text (a narrative, poetry or drama) fulfill the pedagogical objective and how much are the Albanian student's book in this subject are contemporan. We dare to use such a term- contemporan -as a student's book similar to the student' book of the region, or further.

Our overlook will be concrete on the lessons plans and on the pedagogical review.

Literature review

Historiographical researches, ideological researches, filosofical and researches based on updated theoretical literature's researches will enlightened the focus.

Concrete literature student's book, in their selected pieces of narratives or poems, the questionnaire and the exercises through them is planned to thrive on a concrete plan of competences and attitudes, through knowledges, new information and their conection on various knowledges fields.

Theoretical concepts dealt with narratives will provide another backround or perspective on social, historical, behavior and filosofical concepts.

Methodology

Methods of data analysis are not simply neutral techniques because they carry the epistemological, ontological and theoretical assumptions of researchers who developed them (Alvesson and Skoldberg 2000) based on the relational exchange with the assumptions (sometimes different) of the stakeholder who use them.

The presentation of a journey on Albanian literature history (Hamiti S. 2010) by analyzing in a very different focus is not a simply neutral technique as it carry the epistemological, ontological and theoretical assumption of the literature critique who developed them based on the stakeholder who use them (literature teachers on high schools, students, parents of the students, academic coordinators in high scools, academic staff on educational faculties, students book authors, etc), but a concrete ideological, methodological, sociological, psychological and filosofical strategy on teaching and learning literature in a high school literature class.

The writing proces (artwriting) (bioletra), as creating proces is compounded by:

a-the life writing (jetëshkrimi), (curriculum vitae) as a personal feelings narrative (Hamiti S. 2010).

b-handwriting (dorëshkrimi) which is escaped from the generalisations and tend to embrace the personal in which is creating the individual unique of the persona (the author), (Hamiti S. 2010).

c-scripture (bukurshkrimi) as an escape from the anxious feelings through the art (Hamiti S.2010).

We tend to generalize as the historical view on authors personal and social life, personal backround of knowledges and attitude, personal and unconscious feelings.

Poetic bioletra- their concepts are: uni- the ego (me), the monologue in his universality and imagination, with no time précised but dhe universal time.

Mimetic bioletra- the description and the narrative in writing process is connected to the time and space. The personal and the imaginative gives the opportunity to –the other.

Dramatic bioletra-is the most impersonal and real genre. There is the definition as an imitation of the reality and as a creative illusion of the reality. The drama happens here and now, in the meaning that it relativizing the time and the space as a beyond personal and the dream and the memory as personal categories. The conection with the real the drama is pretending to be adapted to one imitation (mimesis). Aristoteli's catharsis might be interpreted the same as a single unit of sintactic system in a text or as an evocation to the reader to the cleansing of passions (extratextual and it belongs to the spectator or reader).

Formal bioletra (varianta). Literal form is a heritage, a culture, a memory and escaping from it is impossible. The definitions as: dramatic poetry, lyric narrative or symbolic drama are just conventional.

Original bioletra (personalization). The individual creation goes to the originality, means universality undergoing to the unique process of the personalization.

Ideoletra-bioletra (the idea). This is a letrarity totality that doesn't know the boundaries of the tima and space, it can be rapresented with thw figure of an open circle.

Conclusions

Changing the curricula in terms of changing author is not what are our expeptations, diversifying the fragments from the authors is another oppportunity of a larger view and a divers class coments and analysis.

Sociological theories might be on the historiographical interpretations, phsycological interpretations mixed up with backround personal datas about the author might be a point in the general discution about the letrarity in a author artwork.

Discusing about the student's book might be overcome as we live in the internet age, but on certain environments such conservative and low income communities we have to take in consideration that the student's book is the only confidential, reliable source and "manual" of their learning. Parent's mentality and mindset about what they believe what a educational system must be is quite clear: they consider the teacher not the person who leads the sudents on the knowledge and the critical

thinking but the only authority who knows better about the subject and is the only authority of defining the boundaries of knowledge and attitude. This is a traditional opinion and tend to be a prevailing consideration on teachers and students to. A literature class based only on a student book is not the best .

Teachers theoretical background is particularly crucial in this process to.

The teachers studies in university was not only ideologized but focused on socialist realism only as the art method. The university's curriculum was strictly handicapped and based on the communist ideology on "creating the new people- the communist one", as the literature itself, and every art form was "shaped" as it.

Being such a teacher nowadays in Albania you have to face challenges: You feel prejudged by your "experienced" colleges, who has not accepted and never "known" really the perspective of reading a fiction text as a "open text". The diversity of approach on transmitting art values, diversify the method and the peculiarity of the act of the communicating in literature class proceed with diverse challenges.

On the historiographical perspective there is an absence of the authors from the region (specifically Balcan's countries). The other, the neighbor is unknown, despite the greek ancient authors.

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The comparative study of advertising American presidency election campaign for both "Barack Obama"& "Donald Trump "via advertising animation film with multimedia

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Abstract

The role of advertising animation film as a political motivate in the contemporary reality strategy through multimedia in the research scale of universal unilateral force" America". and this reflection on the animation industry, which made the US authorities and capital owners as a political motivate towards political trends and political changes within and outside America worldwide , And this impact and reflection of our country Egypt and monitoring the effects and results of modern political changes in the contemporary Egyptian reality, and the need to presence of an national Egyptian defending resistant to Western ideologies, especially the American ideology, which push the changes towards her interests and her advantages as well as the need for writing the history of our contemporary reality by Ourselves via all multimedia forms until they are not forging for the facts or the history with different ideology of the good Egyptian thought. Referring to the futurology, which was centered with it by the century . As "Dr./ salah Qunsoua "pointed at introduction Book, entitled" the clash of Civilizations" Composed by: Samuil Hentgton - In response to what the current events causes in the world ,like problems and questions, do not find their solutions, or responses in previous models, samples, tribes, familiar and accepted theories until recently. As the contemporary world status, which America & Western Europe present the motivate of what facts happen and destroy the theories stabilized from the analysis of an interpretation.

Keywords: Advertisement -Animation-multimedia -Advertising American presidency election campaign, - the USA president-"Barack Obama"- "Donald Trump "- the Simpsons- propaganda- Video clip entitled "He's Barack Obama He's Come to Save the Day"-advertising animation film"Donald Trump will destroy America".

The importance of research

As this is a comparative and analyzing study of advertising animation film for both "Barack Obama"& "Donald Trump" for their advertising campaign of American

presidency election via multimedia. And what was written on the article in the Online Shorouk magazine, that: "The world leaders have to watch" Tom and Jerry, "and" Pink Tiger "and the series of animation" Simpson ", which has been predicted for 16 years with being Trump the president of America! So I'll compare and analysis the political projections on animation cadres in both: animation video clip entitled "He's BARACK OBAMA... He's come to save the day", and series animation "Simpson".

The aim of research

To get the results of advertising campaign of American presidency election for both "Barack Obama"& "Donald Trump" via advertising animation film with multimedia. As both of them win in American presidency election. But there was different American public opinion. As there was cheerful delight with "Obama". There was opinions that America is going crazy when "Dounald" win in American presidency election. So I'll compare and analysis the political projections on animation cadres in both: animation video clip entitled " He's BARACK OBAMA... He's come to save the day", and series animation "Simpson". Because they emphasis this contemporary political reality.

The research problems

- 1) What is The role of "Cultivation Theory" in advertising animation film via multimedia?
- 2) Are there state symbols in the animation film as a political motivate in contemporary reality strategy?
- 3) What is the Political projections on advertising animation cadres ,as the animation series "Simpson"?
- 4) Why The Arab presidents and judgments especially should be see everything In the future broadcasting in the United States from Hollywood movies and also animations, The series of animation "Simpson" is as a political motivate in contemporary reality strategy?
- 5) What is the political projections via animation cadres in the animation series "Simpson"?
- 6) Analyzing The advertising Video clip of nominating Donald Trump for the presidency entitled "Donald Trump will destroy America".
- 7) Are there is emergence and development of advertising animation film as a political motivate in the management of disaster and crises?
- 8) What does it mean the emergence of state symbols in the American animation film as a political motivate in the contemporary reality strategy?
- 9) What does it mean The Expressing about the USA presidential headquarters, "the White House"?

- 10) How many facts are expressing about American presidential elections in animation film? 11- Are the National Security Agency (NSA) is Spying on American citizens the reality or just imagination in animation film ?
- 11) What is really about the American War on Afghanistan and Iraq?
- 12) What The New facts about the deleted episode of the Simpsons series entitled "Trump and Obama and Dash"?
- 13) Analyzing and comparing between the Advertising animation Video clip entitled "He's Barack Obama.. He's come to Save the Day", and The advertising Video clip of nominating Donald Trump for the presidency entitled "Donald Trump will destroy America". And what the real American impression of both presidents," Obama" and" Trump"and how both of the Advertising animation Video clips succeed in expressing that?
- 14) Time limits: 2000- until now2021
- 15) Spatial borders: America & Egypt and other Arab countries.

Introduction

This research is divided to several axes about the role the animation film as a political motivate in contemporary reality strategy, as the following:

The first axis: the role of "Cultivation Theory" in advertising animation film via multimedia

The second axis: The emergence of state symbols in the animation film as a political motivate in contemporary reality strategy

Political projections on cartoons in the animation series "Simpson"

Political projections on advertising animation cadres

The third axis Political projections on advertising animation cadres

- The Arab presidents and judgments especially appear to be forced In the future to see everything broadcasting in the United States from Hollywood movies and also animations, because they offer an up dative picture of what happens in the United States, and in the world in The near future?

The forth axis : Political projections on cadres in the animation series "the Simpsons"

- The series of animation "Simpson" as a political motivate in contemporary reality strategy

- Monitoring the political projections via animation cadres in the animation series "Simpson"

- The advertising Video clip lyric of nominating Donald Trump for the presidency entitled "Donald Trump will destroy America"

The fifth axis: The emergence and development of advertising animation film as a political motivate in the management of disaster and crises

The emergence of state symbols in the American animation film as a political motivate in the contemporary reality strategy

The Expressing about the USA presidential headquarters, "the White House" and how to make decision in animation film as a political motivate in contemporary reality strategy

The sixth axis: Expressing about American presidential elections in animation film as a political motivate

The seventh axis :the Expressing about presidential elections, cheating methods and manipulation

The Expressing about Spying the National Security Agency (NSA) on American citizens in animation film as a political motivate

The eighth axis :The American War on Afghanistan and Iraq

The New is the deleted episode of the Simpsons series entitled "Trump and Obama and Dash"

The ninth axis: Video clip entitled He's Barack Obama He's Come to Save the Day

The Video clip lyric entitled "He's Barack Obama .. He's Come to Save the Day".

The first axis: the role of "Cultivation Theory" in advertising animation film via multimedia

It is appeared the role of "Cultivation Theory" in advertising animation film via multimedia . as Cultivation Theory depends on project cultural indicators, which searches in three following elements: the media production, the images beliefs, ideas and symbols introduced in the media content ,and the relationship between receiving the cinema messages and audience behavior.as Cultivation analysis differ between three levels heavy receiver average receiver ,little receiver

So Multimedia role in forming mental images. The media for many people are the main source of the formation of public opinion and therefore the world, which is lived by many people- according to "Lipman"(1922) and" adlman "(1988)- is a reality that is formed based on the interpretation of news .as"Lipman" has called " A counterfeit environment", and told "the media form the image of the world in our

minds, and in the different areas of most important of it : the image of foreign countries, the image of the peoples and certain groups, the image of certain issues, the image of candidates in the elections, and the formation of expectations on certain events."



Figure (1) explains several cadres from the film " The Year In Crazy", production: Mark Fiore Industries, Inc. year: 2014, Voice of Characterizations: Ray Lin, Stephanie Riggio, John Taylor

The second axis: The emergence of state symbols in the animation film as a political motivate in contemporary reality strategy

- Political projections on advertising animation cadres

When dimensions, objectives and political projections disappear from animation art. It shows The dangerous of advertising animation film, which directly affects the small kid mentality, which is a fertile soil to grow many ideas, which many use it widely in political and intellectual areas, and also many organizations and intellectual bodies use it to broadcast many its deadly propaganda Scenes via attractive scenes to get attention of many viewers towards them.

As the article in the Online Shorouk magazine, entitled "The world leaders have to watch" Tom and Jerry, "and" Pink Tiger "and the series of animation" Simpson ", which

has been predicted for 16 years with being Trump the president of America! So I'll compare and analysis the political projections on animation cadres in both: animation video clip entitled" He's BARACK OBAMA... He's come to save the day", and series animation "Simpson".

- Political projections on cartoons in the animation series "Simpson"

In this regard, the researcher deals with this series particularly because its future expectations motivate the contemporary political reality through two axes: first axis as a political motivate in the contemporary strategy, and the second axis: monitoring political projections via the series cadres.

The third axis Political projections on advertising animation cadres

- The Arab presidents and judgments especially appear to be forced In the future to

see everything broadcasting in the United States from Hollywood movies and also animations, because they offer an up dative picture of what happens in the United States, and in the world in The near future?

The forth axis : Political projections on cadres in the animation series "the Simpsons"

- The series of animation "Simpson" as a political motivate in contemporary reality strategy

As for the Simpson family, ""The Samsons"called in the arabic version""omer Shamshons", "The character of "Simpson Jay Homer" and famed by" Homer" is a fake character and the hero of the animation series of the Simpson family, the series subject that Homer family-with the strange yellow to attract attention- consists of Homer,the father and his wife"marge,and three kids: Bart& lisa& Maggie. He was working in The nuclear power station "Serenfield" and Homer embodies the American moderate class. acting his voice:" Dan Castellaneta".For the first time on television, he appears with the rest of his family, in a short film entitled "Happy night" on April 19, 1987, the character of "Homer"is designed by Paintsit, "Matt Groening" while he is waiting in James L. Brokks'office hall "After its appearance for three seasons on Tracey Uliman channel, then Fox channels network get the right of publication this series to that chain and presented its first episode on 17 December 1989. Fox company has owned the official sponsor of " The Simpsons" seriesUntil year 2082.



Figure No. (2) illustrates the image " Matt Groening With puppets of cartoon Simpson character,"

- Monitoring the political projections via animation cadres in the animation series "Simpson"

The American elected President- Trump has appeared in several episodes as a famous financial character but further appeared in the 30th episode of his candidacy for the United States presidency in the animation series" Simpson "entitled:" Bar to The Future "on 17 March 2000 and I have seen the episode which related with his campaign, the strange thing is that the scenario of Trump entry to the conference hall is match 100% with his entry into the cartoon series " The

Simpsons ". All the scenes appeared in this cartoon episode before several years it has been embodied on the reality with the accurate details, like the clothes, the presence location, the surrounding characters, his movements and the speech he said. And we understand that those who control the United States from a particular place are planning events for many years before they occur - before the War of Iraq, Afghanistan and the financial crisis, and before the presence of smart phones, especially before the digital revolution.

Where the father "Homer" goes to the future to find the conference "Donald Trump" and he is presenting to the USA president in the press. After The country will lose her mind . As America will fall down in the rest of the rich trump family , which control America and the the world too. There is a little who remembered this laughing and reliable episode that remembered by Sky News and broadcasted the comic episode that was given to the episode writer, a great fame since the date of Donald Trump won the presidency.



Figure No. (3) explains several cadres from one of the Simpson Family episodes in 2000 predicted that Trump becomes the president and conformed with the scene in the contemporary reality after several years when Trump was already nominated to preside the United States of America In the late 1980s, Trump was recently nominated in 2016 and the usual tray scene in the Trump Tower, and finally after he become the President of the United States and the fears about his shocking statements.

Note that: it is Written "Trump :America you can be my ex-wife!"

In July 2015, Donald Trump is nominated for the presidency of the United States of America on the Republican Party - but no one get interested because no one believed, he

would win and he won on 2 November 2016. "Dan Grini" is one of the writers of Simpson episodes "the Serial hasn't no predictions and the author is not the actual ruler of the world and everything is trying from the series' team work to renew and keeping away from repetitions in his more than 500eposide and display political and humanitarian issues in a comedy way. The delivery of Trump presidential councils was warning to the USA .This vision is matching with that the Americans will become mad. "As in 2015 and after Trump's candidacy for the US presidential elections, a short sarcastic clip was issued:" Trump Tasting Voyage "as the clip shows Tramp goes down the electric staircase between a group of his supporters while one of them falls a sign . that is actually repeated at the beginning of 2016 during the Trump's elections Campaign, but the electric staircase scene is a famous scene in the Trump Tower. The clip shows the actual economic situation of the United States is now, and the very disastrous .

This is known that "The Simpson family series is "one of the most controversial series recently because her predication with future events before it occurred, like the events of September 11, t the Arab Spring revolutions, the invention of the iPhone, smart clock, three- dimensional printers, and finally the victory of the American president" Donald Trump

Some think that The Simpsons series display many mysterious predictions in the world of politics, medicine and even physics and terrorism. And everything is dominant, everything is controlled in us, our minds and in our plants, and its discoveries and in natural disasters and tell us sometimes what they intend to do and the world in a semi-sling.

The advertising Video clip lyric of nominating Donald Trump for the presidency
entitled "Donald Trump will destroy America"

Narration

No way you give me idea you have freedom to give a choice You don't you
have no choice

You have owner they own you

Video clip lyrics

Elope nineteen you come to take control

You take my IP but you can break my sole
Elope nineteen you come to take control
You take my IP but you can break my sole
You know ebola we need you not at all

Narration

Perhaps they have much money



Figure No. (4) illustrates several cadres from the Simpsons series, this following years:" 2012-2016-2020-2024-2028

The fifth axis: The emergence and development of advertising animation film as a political motivate in the management of disaster and crises

The Simpsons series predict with Ebola virus. in the 1997 an episode displayed about Ebola virus without having a relationship with the story of the episode, where the mother is introduced a book for her patient's son carrying his cover the phrase" Virus Ebola "and shows a sleeper monkey. It knows that the monkeys pointed out the accusing fingers for a long time therefore being carried by the virus and the origin of its spread. When the series team workers were asked about this, their response was that the disease was known since 1976 and renewed its

appearance in 2014. It was almost becoming a globally disease but it remained in West Africa.



Figure No. (5) illustrates several cadres from the Simpsons series

In the rest of the episode, "Bart" is a failed music, while his sister Lisa was the first president of the United States - nodes here to Hillary Clinton - after the President Trump, who left the country in a bad financial position.as liza's dialogue :*"We inherited a critical situation."* When Lisa asked, her secretary – the president's Secretary of the United States - " Fan Hoten" for the financial situation, and he answered her : *"we are bankrupt"*.



Figure No. (6) explains several cadres from one of the Simpsons episodes

The episode ends with Lisa's heroine the burden of the USA presidency after the failure of the trump's policy economically and also appears in another shot that Lisa friend -Mill House- - explained with a graph the unfortunate status that has been forced to take subsidies from China.



Figure No. (7) illustrates a cadre from one of the Simpsons episodes

And the absent reality of everyone that Trump has expressed its political ambition to reach the USA presidential chair in 1987, after one year the appearance of the first

episodes of the series " The Simpsons", and announced his candidacy since October 1999, to enter the USA presidential race for the first time in 2000. Candidated by A small American reform party. Some political analysts surprised his shares by winning Trump the USA presidency, nominated by the Republic party. As he appeared in The Simpsons series since 17 years in the 84-year-old in 2033, and he has brought to America a Sufficient crisis and broken finances in external debt and in the dependency of Europe, China and their subsidies. Grape. This scenario comes in contrast to the trump election campaign in which he is promised a maximum economic residence and restoration of America.

- The emergence of state symbols in the American animation film as a political motivate in the contemporary reality strategy
 - The Expressing about the USA presidential headquarters, "the White House" and how to make decision in animation film as a political motivate in contemporary reality strategy



Figure No. (8) illustrates several cadre from the Simpsons series

The sixth axis :Expressing about American presidential elections in animation film as a political motivate



Figure No. (9) shows several cadre from the Simpsons series

The seventh axis :the Expressing about presidential elections, cheating methods and manipulation cheating voting machine: the Episode 4 in Part 28, "Homer" the Main character P voted for Obama but votes is wrongly gone for " Jen Markin" and after 4 years and during the USA electoral events occurred the same thing in

Penslvania state that all The votes that were in favor of Obama went to his first rival "Med Trump Nei".



Figure No. (10) Explains several cadre from the Simpsons series

- The Expressing about Spying the National Security Agency (NSA) on American citizens in animation film as a political motivate

The scene of the Simpsons series in 2007 "Liza and Marg" was hiding afraid of the government tring to save their city from destroying. So liza is trying to warn her relatives about their conversations , because the government is spying on their conversation and it is not away that this spy is included all citizens.



Figure No. (11) explains several cadres of the Simpsons series, at the top cadres illustrate the dialogue that the USA government monitors the telephone talks of her citizens, and below the cadres illustrate by the employee who was working on the USA National Security Agency and explains this fact

It is mentioned that the series broadcasted via Fox News, proven the truth of his expectations for the future, making some say that it's a thoughtful plan for the

leakage of their plans in series and films .for two reasons, their huge numbers and the prohibition of communication between them except Hierarchy.

Also in Hollywood movies, which merged the reality into the computer graphic and optical illusion as in the " Terminator part II", "Judgment Day", in 1991 so some videos came online and on YouTube thought that the series team workers may be Illuminati. As The series "Simpsons" on the 20th century Fox television mention some political phrases as a United Nations debate, "system with any pay "I am high with capitalism".



Figure No. (12) explains several cadres from the Simpsons series

The eighth axis :The American War on Afghanistan and Iraq

The USA War was addressed in Afghanistan and Iraq . in one of the Simpsons series and volunteering in the US military. and what the american news agency told about the previous American president policy "Jorge bosh."

- The New is the deleted episode of the Simpsons series entitled "Trump and Obama and Dash"

In the special episode, which was displayed between 2004: 2008, "Trump" appears accompanied by a man from African assets called "Tommy". Tommy- which is similar to the Park Obama- speaks so afraid of something with Donald Trump. While Trump gives him two pieces of money category \$ 100, who is irritatingly and tremblingly in a scene that does not exceed 10 seconds .



Figure NO.(13) illustrates one of the scenes expressed a lot of hidden messages from a piggy bank - symbolizes that America may need in the future for China support- to the rest of the items in the background

- Drink bottle (wine) on the table, there is a small stamp with "Halal" in Arabic clearly !!
- The man in the background of the scene carries an Arab Islamic features the same as the dash's leader of Abu Bakr al- Baghdadi.
- It also appears in the background map for the Middle East and notes a red shooting arrow on the map and specifically on Syria or the recent dash's influence area

- On the shelf there is a small pyramid - one of the fishery symbols - in addition to two books with names of Arab countries suffer from dash's presence in its territory, they are "Libya" and "Yemen".

-There are some images in the background of the scene like "Homer in a hysterical case because of the frequent volatile money around him. And There is a picture of Liza behind the bars after being arrested.

The ninth axis: Video clip entitled "He's Barack Obama .. He's Come to Save the Day".

Barack Obama is the supernatural Hero as Super Man, which will achieve the impossible for America at the internal and external level in its international relations and the video clip shows the supernatural capabilities of Barack Obama.



Figure No. (14) explains several cadres from Video clip entitled
The Video clip lyric entitled "He's Barack Obama .. He's Come to Save the Day".

When darkness had descended all across the land

Alone voice in the distance uttered Yes! We can!

He gave good speeches Never sweat

He was real good at the internets

He's Barack Obama He's come to save the day

He passed a major stimulus for the Bourgeois

Then said he'd half the deficit he he! Ha ha!
 Stop unemployment! Market Dives!
 Fix healthcare in his spare time
 He's Barack Obama He's come to save the day
 He'll use his superpowers to win in Iraq
 Then kung fu chop the Taliban
 Ka- chow ! ka - cha! Ka- chow ! ka - cha!
 Our image in the world he'll mend Then make the Jews and Arabs friends!
 He's Barack Obama He's come to save the day
 Telephone is being called
 Officer : sir ,we got a situation Obama: piorates
 He'll spend the dough! Write the checks !
 Disregard the mounting debt! Stop the globe from getting warm!
 Fuel your car with nuts and corn! Leap a building!
 Run industry! Save a kitten from a tree!
 Fix the schools! Go to space!
 Stop a train ! wrestle bears!
 Smoke a butt! We don't care
 Cuz you're Barack Obama You've come to save the day!
 So just snap your fingers and fix the USA!
 YA YA YA



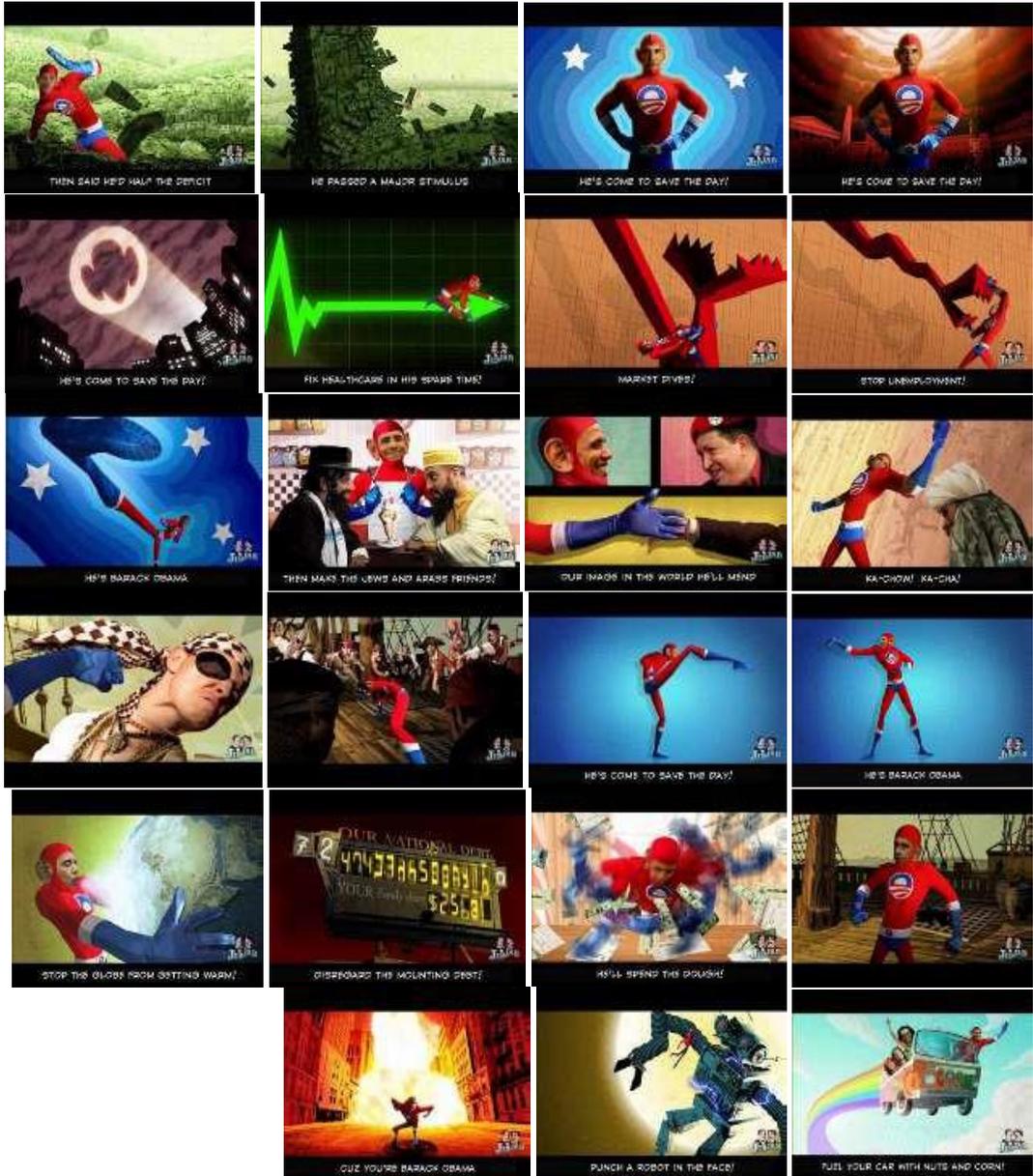


Figure No. (15) explains several cadres from Video clip entitled "He's Barack Obama .. He's Come to Save the Day".

Conclusion

By Analyzing and comparing between the Advertising animation Video clip entitled "He's Barack Obama.. He's come to Save the Day", and The advertising Video clip of nominating Donald Trump for the presidency entitled "Donald Trump will destroy America". And what the real American impression of both presidents, "Obama"and" Trump"and both of the Advertising animation Video clips succeed in expressing how Obama will be loved by Americans as a superhero, and that what happened when he became the American president. And all the right fears of Trump and how Americans are going to crazy.

Results& Recommendations

- 1) The important role of "Cultivation Theory" in advertising animation film via multimedia
- 2) The emergence of state symbols in the animation film as a political motivate in contemporary reality strategy
- 3) There is Political projections on advertising animation cadres ,as the animation series "Simpson"
- 4) The Arab presidents and judgments especially should be see everything In the future broadcasting in the United States from Hollywood movies and also animations, because they offer an up dative picture of what happens in the United States, and in the world in The near future?
- 5) The series of animation "Simpson" is as a political motivate in contemporary reality strategy
- 6) Monitoring all the political projections via animation cadres in the animation series "Simpson"
- 7) The future vision of The advertising Video clip of nominating Donald Trump for the presidency entitled "Donald Trump will destroy America"
- 8) The emergence and development of advertising animation film as a political motivate in the management of disaster and crises
- 9) The emergence of state symbols in the American animation film as a political motivate in the contemporary reality strategy
- 10) The Expressing about the USA presidential headquarters , "the White House" and how to make decision in animation film as a political motivate in contemporary reality strategy
- 11) Expressing accurately about American presidential elections in animation film as a political motivate, as: cheating methods and manipulation
- 12) The Expressing accurately about Spying the National Security Agency

- (NSA) on American citizens in animation film as a political motivate
- 13) The cruel American War on Afghanistan and Iraq
 - 14) The New facts about the deleted episode of the Simpsons series entitled "Trump and Obama and Dash"
 - 15) Advertising animation Video clip entitled "He's Barack Obama.. He's Come to Save the Day", shows how Obama will be loved by Americans as a superhero, and that what happened when he became the American president.

Note. This research is introduced as worksheet to publish my post- PHD researches in EJMS (European Journal of Multidisciplinary Studies) and for the International Continuous Online Conference "Recent Ideas and Research", organized Online Platform at the venue of Revistia Headquarter, Revistia Publishing, 11 Portland Road, London, UK on 17-18 September 2021

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The Dream in the Surrealist Work – The Poetics of the Unconscious and the Literature of the Fantastic

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Abstract

It is the poetics of the unconscious that stands at the foundation of the Surrealist behavior. The dream for the Surrealists became an art work in itself and an unattainable model of the unconscious creation. In both the dreams and the Surrealist works inspired by dreams, one can easily identify the poetical aspect. Breton derided those that did not consider the dream as naturally aesthetic and poetical. The Surrealists managed to create an oneiric style – that of the dream account. Even though there are several elements that lead to a poetical analysis of the works discussed here, this article however focuses on the most important and the most obvious: the fantastic and the uncanny. The dream opens up a limitless path to this literary genre. The oneiric uncanny and the literary uncanny have a unique fusion in the Surrealist works. It is the poetics of the unconscious that stands at the foundation of the Surrealist behavior. The dream for the Surrealists became an art work in itself and an unattainable model of the unconscious creation. In both the dreams and the Surrealist works inspired by dreams, one can easily identify the poetical aspect. Breton derided those that did not consider the dream as naturally aesthetic and poetical. The Surrealists managed to create an oneiric style – that of the dream account.

Keywords: Surrealism, fantastic literature, dream, strange, uncanny, marvelous, oneiric, irrational, unconscious

Introduction

The fantastic, the strange, and the uncanny

The Uncanny

What strikes the reader from the very first sentence of *Nouvelles Hébrides* (*New Hebrides*) by Robert Desnos or *Connaissances de la mort* (*Knowledge of Death*) by Roger Vitrac is precisely the irrational aspect in terms of language and the element of the fantastic in the action that unfolds suddenly in the story. What is termed as "irrational" or the refusal of logic in the Surrealist language equals the automatic writing or any other imitative method that attempts to reveal the unconscious.

However the artistic dimension we find in this method is not reflected only in the random musicality of the word combinations. Language, even the irrational one, leads us to images/figures that need not be meaningful in order to be successful. These images are caused by an exceptional emotional force, since they are the embodiment of our psyche. The plot, characters, and landscapes in the oneiric stories undergo bizarre metamorphoses. These transformations that record the tremblings of the soul are converted into artistic expressions. They have been analyzed by the psychoanalysis, even though in this article the approach will be aesthetic. The dream story is offered as a story of the fantastic. The general meaning of the *fantastic* refers to the contrast between the world that appears in dreams and the normal world. In opposition to the ordinary, to the banal, the flow of time, and the everyday reality, it represents the realm of the extraordinary. The fantastic makes the readers enter another world. The dream – which at times seems so near and at other times so far away – is seen as a different place, a place which reality cannot reach. In order to leave our world and to open up the doors to the world of magic, we should go to the other side, go over the threshold. Sleep always gives us the impression of having returned from a long journey in a place ruled by different laws. Literature, cinema, theatre, and the other arts also strive to reveal the existence of another universe:

« Il fait donc partie de Part du fantastique, de rendre manifeste cette altérité. [...] L'art consiste à savoir créer au-delà la différence pure, l'Autre total. » (Etienne Souriau, *Vocabulaire d'esthétique*, Paris, Quadrige / PUF, 1999, p. 730)

"The fantastic, then, aims at revealing this otherness. [...] Art consists in knowing how to create, beyond the pure difference, the total Other." (Etienne Souriau, *Vocabulaire d'esthétique*, Paris, Quadrige / PUF, 1999, p. 730)

In its spontaneity, the dream "transposes" people, without their own volition, into another place, which is at the same time their psychic, inner side. The similarity between the dream and the art of the fantastic is obvious and both of them are pervaded by their illusory nature.

« Il se réveilla et s'aperçut que ce n'était qu'un rêve ; ou deux infirmiers surgissent et rattrapent le fou évadé, qui montre que rien n'était vrai dans son délire ; ou tout s'explique par des machineries, des souterrains truqués, des passages secrets. Ce n'est pas là du fantastique, c'en est l'effet illusoire. Il faut opposer à cela le fantastique supposé diégétiquement réel, et dont l'existence est admise comme règle de jeu. » (Ibid., p732)

(He woke up and realized that that was just a dream; in which two nurses appear and catch the escaping madman, who reveals that nothing was true in his delirium; where everything is explained by machines, by fake subterranean tunnels, secret passages. We are not dealing here with the fantastic but rather with the effect of the illusion. We should oppose to this the fantastic, which is diegetically real and whose existence is accepted as a rule of the game.). (Ibid., p.732)

Methodology

The basic methodology of this paper is the analysis. The very nature of surrealist texts requires a detailed analysis, as well as a comparative perspective. Analytical methodology is associated with a synthetic one. The study would not have achieved its goal if it had not risen to critical conclusions, which are the fruit of syntheses.

Discussion

One thing should be made clear from the start: in this article we shall deal with the oneiric fantastic, keeping in mind that that is indeed a dream and that its world is imposed as a real one for the dreaming man, much as the diegetic world is imposed as a real world on the reader. While dwelling on the specific characteristics of this aesthetic category, it can be said that the fantastic – according to the specific diegetic situation – is subdivided into the accepted fantastic and the *ambiguous fantastic*. Todorov came up with a new definition by adding two other categories: the uncanny and the marvelous. This comparative approach refers to Todorov's theory. The fantastic is an inexplicable element, which puts into question every kind of knowledge. The fantastic can be accompanied by the fascination or the anxiety. The dreaming man is distressed when the dream surprises them with its irrationality. At times the oneiric supernatural is not perceived as such. In some cases it can be accepted by the sleeping people as something normal. That is the reason why people do not have only dreams of anxiety and wonderment, even when the dreams are essentially irrational.

There is a difference between the reader and the dreamer. The reader is subjected to the reading activity; yet, whatever his emotional reaction, he is aware of the reading act. The sleeping person is the "victim" of his creation and his situation is dramatic because he believes that which he sees. We should not forget that the dreamer is the future author of the dream account or the artistic work inspired by the oneiric experience. Apart from the extraordinary images, they also take advantage of the unique sensations created by the situations in which they are the protagonists. In most of the fantastic dreams a feeling of wonderment is produced. This might happen during the whole dreaming process, or in the waking moments, or even when fully awake, as soon as people become aware of the oneiric nature of their past experience.

Accepting the fact that an experience is just a dream is not always reason enough to ignore the strong feelings induced in us by its fantastic or marvelous character. When reading a literary work belonging to the genre of the fantastic the reader experiences a condition of suspense as if vicariously living that experience. In certain temperaments the dreams and art continue to have an influence and to stick in their minds until the day after and even much longer. Because of this kind of influence, both the dream and the literary work have the same aesthetic demands. Several questions might be raised at this point: Can the dream be a miniature literary work? Can it only serve as the inspirational raw material for the future artistic work? Or could it be that it is superior to any form of voluntary creation? It is often thought that the Surrealists

were trying to find evidence for the last option, that they probably took advantage of the second option, and that the first one sums up all their revolutionary endeavors. The three options somehow fuse with one another. We can never ignore the mechanisms of our unconscious, the visions and the reactions produced by life, as well as the libido, the sexual energy that drives life. On the other hand, the role of dreams in the artistic creation is undeniable. Our questions might be given an answer if we follow the theory of the fantastic. The topic of the genre of the fantastic was treated by Todorov in his 1970 *Introduction à la littérature fantastique (Introduction to the Literature of the Fantastic)*:

«Le fantastique [...] ne dure que le temps d'une d'hésitation: hésitation commune au lecteur et au personnage qui doivent décider si ce qu'ils perçoivent relève ou non de la « réalité », telle qu'elle existe pour l'opinion commune. [...] Le fantastique mène une vie pleine de dangers, et peut s'évanouir à tout instant. Il paraît se placer plutôt à la limite de deux genres, le merveilleux et l'étrange, qu'être autonome.» (Tzvetan Todorov, *Introduction à la littérature fantastique*, Paris, Seuil, 1970, p.46)

The fantastic [...] only lasts as the period of hesitation: common hesitation for both the reader and the character who need to decide whether what they perceive is a part of the reality or not, as reality is generally perceived by common belief. [...] The fantastic leads a life full of dangers and can evaporate at any moment. It seems that, rather than being autonomous, the fantastic is placed at the borderline between two genres, the marvelous and the uncanny. (Tzvetan Todorov, *Introduction à la littérature fantastique*, Paris, Seuil, 1970, p.46)

The dreaming person is often subject to hesitation. He is taken by surprise in those circumstances which put him face to face with the unusual. Failing to know which world he belongs to and out of the fear of the unknown, he falls into anxiety. This would be the case of the fantastic dream.

For Todorov, there exist two other possible tendencies: that of the supernatural explained ("the uncanny") and that of the supernatural accepted as supernatural (the marvelous). The uncanny occurs when the natural laws are able to explain irrational elements. The marvelous occurs when we cannot explain different phenomena any longer through the natural laws and thus we have to accept the creation of a new relationship with the world. The fantastic corresponds to that moment of hesitation when we do not know whether or not there exist new laws, that is, the borderline between the uncanny and the marvelous and we do not succumb to the pressure of either of the two categories. If we define a specific phenomenon as either uncanny or marvelous, that means that we have left the realm of the fantastic.

If the dreaming person, in spite of the irrationality, does accept the oneiric world, being unconsciously aware that they are dreaming, then we are in the realm of the uncanny. If they cannot separate dream from reality, if they only know the oneiric reality, then we are in the realm of the marvelous. In these types of dreams people believe in the "marvel" that lasts until they wake up. We meet dead people, we fulfill

impossible deeds going beyond temporal, spatial, or bodily limits. If the dreaming person cannot make out whether what they are experiencing is a dream or not, if in their minds only the anxiety of the unknown reigns, then we are in the realm of the fantastic. According to Todorov, the fantastic is less dependent on the supernatural events than on the way it is accepted by the characters and the reader. There exists nothing outside which has the power to overturn the everyday life, it is rather the everyday life that allows itself to be turned upside down.

The supernatural that is accepted as supernatural is the marvelous. The supernatural that is explained is the uncanny. The rules of logical reasoning do not play the same role in the unconscious. What occupies a prominent place here is the relationship between the living and the dead. There exists no distancing between the two poles: the dead and the living; dead or living? Living-dead ... How can death have such a powerful influence? Nothingness and the void find a place of support in the dead body, in the lethal condition. That is what causes anxiety according to Freud. There is a breach, an indecision that disturbs the logic as well as the feelings. Man feels a general sense of discomfort. This condition (which is the most widespread under these circumstances) goes against the rational logic: most dreams are based on it and it is indeed rare that a work of the fantastic not deal with it. Art is equivalent with something disturbing. The dream can express a deep disturbance, which lasts until the awakening. The irrationality of the dream compels people to translate their emotions through the account of the dream. According to the Freudian theory, the origin of the uncanny is the childhood years and the psychical life. The fantastic and the marvelous are directly connected to the psyche, the source of all images that are to be found in literature.

Oneirism is fundamental in literature, as it is with most arts. If the dream is composed of a suppressed desire, then, arguably, art is the fulfillment of that desire. However, that which is frightening in literature cannot be compared to the nightmares. Dreams have a "real unreality", that is, a reality which is experienced as authentic. In a written story, the emotion is reduced for both the writer and the reader. The authors exert an influence on the readers by sharing their dreams with them and by "cleansing" themselves from their nightmares. At times it is not a matter of nightmares but of serious mental disorder: the dream can be an expression of madness. Freud analyzed the sleep products of his patients in order to come to universal rules about the human psyche. The Surrealists worshiped the fatality, the behavior and freedom of the madman. It was probably the Surrealists that changed the social status of a category of unjustly persecuted group of people, who were hitherto scorned and marginalized. In the fantastic one always finds someone that is suspected of mad behavior: the author, the character or, even, strangely enough, the reader. The Surrealist writers also try to "compromise" the readers, forcing them to ponder on the question of the existence of normalcy, or by forcing them to psychically take part in the "game" (for example by creating in them the feeling of suspense).

Writers of the fantastic have been seen as wavering between the limits of madness and artistic mastery. Thus, it is not easy to say whether Edgar Allan Poe was a genius or it was his madness that led him throughout. The irrationality that was the basis of the Surrealist circle caused a series of debates by their contemporaries, many of whom even questioned the Surrealists' mental state. The rational-irrational duality, for all the relativity of the binomial opposition, has dramatically dominated our world for quite a long time. The traces or the images of the unconscious merge and are reflected in the fantastic work. The writers of the fantastic have always found inspiration in dreams or hallucinations induced by alcohol, drugs, etc. That which was once placed under the category of the evil and the dark, now is placed under the sign of the unconscious.

Man would thus have a limited view of the world, would have a hidden and elusive side. How can we go beyond this limited view of the world? How is that possible? We have to disturb our usual perceptions in order to discover a new reality. This is possible through the night experience and the writing of desire, which transcend the narrow frame of the predetermined representations.

The analogy between the fantastic and the oneiric causes the ambiguity of the notions of the real and the "unreal". If we are transcending the real situation, what are we then still "retaining" from the real? It is precisely this insecurity that causes anxiety in people. Release from this anxiety is only made possible through the writing process. The romantic irony entails the denial of an absolute and definitive reality of the world: being in another place by immersing and losing yourself in another world. This other world which is perfectly embodied in the dream, leads us to the unknown where the feeling of fear prevails. It is the supernatural atmosphere that is being created rather than the feeling of fear that is valued by the Surrealist writer. The writer of the fantastic and the Surrealist writers are drawn to whatever is forbidden by the logic or morality. The definition that Freud gives of the dream is of use here. The fantastic, similar to the dream, represents a rupture of the codes and the norms. In many aspects, the art of the fantastic and the Surrealist art emphasize the same demands. The ambiguity that is characteristic of the dream permeates throughout the fantastic as well; unless there is ambiguity, we are then in the realm of either the uncanny or the marvelous. As soon as we have chosen either of the two, we have left the realm of the fantastic. The essential ambiguity in dreams follows the same rules. The dreaming person does not know whether this is a marvel or whether the world is unfolding before them in a different way. They do not know whether they are dreaming or whether that was their only reality. However, upon waking up everything is made clear: "It was a dream", just as the reader can go back to reality by saying: "It was just a book!"

The main interest lies in instilling powerful impressions on the reader. In Kafka's *Metamorphosis*, in which Gregor believes that he has experienced a dream, the sudden event of the supernatural surprises the reader from the very start. It is not the

ordinary that moves towards the supernatural but rather the uncanny that moves towards its ordinariness. The more the novella progresses, the more the readers adjust themselves to it. Little by little the uncanny becomes possible. The irrational is viewed as truth and the fantastic closes in on itself. And this is the only world that exists. It has its own coherence, laws, and existence. The world in a literary work relates to the fantastic. The fantastic and the dream are represented as a specific form of reality. The reality of the literary character is the diegetic reality and the reality of the sleeping person is the reality of the dream itself. Thus, as soon as it is placed in its own context, each of these realities follows its own laws. There exists an essential relationship between the fantastic and the dream. Most of the fantastic works are dream projections. The theme of Frankenstein sprang from a dream: the vision of a scientist that thoughtfully looks on the creature that he has just created. Generally, the story of the fantastic relies to a large degree on the individual viewpoints. The author's personality is projected onto the character that they have created. Through the process of writing they give life to a dreamt being, to a vision. The night awakens another perception of the world: a mental projection. This may be seen as a matter of perspective: a new view on the world and the text that is transformed alongside with the world.

Conclusion

The image that is being created can be placed at the same level with the real. This image claims to have the status of reality, since it has no pre-existing models. According to Todorov, this is linked with the presence that comes as a result of the absence. Etymologically, the word *image* derives from the Latin word *imago*, which means *presentation/representation*, which represents thus a likeness to a real object. Yet, the word *image* means *fantasy* in Greek, that is, the image is not based on reality. There is no pre-existing model in the real world. The fantastic therefore is closer to this second definition of the word.

The storyteller might have dreamt or imagined everything. Hence his insecurity, his hesitation: "Can I tell this? / Am I sure about it?" Is the author, therefore, trying to find assurances about the existence of reality or is he content with the *vraisemblance* (*verisimilitude*)? His constant challenge and his dilemma – which in all likelihood is not to be solved by either the author or the reader – is precisely the hesitation, the vagueness, and the desire for abstraction from an inadequate and unacceptable reality.

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Islamic Bank and Traditional Bank: Two Different Concepts

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Abstract

The quick growth of Islamic banking products and services in the past four decades is undisputable in financial world today. Recent figures show that Islamic banking assets with commercial banks globally standing at \$1.7 trillion in 2013, suggesting an annual growth of 17.6 percent over last four years (World Islamic Competitive Report, 2013). Although the development of Islamic finance is still young compared to conventional, but by looking at its current asset value, there is a big hope that it will continue to experience spectacular growth more than conventional finance in the future.(Bidabad, Bijan, and Mahmoud Allahyarifard. 2019). In promoting justice and fairness involved in any transactions has captured financial institutions in many countries, and not only limited in Muslim countries, to transact many of its financial product and services based on *Shariah principles*. However, we know little about the development of financial banking in the west region and even such studies were undertaken, the scope of investigations are limited by focusing only on the challenges, opportunities, problems and regulations of Islamic banking faced in Western countries where each are separately studied. Thorough investigation on the development of financial banking that covers all facts such as development of financial institutions and what type of product they offered, regulation reforms, government support level, the performance market share, asset growth and etc., as well as problems, challenges and the future of Islamic finance, is somewhat untapped in west region. Realizing this, therefore, left a significant room for us to discuss in the current paper and we have our convictions that this study is crucial to facilitating better understanding of what lies in the between of Islamic banking towards its development since consumer acceptance, regulations,

profitability and other relevant issues vary significantly across market and what more in Western countries.

Keywords: Islamic bank, financial institutions, Islamic finance

Introduction

Islamic finance is a phenomenon that is becoming more and more known in the world financial markets. The beginnings of the application of Islamic financial policies are from the Middle East. Islam does not distinguish between religion and the state and similarly not between religion and business. Rather, everything is regulated by Sharia (Chong & Liu, 2009). A principle from Sharia, in the context of Islamic banking, is to maximize well-being human and reduction causes (Iqbal, 2014). The main principles of Islamic finance are that:

- Wealth must be generated from legitimate trade and asset-based investment. (The use of money for the purposes of making money is expressly forbidden.)
- Investment should also have a social and an ethical benefit to wider society beyond pure return.
- Risk should be shared between the bank and the customer.
- All harmful activities (haram) should be avoided

The prohibitions

The following activities are prohibited:

Charging and receiving interest (*riba*) The idea of a lender making a straight interest charge, irrespective of how the underlying assets fare, transgresses the concepts of risk sharing, partnership and justice. It represents the money itself being used to make money. It also prohibits investment in companies that have too much borrowing (typically defined as having debt totalling more than 33% of the firm's average stock market value over the last 12 months). Investments in businesses dealing with alcohol, gambling, drugs, pork, pornography or anything else that the Shariah considers unlawful or undesirable (haram).

Uncertainty, where transactions involve speculation, or extreme risk. This prohibition, for example, would rule out speculating on the futures and options

markets. Mutual insurance is permitted if it is related to reasonable, unavoidable business risk. It is based upon the principle of shared responsibility for shared financial security, and that members contribute to a mutual fund, not for profit, but in case one of the members suffers misfortune.

Uncertainty about the subject matter and terms of contracts this includes a prohibition on selling something that one does not own. There are special financial techniques available for contracting to manufacture a product for a customer. This is necessary because the product does not exist, and therefore cannot be owned, before it is made. A manufacturer can promise to produce a specific product under certain agreed specifications at a determined price and on a fixed date. Specifically, in this case, the risk taken is by a bank which would commission the manufacture and sell the goods on to a customer at a reasonable profit for undertaking this risk. Once again the bank is exposed to considerable risk. Avoiding contractual risk in this way, means that transactions have to be explicitly defined from the outset. Therefore, complex derivative instruments and conventional short sales or sales on margin are prohibited under Islamic finance.

The permitted

As mentioned above, the receipt of interest is not allowed under Shariah. Therefore, when Islamic banks provide finance they must earn their profits by other means. This can be through a profit-share relating to the assets in which the finance is invested, or can be via a fee earned by the bank for services provided. The essential feature of Shariah is that when commercial loans are made, the lender must share in the risk. If this is not so then any amount received over the principal of the loan will be regarded as interest.

There are a number of Islamic financial instruments mentioned in the Financial Management syllabus and which can provide Shariah-compliant finance:

Murabaha is about financing with the commission, which is often used to finance trade (Chong & Liu, 2009). Basically, the bank buys an asset for the customer and sells it to him with a commission, either with this or with a single free (Mansour, BenJedidia, & Majdoub, 2015; Oslon & Zoubi, 2008). *Murabaha* is a form of trade credit for asset acquisition that avoids the payment of interest. Instead, the bank buys the item and then sells it on to the customer on a deferred basis at a price that includes

an agreed mark-up for profit. The mark-up is fixed in advance and cannot be increased, even if the client does not take the goods within the time agreed in the contract. The bank is exposed to business risk because if its customer does not take the goods, no increase in the mark-up is allowed and the goods, belonging to the bank, might fall in value. (Bidabad, Bijan, and Mahmoud Allahyarifard. 2019)

Ijara financing is comparable to a traditional financial leasing contract (IFRS, 2010; Warde, 2000). *Ijara* is a lease finance agreement whereby the bank buys an item for a customer and then leases it back over a specific period at an agreed amount. Ownership of the asset remains with the lessor bank, which will seek to recover the capital cost of the equipment plus a profit margin out of the rentals payable.

"Mudaraba" is a contract entered into between a party providing funding and an expert party contributing to knowledge (IFRS, 2010; Al-Hares et al., 2013). *Mudaraba* is essentially like equity finance in which the bank and the customer share any profits. The bank will provide the capital, and the borrower, using their expertise and knowledge, will invest the capital. Profits will be shared according to the finance agreement, but as with equity finance there is no certainty that there will ever be any profits, nor is there certainty that the capital will ever be recovered. This exposes the bank to considerable investment risk. In practice, most Islamic banks use this as a form of investment product on the liability side of their statement of financial position, whereby the investor or customer deposits funds with the bank, and it is the bank that acts as an investment manager.

Musharaka is a joint venture or investment partnership between two parties. Both parties provide capital towards the financing of projects and both parties share the profits in agreed proportions. This allows both parties to be rewarded for their supply of capital and managerial skills. Losses would normally be shared on the basis of the equity originally contributed to the venture. The difference in the *mudaraba* contract lies in the fact that with a *musharaka* all partners have the right to manage the capital in order to maximize profits (Iqbal, 2014). The *musharaka* contract is seen as the most Islamic way of financing as risks and benefits are shared fairly (Wilson, 1997).

'Sukuks' are comparable to conventional bonds or commercial papers as they are certificates of possession of an asset and can be traded in secondary markets (Iqbal, 2014; Khan, 2010). Because they involve a tangible asset, they are often used in lease

agreements and constitute a securitization of the underlying asset (Ariff & Lewis, 2014; IFRS, 2010). Sukuk is a debt finance. A conventional, non-Islamic loan note is a simple debt, and the debt holder's return for providing capital to the bond issuer takes the form of interest. Islamic bonds, or *sukuk*, cannot bear interest. So that the *sukuk* are Shariah-compliant, the *sukuk* holders must have a proprietary interest in the assets which are being financed. The *sukuk* holders' return for providing finance is a share of the income generated by the assets.

The cash flows under some of the approaches described above might be the same as they would have been for the standard western practice paying of interest on loan finance. However, the key difference is that the rate of return is based on the asset transaction and not based on interest on money loaned. The difference is in the approach and not necessarily on the financial impact. In Islamic finance the intention is to avoid injustice, asymmetric risk and moral hazard and unfair enrichment at the expense of another party.

Advocates of Islamic finance claim that it avoided much of the recent financial turmoil because of its prohibitions on speculation and uncertainty, and its emphasis on risk sharing and justice. That does not mean, of course, that the system is free from all risk (nothing is), but if you are more exposed to a risk you are likely to behave more prudently.

The Shariah board

The Shariah board is a key part of an Islamic financial institution. It has the responsibility for ensuring that all products and services offered by that institution are compliant with the principles of Shariah law. Boards are made up of a committee of Islamic scholars and different institutions can have different boards. An institution's Shariah board will review and oversee all new product offerings before they are launched. It can also be asked to deliver judgments on individual cases referred to it, such as whether a specific customer's business proposals are Shariah-compliant. (Abou-Zaid, A. S., & Leonce, T. E. 2014).

The demand for Shariah-compliant financial services is growing rapidly and the Shariah board can also play an important role in helping to develop new financial instruments and products to help the institution to adapt to new developments, industry trends, and customers' requirements. (Ahmad, Z. 1994).

The ability of scholars to make pronouncements using their own expertise and based on Shariah, highlights the fact that Islamic finance remains innovative and able to evolve, while crucially remaining within the bounds of core principles.

Methodology

In these things are affected by the first sources, intertwined and with the second sources adapted by Wikipedia and various articles on the Internet, depending on the selected topics. The study is installed through the explanation of analytical analysis, and indeed quantitative analysis to have reached statistical results and conclusions.

Discussions

The goal of this master thesis is to test whether there are differences between performance of conventional and Islamic banks. A main point of this thesis is the risk level of both banks which certainly the Islamic bank offers a higher level of security to the clients by minimizing the risk. In connection with the beginning of this section, it would be important to investigate Islamic financing contracts as such in further research, to examine why the financial performance of traditional and Islamic banks is often similar. All ethical considerations aside, the financial performance of Islamic and traditional banks as such is largely similar. However, they perform significantly differently from each other in each dimension. Consumers need to understand which features put the emphasis. In case they favor banks that generate high income, they should choose a traditional bank. However, if they place more value on a high liquidity, they should choose an Islamic bank. Regarding the title of this paper it can be concluded that the performance of a bank varies depending on which banking system it belongs to.

Conclusions

Islamic banking services are a growing phenomenon. Islamic banking services are similar to those of traditional banks or as some critics argue it is copying the traditional model but claiming it is more ethical to use as credible Muslim clients. The problem with this topic is whether the two types of banks differ financially. According to critics, there may be times when Islamic banks perform better. (***Akhtar, M. F., Ali, K., & Sadaqat, S .2011***). Therefore, customers would prefer an economic incentive rather than religious opinion to choose an Islamic bank. During this study, the

question arises to what extent the dimensions of bank performance and determinants of financial performance differ between Islamic and traditional banks. To answer this question, three sub-questions were formulated.

The results show that traditional banks outperform Islamic banks. Islamic banks are more liquid and perform better in an efficiency indicator, but traditional banks prevail in terms of credit profitability and risk. Although it is argued that Islamic banks duplicate traditional banking products, the performance of both types of banks in relation to each dimension is unique.

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The Challenges of Small Medium Enterprise in the Implementation of the New Fiscal Package in the City of Vlora

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Abstract

Fiscalization is the best form of reducing informality in Albanian economy. The actual economic situation in our country according to the literature review and the implementation of a new fiscal package (fiscalization) in front of economic hardship, infrastructural and social difficulties faced by businesses. In this paper we focus on the problems and the difficulties faced by businesses (Small and Medium Enterprise) in the region of Vlora during the fiscalization and implementation of the new fiscal package. Problems such as liquidity, financial problems, lack of knowledge, equipment and use of computer equipment necessary to implement the new fiscal package will be the main aim in this paper. Another problem is how prepared are SME in the implementation of the new package, how prepared are the operational staff like accountant and financial assistant, what training and professional training do they have regarding the correct implementation of the new fiscal package. In this paper are identified these problems by concluding in concrete recommendations regarding the effective implementation of fiscalization by entities. In order to analyze the process of processing and reporting information on the readiness of businesses in the implementation of the new fiscal package, a survey was conducted in the economic units that operate in the city of Vlora. It was not possible to extend to a wider area due to pandemic situation in which it finds itself, trying to draw a valid and realistic conclusion for the businesses SME in Vlora. This survey is in the form of a questionnaire. Hypotheses will be developed about the variables under consideration. To test our hypotheses in this study was used a quantitative research method.

Keywords: Fiscal package, Financial Reporting, Tax Reporting, Fiscalization.

JEL classification: M40, M41, M48, K34, H25, H26

Features of the Political Communication in Recent General Election Campaigns in Albania

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Abstract

This paper aims to discuss some of the main specifics of the political communication in recent general election campaigns in Albania. The purpose is to determine features that relate to variables such as the electoral system, electoral campaign rules, political party system, local political culture, socio-political situation in holding of the election etc. The experience of elections in Albania, has often worsened the already tense conflictual climate between the political parties and caused the polarization of the electorate. Election campaigns were characterized by the frequent use of derogatory rhetoric directed to political adversaries, increase of the populist tone of the political discourse, lack of televised debates, and they focused mainly on quips and clashes, rather than on the electoral political programs, etc. But in addition to that, it has become clear that there is an influence of the contemporary electoral western practices, especially of the electoral campaign model of the USA. So, there are also other factors that influence the political communication i.e., the increasing role played by the electoral polls and the role played by hired foreign experts of strategy and communication. They produce other features of the political communication such as: the increase of the profile and the personalization of party leaders, and a new role and influence of a complex media structure. The paper is based on the theoretical context of the Americanization of the electoral campaign (Swanson & Mancini), the evolution of electoral campaigns (Norris), etc. In the triangle of political actors-media-audience (McNair) the paper aims to present some characteristics of the political communication in an electoral campaign in Albania. In addition to the study of literature regarding some of the specifics of the Americanization of electoral campaigns; the study of some of the features of the political communication in the latest electoral campaigns in some developed western democracies; the paper is based on the content analysis of the discourse of political party leaders in the written press (several daily newspapers were monitored, covering the period of one month before the election day). Lastly, conclusions are drawn on the commonalities and specifics of the electoral political communication in developed western democracies.

Keywords: electoral campaign, political communication, party leader, media, specifics features, comparison.

Psycho-social consequences in coping with breast cancer: Case of patients and family members in Albania

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Abstract

Health care institutions around the world are continuing to face unprecedented clinical and operational challenges as a result of the impact of the COVID-19 Pandemic. While some countries have almost stopped breast screening and diagnostics, other hospitals of different countries treat patients who need urgent care. Unfortunately, breast cancer is one of the leading causes of morbidity and mortality for women worldwide, not forgetting to mention the psycho-social consequences in coping with breast cancer. The objectives of the study are as follows: 1: To explore the personal and emotional life of women before being diagnosed with breast cancer, their lived experience during this period, including the Pandemic period; 2. To identify the most important stages during the diagnosis of the given disease; 3. To identify the psychosocial condition of women with breast cancer during diagnosis and the psychological condition of family members; 4. To evaluate the impacts that these women have experienced in their lives, life habits, family ties (between husbands, parents-children). The aim of the study is to identify the psycho-social consequences in coping with breast cancer. The interviewed women, who managed to survive, revealed their personality and showed whether it influenced the recovery of the disease and its stages. Survivors reported stories of positive and negative changes accompanied by suspicion and fear as well as the renewal of various relationships and priorities. There have been reports of anger towards God and other people, stories of deep faith but also stories of altruism. As they struggled to understand the nature of breast cancer, they had to at the same time face the fear of being affected by a possible death from the disease. In addition, they are faced with the big dilemma of what to do with their physical appearance as well. When active treatment for breast cancer ends, survivors report that they have had to face a struggle to resume a new life, with new challenges and a new identity. The stories shared in this paper help to understand the situation of breast cancer survivors in the Albanian reality, especially during this difficult period of the Pandemic. The information that is shared, can also inform the practice of counseling to provide support and promote health care to women who are at risk for the abovementioned disease.

Keywords: breast cancer Covid-19, psycho-social consequences, challenge, woman

Sociological Portraits: Some Considerations

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Abstract

In this conceptual paper, the authors aim to put forth some considerations on Bernard Lahire's proposal – sociological portraits, focusing on its definition, production and potentialities. To accomplish this purpose, a documental analysis was conducted, which, together with the mobilization of the authors' experience as sociologists, allows the discussion of the concept of sociological portraits.

Keywords : sociological portraits, Lahire, Sociology, social analysis, social research

Marketing Intelligence in the Era of Open Innovation

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Abstract

Digital growth has led to a dramatic increase in data sources for marketing intelligence. Facing instability and uncertainty in the era of dynamic challenges in knowledge-driven societies, companies ought to provide a constant stream of innovations to clients. The challenges are too ambitious to tackle in isolation, and thus a new approach is necessary. Since customer orientation requires an in-depth understanding of the needs of the decision-makers that should be supported through intelligence work, Open Innovation (OI) can be a part of the solution. OI covers two dimensions: the flow of knowledge obtained from outside and processed within the organization and has a role as key business responsiveness to prevent any risks that can occur. From this knowledge, it is possible to design successful strategies and transform them into action. This paper gives an overview of the possible contributions of OI to respond to the challenges of Marketing Intelligence. Showing that facing increasing open innovation trends, it is vital not to be driven by the technology perspective alone, but to add the marketing perspective to properly estimate the business potential of each initiative. This synthesis of current research aims to assist and inspire effective marketing strategy, as well as to provide valuable insights for both practitioners and researchers in consumer behavior.

Keywords: Data Science, Marketing Strategy, Customer Orientation, Knowledge-Driven Societies, Decision-Making