

Journal of International Economy and Business

A join edition of the Institute of Social Sciences and Institute of Technologies of Perun Academy
Publishing Company: PSP Publishing
ISSN: 2367-6035
Issue 10, Year X (2022)
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Monitoring changes of NDVI in the function of green urban tourism in urban areas: the example of Belgrade parks

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Abstract.

Green urban tourism gives possibilities for additional economic activities and opportunity for developing further tourist offer of Belgrade. The Belgrade's parks are frequent venues for various festivals and events. The primary role of parks are the space intended for sports, recreation and natural landscape, which additionally motivate the tourists to visit the green oases of urban areas.

The main goal of the paper is to analyze the change of urban green space using LANDSAT satellite data for period 1990 - 2020 in selected Belgrade's parks. The trend of decreasing forest cover and increasing urban area in the analyzed parks is shown during the monitoring period of 30 years. Based on satellite imagery, areas covered by forests of selected parks have the biggest changes for analyzed period (areas of forest decreased by 3.47%). For the same period, the urban area increased by 1.66%.

The dynamics of NDVI change was ascertained on the monitoring of satellite imagery, remote sensing and the use of GIS techniques as a modern and efficient way of examining changes in urban vegetation cover.

Keywords: urban green tourism, Belgrade's parks, remote sensing (NDVI, LANDSAT), change, analysis

Introduction

The technological revolution also affected the development of tourism, as well as other sectors (transportation, communications, etc.). In the past, when technology was rarely used in the tourism sector, most services were of poor quality. With the use of new technologies in tourism, the level of services has been improved and raised to a higher level. The biggest application of new technology is in getting answers to questions about information: what types of media do tourists use to get information? How do people get new information? How do they find certain information? What e-tool is available to them? Answers to these questions are made possible by the new technology that provides them with digital data: text, video, photo, blogs, social networking, Internet, etc.

Modern tourists can find, use and share information in various ways: Internet (sites), search engines, blogs, e-mail, PDA, GPS mapping, laptops, tablets, social networks, etc. (New Technologies In Tourism).

Application of remote sensing technology with GIS enables data monitoring and management, and their integration results in a better data utilization system. Monitoring of green and recreational areas is important in order to create an environment that is pleasant and suitable for living in urban areas (Rusli & Ludin, 2009).

The city's green areas provide opportunities for recreation and experiencing nature. These functions are essential to improve the quality of life of citizens (Rafiee, et al., 2009). Open space or green space in the urban area is any open part of the land that is undeveloped (no buildings or other structures have been built) and is publicly accessible to any subject. Under open space in urban areas are areas of different purposes: from spaces intended for recreation to environments with a natural landscape. Area outside the city limits, such as open space in the countryside does not constitute an urban area (open urban area).

Green space is land that is partially or completely covered by different urban vegetation: grass, trees, bushes, etc. Green space includes parks, playgrounds, courtyards, public seating areas, squares, etc. Urban parks are an important part of urban vegetation that are cooler than their surrounding built-up areas (Ren, et al., 2013). Green areas represent space for recreation, rest, and leisure. Also, they represent an important factor of influence on the environment in urban settlements. The standard green area of an urban area: park, square, sports and recreation area, etc., is defined as an open space within the urban fabric in which plants (main structural elements) combine with abiotic elements (additional structural elements) in order to achieve the highest and aesthetic effects (Atanasijević, et al., 2009).

Parks, as a tourist asset, can also have their own landscapes, such as Schönbrunn (Vienna), Hyde Park (London), Tivoli (Ljubljana) (Atanasijević, et al., 2009). In Belgrade, such a park is the Botanical Garden "Jevremovac" (0.044 km²) located in an open area with over 350 species of trees and shrubs, native, European

and exotic plants, and the total plant fund today consists of over 1500 trees, shrubs and herbs of plants (http://www.bfbot.bg.ac.rs/).

A beautiful image of the city is one of the most important conditions for tourism. Trees and green spaces in urban areas and communities can create a positive image and provide an aesthetic experience for both residents and tourists (Zheng, et al., 2009). In addition to the aesthetics, parks provide psychological, health and social benefits. Greenery helps people to relax and reduce aggression, accumulated by a fast and stressful lifestyle in urban areas. Today's green spaces play an important role in improving the urban landscape towards adaptation with nature. The most significant effects of urban green areas affect the quality of life, mental health of residents, reduction of air pollution, more oxygen production, wind flow control, etc. (Jafar & Bozorgnia, 2011).

The role and importance of urban green tourism is best illustrated by the city of Växjö. The international TV channel BBC awarded the city of Växjö (Sweden) as "the greenest city in Europe". In addition to large green areas in the city, forests, parks and lakes are included. Växjö also develops and harmonizes environmental protection measures such as lower carbon dioxide emissions, greater use of bicycles in the city center, and the creation of modern and ecological living conditions. The city of Växjö has the potential to create ecological and urban tourism, which can represent a unique destination, making it attractive for modern tourists looking for a natural and green part of the city destination (Urban tourism in the city of Växjö, Current development and future limits, 2010). As such, Växjö has managed to attract a large number of foreign tourists from all over the world.

Like ecotourism, green urban tourism is a new emerging concept. The concept of green urban tourism was originally proposed by a group of interested individuals and organizations who came together to explore the potential and commerciality of ecotourism in Toronto. They considered it important to encourage travel and research in and around the city that would support the natural and cultural aspects, the preservation of the city's resources (Dodds & Joppe, 2001).

Urban green tourism includes several aspects:

- Buildings: construction, standards and policy in construction, renovation to save energy, etc.
- Attractions and events: protection and preservation of historical and natural attractions,
- Infrastructure: represents the importance of transportation of a community where priority is given to rail traffic (metro, light metro, etc.), bicycle, walking, etc.

Parks are places for special events and festivals that attract tourists. They are a frequent choice for various festivals and events, because they have a favorable location - they are mostly located in the city center, they are places for gatherings, recreation and they can accept temporary infrastructure without major disruption of the original function. The aesthetic, historical and recreational values of urban parks increase the city's attractiveness and promote it as a tourist destination (Chiesura, 2004). One of the most famous manifestations in the analyzed parks of Belgrade are:

1. Belgrade Flower Festival in Manjež Park,
2. "Organic live fest" in Topčider Park - the first festival in Southeastern Europe that promotes organic production,
3. "Street Workout Festival" in Tašmajdan Park - street gymnastics festival,
4. International Beekeeping Fair in Tašmajdan Park,
5. Festival "Classical Music Light" in Kalemegdan.

Green areas provide places for sports tournaments, which can contribute to economic benefits through tourism. Sports tournaments can contribute the most to local communities, especially if a larger number of overnight stays is achieved. Some of the examples of sports tournaments in the function of tourism development of green areas of cities:

1. Chess tournament in the ethno-park in Senjak, Belgrade
2. Friendly archery tournament in Park Goran, Bečej
3. Memorial beach volleyball tournament "Aleksandar Gigović" in Veliko Park, Kragujevac
4. Table football tournament in the City Park, Pančevo.

Larger visits to parks are recorded with different attractivenesss and content: zoo, monuments, museums, cultural heritage, historical sites, fields for various sports activities, etc. The best example that combines all the mentioned elements is Kalemegdan (area 0.44 km²) with the The winner and the Monument of Gratitude to France; museums: Museum of Natural History, Military Museum, Art Pavilion "Cvijeta Zuzorić"; Church of St. Petke and Ružice; Kalemegdan fortress and landscaped basketball and tennis courts (www.beogradskatvrdjava.co.rs).

The focus of the work is the analysis of the city's green area using LANDSAT satellite data for 1992 and 2020 in selected parks of Belgrade, using remote sensing and GIS, as a modern method and technique of monitoring the green cover of parks as an important factor in promoting (urban green) tourism in urban areas.

Study area

The geographical space of the analyzed parks includes the area between the following farthest points: the northernmost point is located at 44° 49' 30" north latitude and 20° 24' 36" eastern longitude (a point in the City Park, Zemun municipality), the southernmost point is located at coordinate 44° 42' 33" north latitude and 20° 26' 56" eastern longitude (point in Miljakovačka forest, municipality of Rakovica), the westernmost point is located at 44° 49' 26" north latitude and 20° 24' 22" eastern longitude (point in the City Park, Zemun municipality) and the easternmost point is located at 44° 46' 46" north latitude and 20° 29' 59" eastern longitude (point in the Park near VI Belgrade Gymnasium - Nightingale's stream, Zvezdara municipality).

The green area with the largest area represents the Great War Island, 2.01 km². This green area is under the protection of the state as an area of exceptional characteristics. The Great War Island is included in the analysis as an area where it is in zone III of the level of protection and constitutes the Zone of Tourism (swimming pool, beach "Lido"), while zone II of the level of protection is the Zone of Recreation. The first zone is the Nature Protection Zone and all tourist activities are not carried out in it because they must not have a negative impact on the existing flora and fauna - biodiversity. In this zone, scientific work is allowed, the performance of actions necessary for the preservation and improvement of natural values.

The parks, with almost identical, smallest area, are the Park near Trg Slavija (0.007 km²) and the Park near Stari i Novo dvor (0.006 km²).

Table 1. Presentation of the parks analyzed in the paper

ID	NAME	MUNICIPALITIES	AREA (km²)
1	City park	Zemun	0,085
2	Friendship Park and Danube Quay	Zemun, Novi Beograd	0,691
3	Big war Island	Zemun, Novi Beograd	2,011
4	Kalemegdan Park	Stari Grad	0,443
5	Student park	Stari Grad	0,016
6	Pioneer Park	Palilula	0,026
7	Bristol Park	Stari Grad	0,014
8	Park near the Faculty of Economics	Stari Grad	0,012
9	Park Tašmajdan	Palilula	0,105
10	Park Manjež	Vračar	0,030
11	Financial park	Stari Grad	0,021
12	Park near Slavija Square	Vračar	0,007
13	Park near the Old and New Courts	Vračar	0,006
14	Park at the Temple of St. Sava	Vračar	0,050
15	Park Čubura	Zvezdara	0,014
16	Forests Park	Zvezdara	0,140
17	Park near VI Belgrade High School – Nightingale's stream	Zvezdara	0,015
18	Košutnjak, Pioneer city and Topčider parks	Savski Venac, Rakovica, Čukarica	3,832
19	Hyde Park	Savski Venac	0,153
20	Miljakovac forest	Rakovica, Voždovac	1,677
21	Terrace Terazije	Stari Grad	0,011
22	Botanical Garden "Jevremovac"	Palilula	0,044
23	Cyril and Methodius Park	Palilula	0,018

The starting point for the selection of 23 parks was the inner city core and the peripheral zone of Belgrade. Within the inner city core, the selection was based on several categories: accessibility to important roads, park area, proximity to monumental and other important buildings, tourist attractions, accessibility to food establishments, etc.

Material and methods

For the analysis of selected parks on the territory of Belgrade, satellite images from the Landsat Thematic Mapper 4 - 5 satellites taken on August 7, 1992 and from the Landsat 8 Optional Land Image satellite taken on August 9, 2020 were used. After the detection, the analysis and processing of the data with the GIS tool was started. For the purposes of obtaining the NDVI (Normalized Difference Vegetation Index), a combination (image from the Landsat Thematic Mapper 4 - 5 satellite) band 3 Visible Red (0.63 - 0.69 μm) and band 4 Near-Infrared (0.76 - 0.90 μm) was used; and a combination (Landsat 8 Optional Land Image satellite image) band 4 Visible Red (0.630 – 0.680 μm) and band 5 Near-Infrared (0.845 – 0.885 μm).

The magnitude of NDVI refers to the level of photosynthesis activity in the observed vegetation. It shows the amount of lush vegetation on the surface of the earth. In principle, higher NDVI values indicate greater strength and presence of vegetation. The value of NDVI varies between -1 and 1, ie. from water surfaces (-1) to 1, which represents dense vegetation cover. NDVI is calculated from visible (VIS) and infrared (NIR) reflected light (Jovanović, et al., 2013):

$$NDVI = \frac{(NIR - RED)}{(NIR + RED)}$$

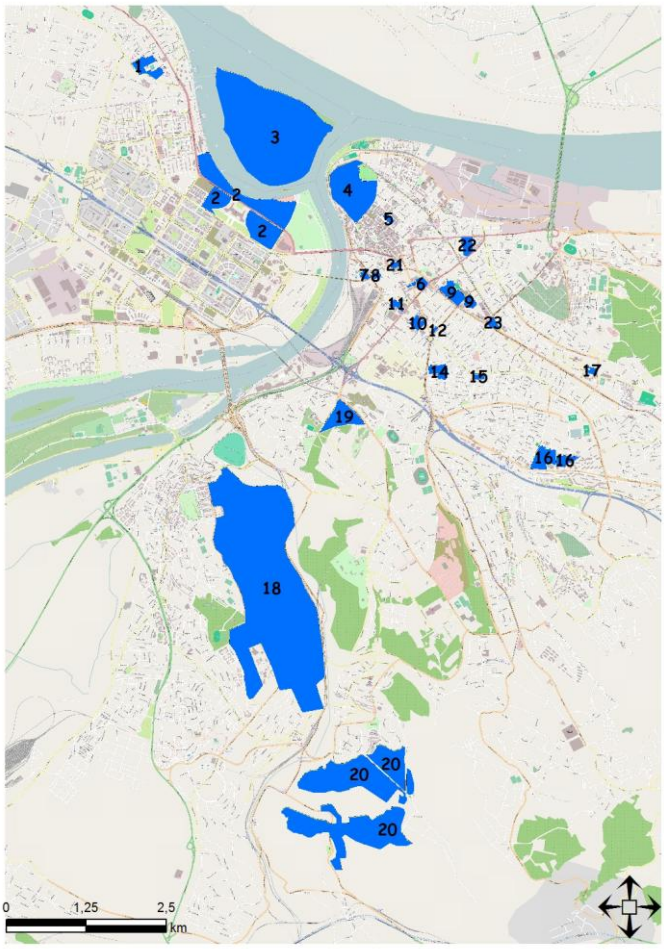


Figure 1. Location view of analyzed parks in Belgrade
1. City park,
2. Friendship Park and Danube Quay,
3. Great War Island
4. Kalemegdan,
5. Student's park,
6. Park Bristol,
7. Park at the Faculty of Economics,
8. Terazije Terrace,
9. Financial park,
10. Pioneer Park,
11. Botanical Garden "Jevremovac",
12. Park of Ćirilo and Metodije,
13. "Park Tašmajdan",
14. Park Manjež,
15. Park near of Slavija Square,
16. Park near the Old and New Palace,
17. Park near the Temple of St. Sava,
18. Čubura Park,
19. Park Forests,
20. Park near the 6th Belgrade Grammar School – Nightingale's stream,
21. Košutnjak, Park Pioneer City and Topčider,
22. Hayd Park and
23. Miljakovac Forest Park

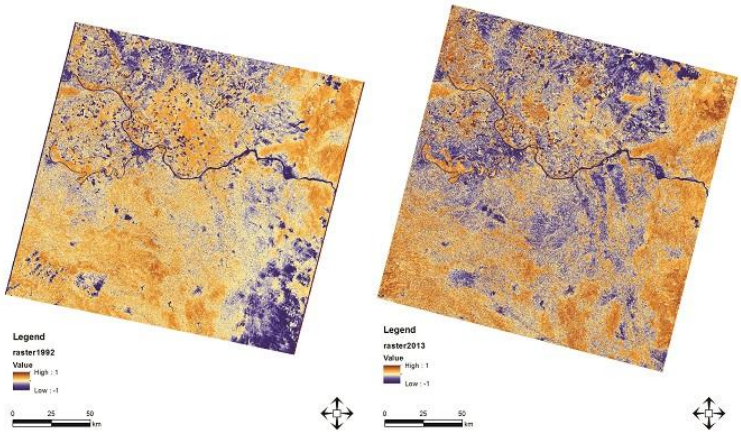


Figure 2. NDVI for 1992 and 2013, LANDSAT satellite image

By obtaining the value of the vegetation index, each pixel was assigned a value from -1 to 1 and thus reclassified into 3 categories: forest (1), grass (2) and urban - built objects, barren areas, stone, sand, asphalt, etc. (3), where the classification based on the natural groupings of spectral properties of pixels is performed - assigning pixels to the same class, because they have similar values. Reclassification was approached using the method of supervised classification (so-called hybrid classification).

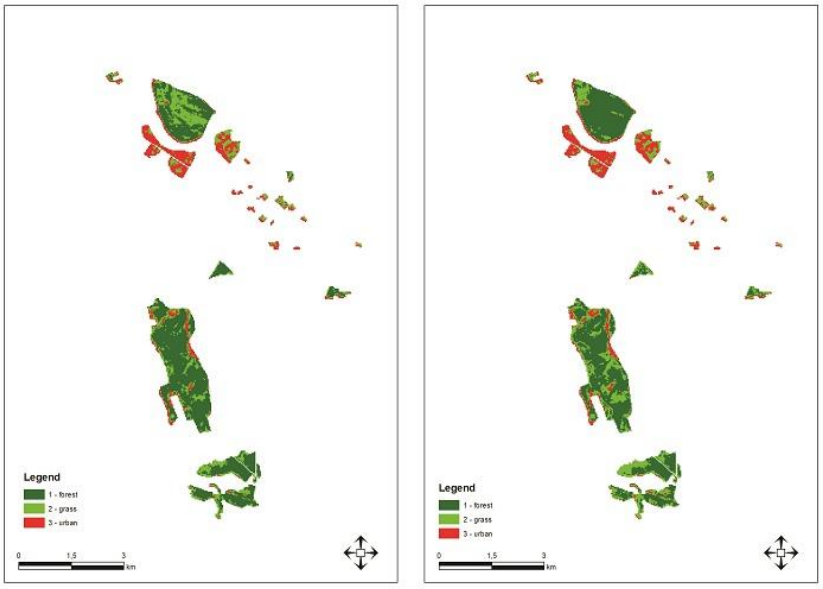


Figure 3. Map of reclassification of NDVI index values for 1992 and 2020

The sum of all pixels within the analyzed territory is 10472, with the maximum value in category 1 (area under forest) 5969 for 1992 and 5606 for 2020. The minimum value is represented by category 3 (urban area) with 1757 pixels from the 1992 image and 1931 from the 2020 image (Tables 2 and 3).

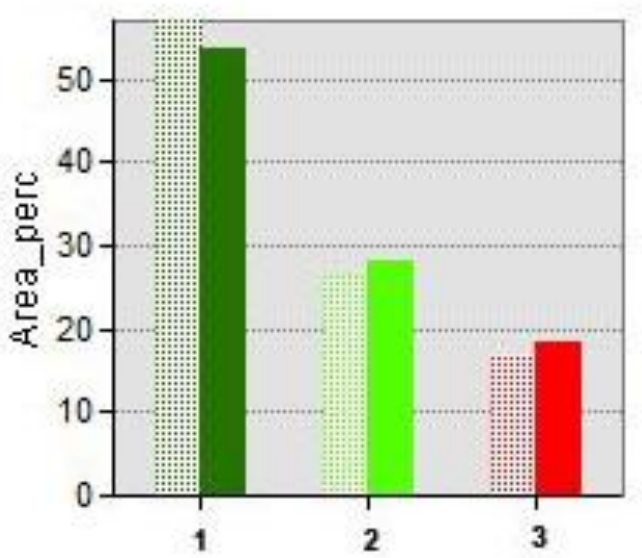
Table 2. Reclassification of NDVI index values in the analyzed parks based on the LANDSAT satellite image for 1992

Value	Count	Area_perc
1	5969	57,00
2	2746	26,22
3	1757	16,78

Table 3. Reclassification of NDVI index values in the analyzed parks based on the LANDSAT satellite image for 2020

Value	Count	Area_perc
1	5606	53,53
2	2935	28,03
3	1931	18,44

The biggest changes in the analyzed parks, based on the monitoring of satellite images from 1992 and 2013, affected the areas under forests. During 1992, it amounted to 57% of the total area. For 2020, it is noticeable that the same area was reduced by 3.47% of the total area. The urban area for the twenty-year period increased by 1.66%, as well as the grass area by 1.81%. Loss or degradation of green space can deprive habitats for creating biodiversity and change the structure and process of the urban system (Shahabi, et al., 2012).



Graph 1. Comparative display of area changes (%) for 1992 (hatched) and 2020 (solid color)

From the total area of the analyzed parks (9.42 km²), urban forest vegetation covered 5.36 km² in 1992, and 5.04 km² in 2013, which shows that it has decreased by 0.32 km² over the twenty-year period. The grass area covered an area of 2.46 km² in 1992, and 2.64 km² in 2020, which increased it by 0.18 km². The urban area in the analyzed parks has the smallest value, and it was 1.58 km² in 1992, and 1.73 km² in 2020 (an increase of 0.15 km²). On the maps (picture 3), the most red color can be seen in the parks that are closer to the city center, while the green color is more dominant in the green areas that are in the peripheral zone compared to the center (Big war Island, Košutnjak, Topčider, Pioneer city Park and Miljakovac forest). The moderate intensity of red and green colors is most pronounced in Hyde Park and Forests Park.

In the last phase of the analysis, the topographic map layer and NDVI were checked and overlapped (transparency of the topographic map layer of 50%). As a reference layer, the NDVI for 1992 was taken, which is the closest to the year of printing the topographic map sheet (Belgrade 2 4, Belgrade West, 1990). On the overlapped layers, it can be seen that the red color (category 3) is most present along the roads and peripheral parts of the parks in the inner city core. Green color (categories 2 and 3) are represented more towards the interior of the analyzed parks: namely, category 3 in the interior itself, ie. away from roads surrounding green areas.

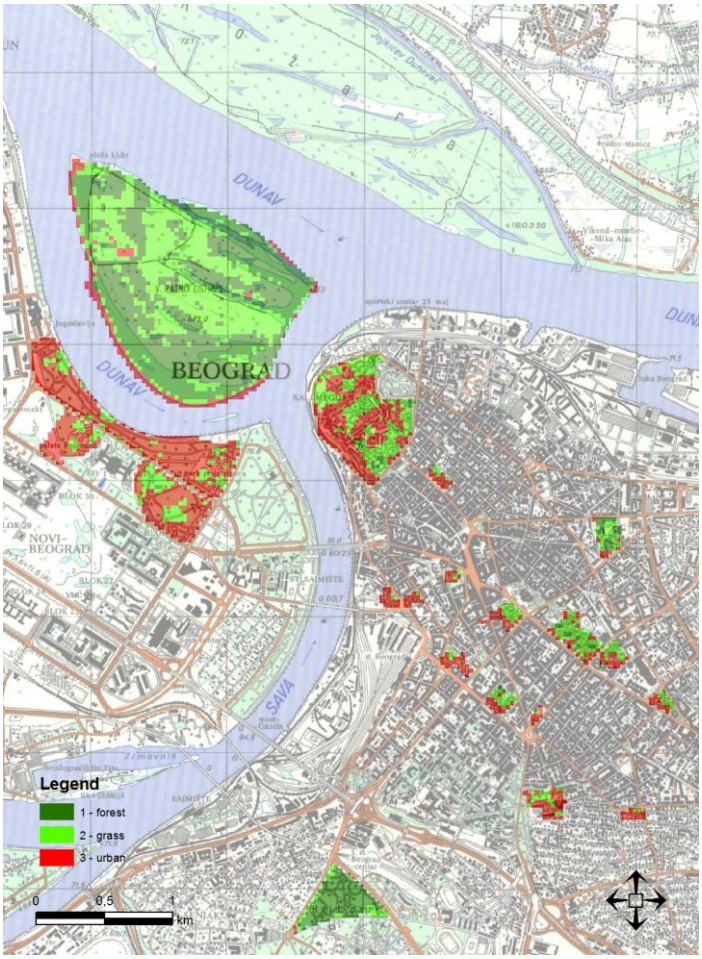


Figure 4. Overlay of a 1:25,000 topographic map with a LANDSAT satellite image

Conclusion

The modern achievements of technology greatly improve the development of tourism and today it directly depends on it. On the one hand, the improvement of computer technology gives tourists faster access to information about the desired destination, while, on the other hand, it enables the observation and analysis of the state of natural elements in urban areas. Today, the process of urbanization follows a rapid growth trend (based on the 1991 census, Belgrade had a total of 1,602,226 inhabitants; the 2011 census recorded 1,639,121 inhabitants), and by monitoring green areas, measures against the degradation of green areas can be taken and prevented. oasis of the city. Green areas in densely populated cities today have a greater importance and role compared to past periods. Remote sensing and GIS, as a modern tool in modern computer technologies, enable the monitoring of changes in the use of green (city) areas. Some of the key elements of GIS in vigilance where profit can be realized in tourism is planning including the possibility of data manipulation and spatial analytics (Sheikh & Yahiy, 2012). On the territory of the City of Belgrade, in selected parks, for the twenty-year period (1992-2013), categories 2 and 3 recorded an increase (the urban area increased by 0.15 km², and the grass area by 0.18 km²), while category 1 (forest urban vegetation), reduced its area by 0.32 km². The reduction of green areas directly reduces the possibility of developing green urban tourism, and thus additional resources for local communities, i.e. Belgrade municipalities (this paper lists some of the events and festivals that take place in selected parks, where with a little better marketing, they can contribute to and improve the tourist offer in Belgrade).

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The impact of distance learning and technology on developing teaching process

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Abstract.

Distance education is a widespread phenomenon, in fact,a fast-growing educational strategy. It establishes flexible learning paths with the aim of increasing the accessibility of education to adults. Through the significant contribution, it promotes greater education on a large scale. Distance education programs have contributed significantly to improving the aspiration of students who could not attend campus-based classes due to varied reasons. Distance education has gained immense popularity amongst the students pursuing higher education. They find immense benefit in the flexibility that these courses offer in general.

Even before the advent of technology, there exists distance learning. Even many traditional schoolings have started to increase their proliferation of virtual training and online courses on a large scale. These changes can be witnessed off late amongst a larger part of the nation due to various reasons. Because of changing environment, expectations of students, parents, and society results in increased involvement in online classes. This article tries to analyze the impact of distance learning and technology in the field of teaching learning process.

Keywords:

Technology, education, flexibility, changing scenarios, interactive telecommunication.

Introduction

Online courses encourage setting goals, tracking progress, and meeting deadlines. It also enhances the teaching-learning environment by introducing many discussion forums, one-on-one support platforms. In order to promote effective teaching and learning environment, technology promotes visual experience. By incorporating animations in the process of teaching and learning, technology enhances interactivity amongst the learners. The onset of technology has made the process of education— teaching and learning— more viable.

Online learning platforms create an efficient way to deliver the lessons. Educators become more efficient in educating the students with the help of these technological educational tools. The educational institutions can reach an extensive network of students though they are restricted geographically. Online education can be personalized in many possible ways based on the need of the student community. They can cater to their needs and satisfy their goals in the process of learning.

This research article aims

- To offer an insight on the impact of distance learning
- To reinforce the social dimension of learning strategies
- To understand the changes in the students' study habits
- To apprehend the importance of digital learning
- To become aware of the factors that reshape the teaching-learning process
- To appreciate the potential impact of digital learning and distance education
- To become aware of the future educational possibilities

Literature review

There have been profound changes all over the world in all fields of life. With the advent of technology, we are witnessing changes and their impact in almost all fields. Technology has become an essential part of our daily lives. There is a paradigm shift in the field of education after the development of educational technological tools. Web technologies have brought increasing accessibility and open flexible workspace with new pedagogical models in the field of learning atmosphere.

Education has become transformative because teachers and students synthesize information across the globe. Educators can foster critical thinking and educationwith the integration of technology. In the journey of fostering critical thinking, educators have implemented new approaches. This has paved way for many online courses across the world at an exponential speed. Deepika Nambiar (2020, p. 783) highlights the impact of online learning in her research article in the following words,

Online learning and classes are increasingly becoming part of the education systemworldwide. The online channel has made education convenient and easily accessible by one andall. The education sector in Israel has been an ever-growing entity. Though online and distancecourses have been there from a long time, the introduction of the online mode of taking classesin comparison to the traditional face-to-face classroom approach in universities and collegeshas been considered only in the last few years in Israel.

The teaching and learning process has gone through a sea change over the past few years. Technology has helped the progression of online courses as a path-breaker. Zahoor Ahmad Lone (2017, p. 13950) states the emergence of online education as,

Online education is learning, utilizing electronic technologiesto access educational curriculum outside of a traditionalclassroom. In most cases, it refers to a course, program or degree delivered completely online. . . . Online learning is a combination of learning services and technology to provide high values.

The new technologies have created a greater impact in educational contexts. In addition, it has given the wider opportunity to enhance the knowledge and the skills of the educators. Therefore, it enhances the quality of education and widens the prospects to advance in their career.

Online education also instills a kind of self-belief and they, in turn, learn with a purpose under a constructive learning environment. It has become an effective and efficient tool for the development of educational sectors all over the world. Regarding the growth of online education in Israel, Zahoor Ahmad Lone (2017, p.13950) states,

Online learning is a combination oflearning services and technology to provide high values. ThoughIsrael is at a nascent stage when it comes to digital educationcompared to developed nations, none the less it's growing at asubstantially rapid rate of 55 percent. Edutech is certainlyushering the new age of learning in Israel.

Discussion

Anna Sun and Xiufang Chen (2015, p. 160) defined the terms associated with online education as,

In the research literature, online education is variously termed as “distance education” “e-learning,” “online learning,” “blended learning,” “computer-based learning,” “web-based learn-ing,” “virtual learning,” “tele-education,” “cyber learning,” “Internet-based learning,” “distribut-ed learning,” etc.

Distance learning — a form of learning, which promotes physical separation of teachers and students during the instruction of education.In addition, it promotes the usage of technologies in facilitating student-teacher communication, and peer communication. Many universities promote distance learning on a large scale, especially after the pandemic situation. The University of Phoenix is one of the earlier adopters of distance education. In the early twenty-first century, the Indira Gandhi National Open University and the China Central Radio and TV University had more enrollment in the field of distance education. Through which the homeschooled students have gained wider access to the globalized central instruction through the means of distance education.

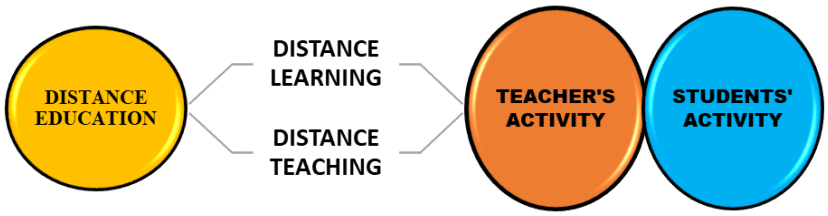


Figure 1. The Phenomenon of Distance Education

The phenomenon of distance education includes both the student's activity and the teacher's activity—including distance learning and distance teaching. Incorporating technology in the field of education provides a rich learning experience. This technology-based education can escalate engagement, reassure collaboration, stimulate innovation, and enrich student learning. Nevertheless, effort and strategy are required from the other end. Teachers act as a guide in the usage of this technology. If the technology is used with intention and purpose, it can be transformed into an effective teaching tool with lots of positive effects. In turn, this atmosphere promotes students in achieving their goals.

Distinguishing features of distance learning

Distance learning is carried out through institutions. It is the main characteristics that distinguish distance learning from others. Accessibility and convenience are the greatest advantages of this approach. The inevitable presence of interactive telecommunication — indeed connects many individuals across the nation—is added advantage. Establishment of the learning group which comprises students, teachers, and resources. Aras Bozkurt and others (2015, p. 331-332) highlight the emerging demand for distance education in their research article in the following word,

Distance education (DE) as a multidisciplinary field has reacted to these changes; it has and isstill evolving and orienting itself to fulfill this demand. Thus, as the demands of educators andlearners evolve, it is crucial to understand and get a deeper insight of trends and issues in DE soas to keep abreast of these constant changes.

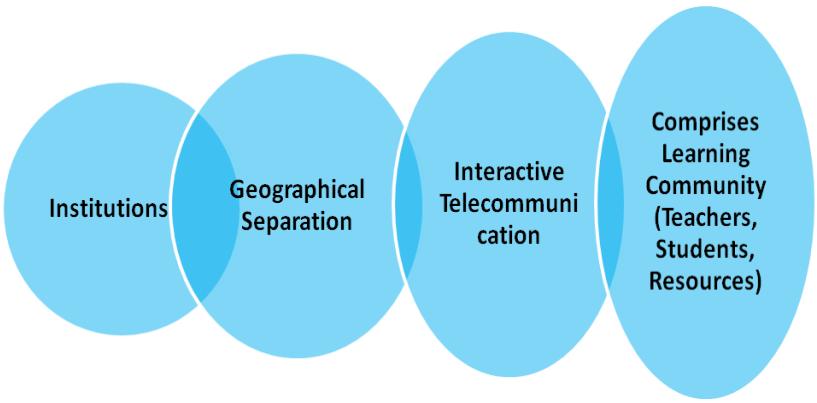


Figure 2. The Features Distinguishing Distance Learning

Characteristics of distance learning

Distance learning is carried out through institutions
It is not a self-study courses
It comes under an academic learning environment
It integrates geographical separation
Accessibility and convenience are the greater benefits of distance learning
Technology enhances distance education to a large extend
Internet, mobile phones, and email contribute to the rapid growth of the teaching-learning process
Interactive telecommunication turns to be a vital element in distance education
Interactive telecommunication acts as a bridge between the learning community and the teaching community

Technology-based education enhances critical thinking which reinforces a better learning atmosphere. It helps to expand the horizon of the students by extending the learning experience beyond textbooks and lectures. This technology provides opportunities to connect to real-world experience. The self-paced learning components help to enhance the learning environment. The educational teaching tools provide an equitable classroom environment, where students get easy and equal access to the available information. It also further promotes numerous teaching innovations— in the form of experimenting with numerous teaching methodologies.

Technology brought various teaching innovations in the field of education. It promotes and enhances the efficiency of the learning process with the active learning environment. Technology paved the way for many innovations in the field of teaching and learning. The flipped classroom, collaborative learning, and hybrid classroom, etc are some of the teaching innovations.

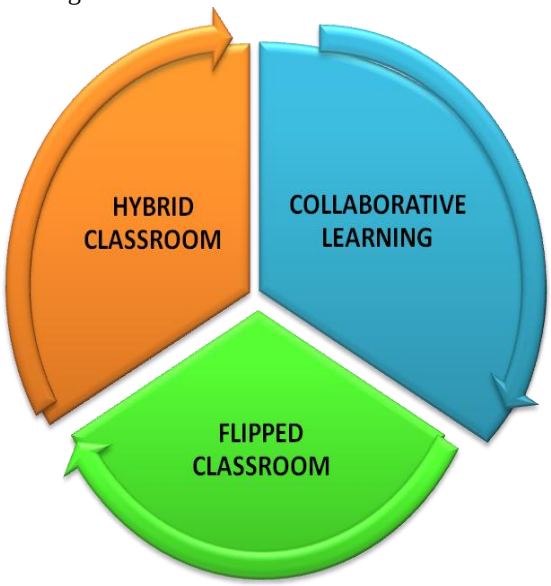


Figure 3. Teaching Innovations

Collaborative learning

Collaborative learning is an umbrella term, which aids in the joint venture of intellectual effort both by the teachers and the students. It involves a variety of educational approaches with the aim of increasing a better understanding of the learning process. It aims in creating higher-order thinking, self-management, leadership skills, and better communication. It also promotes student-faculty interaction, memory retention, increased self-esteem, and greater responsibility.

Through collaborative learning, teachers plan for the activities that kindle the opportunity to work and collaborate together which enhances a better learning environment. Collaborative teaching promotes the self-growth of an individual to a larger extend. The well-structured and communicated collaborative teaching

approach can result in a consistent positive learning environment. It also enriches both the interpersonal and intrapersonal qualities of the students. Collaboration is the process of learning that includes better communication, active listening, taking responsibility, respecting the diversity amongst peers.

Flipped classrooms

This pedagogical approach widens the understanding of thestudents through discussion with peers. Students are introduced to the learning material before class. In this approach, problem-solving activities are facilitated by the teachers. It creates more flexible, effective, active, and student-centered teaching strategies. This strategy inverts the traditional educational model. This model promotes more control over the education and collaboration in learning lessons.

Hybrid classrooms

It includes face-to-face classroom instruction along with the use of technology or online instruction. It focuses on students' engagement and participation. The mixture of on-campus and digital activities facilitates a better learning experience. it promotes learning audibly, visually, and hands-on experience by collaborating with their peers during the designed in-class time. This in turn promotes blended learning which infect endorses a positive impact on students' skills. Hybrid classrooms include the advantages of in-person teachings as well as independent learning and technology. Thus it turns out to be a more effective methodology in this recent times. It aims to bring holistic development.

Distance learning promotes independent learning strategies amongst the learners. Distance education caters to the need of the students through open universities and distance learning programs. Despite that many online programs via open universities also promote distance learning to a larger extend. Anna Sun and Xiufang Chen (2016, p.161) quoted in (McAuley, Stewart, Siemens, &Cormier, 2010; Schroeder, 2012) to categorize online education, which is worth referring to here,

Online education can be categorized by its users: 1) University-Based Online Education, whose users are individuals enrolled in universities for the purpose of obtaining degrees and diplomas; 2) Massively Open Online Courses (MOOC) (some termed Massively Open Online Class), whose users are self-motivated individuals and whose programs are based on their learning goals, prior knowledge and skills, and similar interests

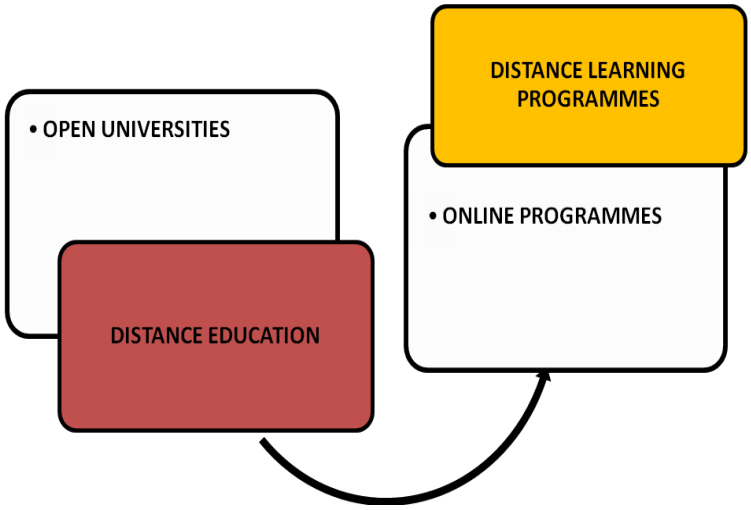


Figure 4. Promotion of Distance Education

Advantages of distance learning

- Pursue a job along with studies

- Money-saving
- Time-saving
- Learning at our own pace
- Possibility of studying anywhere anytime
- Recognition among employers
- Enhanced availability of the instructor
- Foster virtual communication
- Elimination of physical judgments
- Foster better class participation
- Adaptability and freedom
- Promotes self-inspiration
- Flexibility in choice of study
- Easy accessibility
- Better collaboration

Disdvantages of distance learning

- High chances of distraction
- Hidden costs
- Lack of technical knowledge
- Increase in scam operators
- Lack of interaction

Online education

Online education enables the students to gain educational experience through the collaboration of numerous technology. An educational experience that allows students to involve in the learning process from any location. In fact, online education has no boundaries. Zahoor Ahmad Lone (2017, p. 13951) comments on the flexibility of online learning in his research article, "With the flexibility of online courses, students can conserve more hours and more money, enabling them to learn with a purpose and instill a sense of self-belief in them".

This type of learning relies completely on the internet to impart knowledge. This virtual learning environment employs various online platforms and teaching tools. This type of learning employs extensive planning over a period of time. In recent times, it is considered a dynamic platform for the implementation of education. In this platform, the communication takes place by one or more technological media— specifically electronic. Gina Ionela Butnaru and others (2021, p. 2) state,

Online education has the potential to transform the education system by expanding educational opportunities, transforming student populations, and encouraging the development of new pedagogical methods, making the learning process more reliable, more efficient, and less stressful for both instructors and students.

The world today is experiencing changes every now and then. Everything has become digital in this new era. COVID 19 has affected all the areas of human life including the educational sector. The covid 19 pandemic has resulted in significant upshots in almost all aspects of human life. Deepika Nambiar (2020. P. 783) rightly pinpoints the current situation and the changes experienced by the world as,

However, in the wake of the current COVID-19 pandemic situation conduction of online classes at the college and university level has been made mandatory by the educational boards. Covid-19 has brought out a drastic change in the educational system not only in Israel but rather the entire world. Universities across Israel as well as around the globe have moved to virtual classes suspending physical classrooms.

The field of education has changed tremendously with the distinctive rise of e-learning especially after the pandemic situation. The pandemic situation has utterly disrupted the entire educational setup. Teaching on digital platforms reached its maximum benefit during this current era.

Online learning seems to be the catalyst in creating new effective methods of the teaching-learning process. The adoption of online education continues even during the post-pandemic situation in many parts of the world. Gina Ionela Butnaru and others (2021, p. 2) comment on the advantages and disadvantages of online education in the following words is worth referring to in this context,

The impact of the COVID-19 pandemic has led to the temporary interruption of educational activities in the classroom. University students and high school students in their final years are in an unprecedented situation, which does not allow for a clear perspective of the future. The length of the pandemic and its effects on daily

life, costs, and other financial issues can directly affect the continuation of the education of university student sand high school students.

It is believed that the new emergence of the hybrid model of educational tools will accelerate the growth and significantly benefit the entire nation. It has become an integral part of the present educational system in all parts of the globe. In order to achieve academic continuity, especially during the pandemic situation, many educational institutions are promoting numerous online learning platforms.

Aras Bozkurt and others (2015, p. 331) put forth their view on the changes experienced by the educators around the world is worth referring to here,

Educators embraced the revolution, and the increased educational opportunities and especially the new learning models that have emerged are now influencing education and society as a whole. The 21st century thus begins with a paradigm shift in attitudes towards online education. Online learning is no longer peripheral or supplementary, yet an integral part of mainstream society. Our new understanding of the very nature of learning has affected the definition, design, and delivery of education. Paradigm shift in education has resulted in: new modes of educational delivery, new learning domains, new principles of learning, new learning processes and outcomes and new educational roles and entities.

Online education for teachers

The challenges due to the COVID19 pandemic situation have provided an insight into online education. The rapid shift of the teaching and learning process due to the outbreak of the global pandemic situation has brought challenges to educators. Teachers are undergoing a very tough period of time during this pandemic situation in juggling numerous challenges in the field of education.

Deepika Nambiar (2020, p. 784) identifies the challenges faced by the teachers in the adaptation of online technology as,

Teachers' perspective is equally important because if they as the provider of education are not satisfied and find the online mode unsatisfactory then the educational base itself becomes weaker. This new introduction of online classes has been equally challenging for teachers, who are also struggling to learn this new way or methodology of teaching.

Teachers should put in extra effort to incorporate the online curriculum in the most effective manner. The rapid move to online education can be best handled by the teacher with proper planning and training. Stephanie J. Blackmon (2012, p. 77) states the growth of online education in his research article in the following words,

The growth of online learning during the last decade has been remarkable. While in 1998there were too few students enrolled online to count, according to a survey of more than 2500intuitions, by 2009 more than 5.6 million students were taking an online course (Allen &Seaman, 2010). Nearly 30% of students were taking a course online.

Sustainable growth can be witnessed with the help of teachers. In the process of disseminating knowledge teachers should effectively use the technology to its fullest in acquiring the benefits. There are multifaceted problems in the atmosphere of online education. Teachers can try their best in solving and predicting the issues and they could further suggest possible solutions to overcome the issues encountered. Anna Sun and Xiufang Chen (2016, p.165) state the importance of an online learning environment as,

An online learning community provides a potential environment that enables students to learn effectively through the growth of teaching, cognitive, and social presence. (Social presence is briefly defined as students' participation. Each presence has a distinctive role to play, but they are intertwined and interchangeable.

Implementation of online training programs

Online training programs help the educators in various dimensions namely

- It benefits in advancing the skills of the educators
- It helps in improving curriculum implementation, and educational policies.
- Educators can also collaborate with their peers in the process of teaching
- They try to implement new instructional skills to enhance their career.
- Aids in developing new skills and interdisciplinary approaches.
- It brings reformation in educational policies

Benefits of online education – students

- Students in higher education need intellectual freedom.
- It helps individuals in pursuing individualized learning programs.
- Enhances or promotes hands-on exercises, and real-world exploration.

- Promotes independent learning skills
- Possibility of learning beyond the norm
- Awareness of new methods of teaching and assessment

In the online learning environment, the learning community should create a sense of belongingness. Deepika Nambiar (2020, p. 791) highlights the positive aspects of online education as,

When it came to the positive aspect of online classes majority found it to be time saving, as it could be done from the comfort of the home which save time to travel and commute, don't have to rush to reach college. Other positive things reported were: faster completion of syllabus, recording of classes helped in referring to it later. The recorded classes could be watched again and again until the concept is clear. Classes can be attended anywhere, anytime thus, giving flexibility. Lesser disturbance from classmates, less anxiety in asking doubts and queries were also added among the others.

The effort in making interesting should start from the beginning of the course. The involvement should be found from both eth ends— instructors and students. Both the asynchronous and synchronous technologies should be used effectively for the success of the program. Discussions should be stimulated for the benefit of the students with the help of numerous technologies effectively. Collaborative tasks can be assigned and stimulated for the experience of social interactions.

Anna Sun and Xiufang Chen (2016. p. 169)quoted in (Yuan & Kim, 2014) to underline the key benefits of online education in the following words is worth referring here,

Online learners benefit greatly from online learning communities in the following ways: (1) be-cause of their connectivity with one another, they are able to share knowledge and fulfill common goals, which can reduce students' dropout rates; (2) the relationship and interaction between the instructor and learners and among peer learners can increase student performances and their sat is-faction of the course; and (3) learners can receive supports and help from their peers, and at the same time they can add their knowledge base through their interactive actions.

Impact of technology

Technology has brought a profound revolution in the history of mankind. It has created a greater impact on the personal lives of human beings. In addition, it has also produced a greater effect and impact nationally as well as globally in many possible ways. Technology has made human society rethink the meaning of education, teaching, and the learning process.The field of education is undergoing drastic changes with the arrival of new technologies every now and then. The impact of technology can be classified into the following criteria.

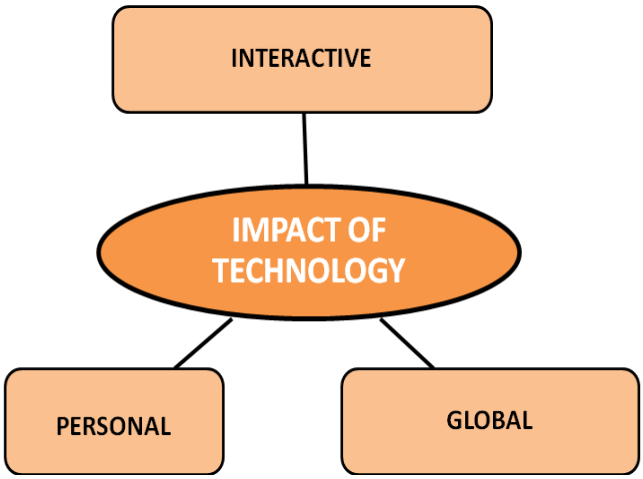


Figure 5. Impact of Technology

Personal. Technology has made learning programs more personalized. It has created aplatform to share human talents and skills with millions of people around the world.

Interactive. Technology has created a new world of creative experiences. The new digital platforms made the learning process to be more interactive. It has made the process simple, easy, and fun. Learning by doing, interacting, and creating are made possible with the advent of technology. Viet Anh Nguyen (2017, p. 2) highlighted the importance of student-teacher interaction in the research article in the following words,

Student - teacher interaction is a key activity in the traditional teaching method when the teachers play a central role. With blended learning environment, learners play the central role, interaction between teacher and students become more flexible in many different forms.

Global. The expanding worldwide internet has made the combined knowledge of humans to be available virtually across the globe. A single tap of a digital keyboard or a touch screen will enable global knowledge sharing across the nation. The advent of the world wide web, search engines, and digital platforms have made easy accessibility of resources globally.

Interactive technology has made a significant impact on our lives. Technology plays a significant role in all walks of our lives. Technology has also automated various tasks of human life to be easy and efficient. The lifestyle of human life has changed a lot towards the betterment of livelihood. The interaction among eth students pave way for the exchange of information and ideas. For the establishment of the social interaction Kehrwald (2008) suggested some preconditions namely ability, opportunity, and motivation. In addition, he suggested that these preconditions should be structured and facilitated to promote productive interactions. The need for this learning environment should be balanced. Collective learning intends to promote deeper learning ability with enhanced teamwork skills. Online education is fueled by the outrageous growth of the internet. It is anticipated that online education will experience its outrageous growth with the initiation of technology. The vigorous reshaping, refining, and restructuring will attract more students' communities towards online learning platforms. It is gaining popularity with every passing day.

Impact of technology on education

During this twenty-first century, technology is considered an effective teaching tool. It has brought a great revolution in the field of education which includes the teaching and learning process. Educational institutions have realized the importance and the need for the implementation of technology in the field of education. Technology has made the job of teachers much easier. Students can acquire knowledge very easily with the help of interactive technology in the field of education. In this context, Gina Ionela Butnaru and others (2021, p. 2) rightly comment as,

The effectiveness of online education has shown a number of advantages due toincreased flexibility and learning opportunities: easy access to experts, exposure to educational environments, a wide range of types of courses, and joining student communities.

The arrival of new technology has brought remarkable change in the thinking process of mankind. There is a paradigm shift from the local to global thinking perspective. It has brought a wide change in the outlook of mankind towards the world globally. Knowledge sharing across the nation has become more interactive. The entire process of education has been revolutionized in this present era due to the advancement of technology. Teachers employed numerous effective teaching methodologies in the process of teaching because of the technology and its growth. Fakhteh Mahini and et al. (2012, p. 2167) rightly refers the role of teachers in motivating the learners.

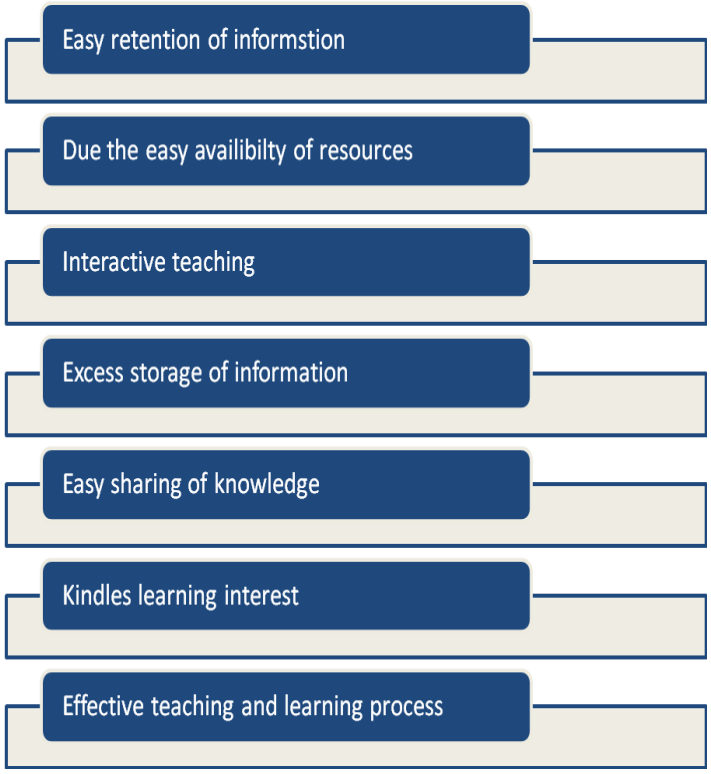


Figure 6. Impacts of Technology on Education

If the teacher can create a positive attitude in learning the lessons; it will motivate them in learning. Also, creating an appropriate emotional and spiritual space in classes will strengthen the intrinsic motivation in learners.

Benefits of technology for students

- Mobile apps promote an enhanced learning environment
- Of late due to the pandemic situation, mobile apps have become trending in enhancing learning opportunities
- Mobile apps have become the supplement for classroom learning
- Technology helps the weaker socioeconomic communities to have a wider and equal chance of accessing the learning resources.
- Technology promotes wider exposure which in turn enhances new perspectives.
- Technology aids visual experience in the teaching environment

Technology as a teaching tool

Viet Anh Nguyen (2017, p. 3) putsforth the importance and benefits of the blended learning atmosphere in the field of education as,

A blended learning environment allows students to have more favorable conditions of time, space to perform the interactive operation. With the supported technology, the forms of interaction between the students in the course are increasingly diverse and more efficient.

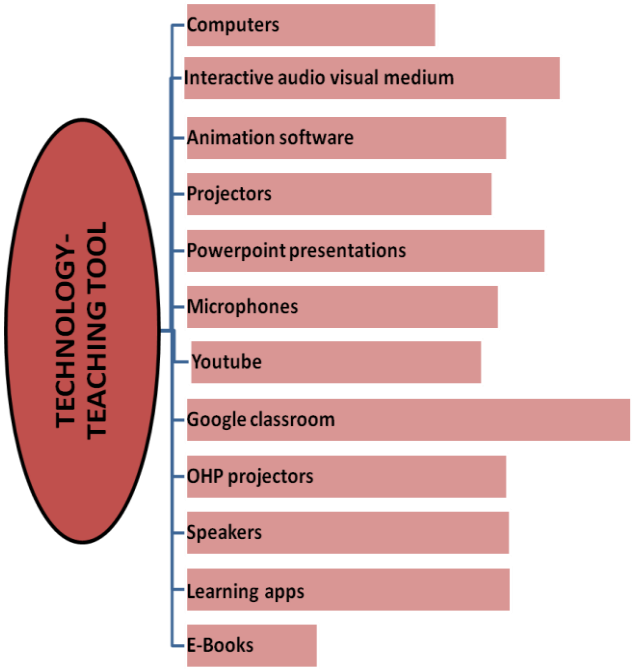


Figure 7. Technological Teaching Tools

The advent of various teaching technological tools has made numerous reformationsin the field of education. The concept of blended learning, mobile learning, connectivism, hybrid classrooms, etc is made possible with the help of technology.

Technology-based education – teacher's activities

In the world of technology-based education, teachers are much responsible for creating a better teaching atmosphere. The major task of the teachers lies in creating a good relationship between teacher and learners and further in planning and providing electronic content for learners. Fakhteh Mahini and et al. (2012, p. 1616) quoted in (Zamani & Azimi, 2008) while referring to the technology-based classroom teaching is worth referring here.

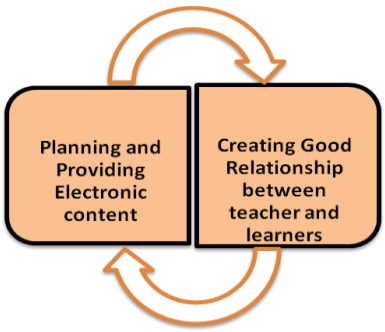


Figure 8. Teacher's Activity in Implementing Technology

Since the technology-based training is learner-centered education rather than relying on the teacher, there have been fundamental changes in the roles and responsibilities of teacher and the learning process. Learners can facilitate their learning process with the help of technology and educated without time and place constraints; in such an atmosphere they can easily collect and analyze data, testing hypotheses,

designing experiments and making conclusions. Because utilizing the tools and technologies will reduces some limitations in the classroom.

Teachers try hard in facilitating the learning process with the help of educational tools and technology. They also try hard in creating a positive attitude towards the learning process.Anna Sun and Xiufang Chen (2016, p. 167) quoted in Craw-ford-Ferre et al., (2012) highlighted the importance of online training programs for the educators in their research article as,

Professional development should emphasize how to promote effective online collaboration for students, how to set high expectations, how to adjust instructors' teaching to conform to the online environment, and how to create proper online teaching strategies, etc. In addition, online faculty also need adequate training in the technologies applicable to online teaching: how to use the online system and course software, knowing what to do and whom to call when certain technology problems occur, etc.

In the world of technology-based education, in the view of creating cultured, moral citizens, the role of teachers cannot be ignored. Teachers help in converting the static status to a dynamic one in the process of learning. Teachers, with the help of their expertise, effective activities management skills, can create dynamic status in the world of the learners. This status enhances effective communication of the learners' community. The dynamic status in the learning environment creates better educational results. Further, it also triggers internal motivation of the learners' community by promoting a positive attitude of the students towards lessons and peers. Teachers on the whole ease and guide the processof teaching and learning.Fakhteh Mahini and et al (2012. p.1617) state the importance of teachers in the process of learning as,

The main task of a teacher is to enable the students in the learning matter and facilitate this process. So, with providing clear objectives, she should prepare and compile the appropriate content, and try to encourage the learner to have active participation in learning matter and group discussions (Berge, 1995).Our mean of active learning is that in teaching, instead of a simple speech teacher should act in a way that the learner could understand his learning and be responsible for his learning and engaged him in teaching. Here, knowledge has a role rather than listening; less emphasis on data transfer and more emphasis to skills in reading activities, discussion, and writing and etc.

These digital tools provide an effective way to implement text, images, audio, and video for an immersive teaching-learning experience amongst the teaching fraternity and the students' community. It also further helps in bringing active involvement in constructing the content in the minds of the learners and novel ideas in the field of education.

Role of information and communicative technology in the field of education

It is a powerful tool in the field of the teaching and learning process. In addition, it also upgrades the quality and efficiency of the teaching and learning process. ICT helps in planning and facilitating the use of technology in the field of education. It helps in enhancing the teaching, learning, and seriousness of other activities in a better way. It tries to implement modern technologies to provide education in different ways. The efficiency of modern technology promotes the teaching-learning process in numerous ways.

The advent of technology helps in employing and developing numerous approachesin solving complex problems both as an individual as well as in a group. It also enhances individual accountability for the learning process. It promotes thinking skills and accelerates better problem-solving skills. Technology in the process of education helps in acquiring information in less span of time. Individual learning will be facilitated to a large extent by promoting flexibility and self-directed learning. The influence of technology in the education process promotes an active learning atmosphere and active participation in the process of acquiring knowledge. On the other hand, it increases the desire for learning. Technology turns to be the instrument of change in this modern world. It further leads to increased productivity in the world of educational setup.

In the new era of learning, technology occupies a pivotal role in the process of teaching and learning. Many digital educational tools come in handy in helping the teachers and students to alarger extend. These digital educational tools have been created with the purpose of bringing autonomy in the field of education. Further, it also aids in collaboration, facilitating communication, improving academic administration, etc.

Some of the twenty-first century digital educational tools includes:

Digital educational tools	Functions
Edmodo	Educational Tool-connects teachers and learners
Socrative	It allows teachers to create educational games
Projeqt	It allows creating multimedia presentations

Thinglink	It allows creating interactive images with music and sound
TED-Ed	It creates educational lessons with the collaboration of teachers and students
CK-12	A website allows creating and distributing educational materials through the internet
ClassDojo	An educational tool to improve student behavior. It also provides real-time notification to the students
Storybird	A tool for creating interactive online books for improving the reading skills of the students
Animoto	A digital tool for creating high-quality videos to improve academic lessons
Kahoot	It promotes game-based learning
eduClipper	The platform allows teachers and students to share educational materials

These digital educational tools help in creating online collaborations. Further, it also assists in administering and providing educational materials, etc. The digital educational tools turn out to be more enriching and personalized in the field of education. It also measures the students' performance and communicates to the parents digitally.

Using these tools teachers can monitor the performance of the students and they can make their lessons more personalized based on their performance. By creating multimedia presentations and interactive images, teachers are awakening the curiosities of students through this interactive content. Teachers try to expand their knowledge with the help of these digital educational tools in all possible means. These digital educational tools also aim in enhancing active participation in the process of learning. These tools also cater to the needs of any teachers and students in the process of creating audio-video content that adapts to all the educational needs. On the whole, these tools help the teachers in creating a dynamic, social, and fun-based educational environment for the student community.

Through online education with the help of technology, teachers can reach a wide range of students with more flexibility. The concept of learning anything from anywhere is made possible through this platform. The incredible invention of various devices, the advent of technology, and availability of the internet made this statement possible or true ‘learning anything from anywhere. Online education enhances the sensible selection of choice. The positive response from the students and the teachers can make it the future of the education scenario. On the other hand, online education also has certain challenges. Online learning is not a new phenomenon. The emergence of digital technologies facilitated more online learning.

In the realm of the higher education sector, there is an increasing demand for online courses. Anna Sun and Xiufang Chen (2016, p. 171) rightly point out the necessity of things for the promotion of online education as, “Effective online instruction is dependent on well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully supported instructors, etc”. The global pandemic situation leads to an unprecedented shift in online education. Online learning is a new paradigm with varying degrees of eagerness and anxiety. It is important to consider both the pros and cons associated with it. Analyzing both factors leads to better preparation in facing challenges in the atmosphere of the teaching and learning process. In order to embrace the new opportunities, it is highly essential to tackle the challenges in the path of online education.

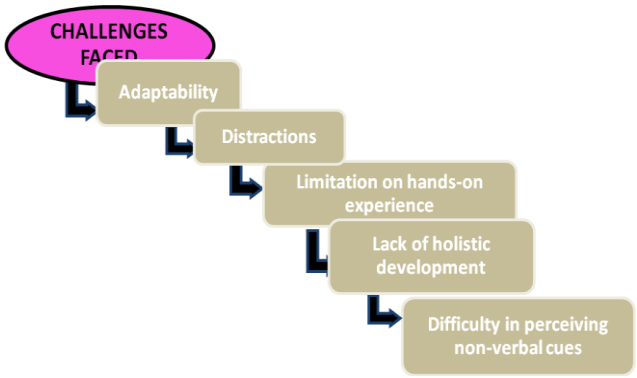


Figure 9. Challenges Faced in Online Education

There are certain challenges in the path of online education which in turn pose potential threats in attaining the success of online educational programs. User-friendly and reliable technology is a highly essential tool for the successful completion of the online program. Sometimes the technology may detract the learningexperience which is indeed not reliable. This methodology seems to be an inappropriate learning environment for the dependent learners. Whereas it seems to be highly effective and the source of alternative medium for the mature and independent learners. Students must keep up their time limit, maintain their self-motivation for the successful completion of the courses. Sometimes, the environment turns out to be disruptive to the success of the course.

The curriculum and the technology must be balanced in order to experience the fullest benefit. The facilitators should be given proper training regarding online delivery and the methodologies to be implemented in online learning platforms. The facilitator must balance the class to attain the success of the virtual classroom. They should create a supportive environment to bring the feeling of comfortless amongst the learners. Failure in understanding the challenges and failure in adopting the right technology can alienate the class from each other. The institutions must understand the impact of the technology. The teachers must integrate the technology to its fullest to avoid pitfalls. Gina Ionela Butnaru and others (2021, p. 5) rightly points out the features necessary for the success of the online education from teachers perception is worth referring to her in this context,

Teaching staff must take into account three elements when designing the content for online courses: theoretical materials, pedagogy, and technology. If these elements are perfectly combined, they ensure efficient and high-quality teaching

Conclusion

Well-designed educational programs can bridge the gap of cultural, social, and intellectual differences amongst the students. Digital educational tools help in measuring students in online learning not only their academic progress but also change their mood and promote active participation. These tools are used by the realm of academic educators especially during this pandemic situation on a large scale. Emotional wellbeing is much needed in the process of learning. When the emotional state of mind deteriorates— state of frustration, boredom, confusion, angry— the efficiency also decreases in the process of learning. The affordability and availability of technical educational tools help teachers in identifying the atmosphere of the learning process. Example tracking the facial movements, speed recognition, interactive voice recognition, etc. help in identifying the mood of the learners.

Teachers can customize the entire learning experience of the students based on their needs and benefit. The educational institutions need to decode and analyze both the positives and negatives which will enhance the strategies in creating a better and efficient learning atmosphere. The uninterrupted learning journey for the students can be provided with the proper understanding of the technology both by the teachers and the educational institutions. Thus, the hybridization of technology in the process of teaching and learning has become the new normal in the world of digitalization. This technology has the real potential to unlock the world of opportunities both for the learners as well as educators.

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Between sociology and Holy Quran: a comparison study between the psychological values and social foundations

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Abstract:
This article calls for contemplation on the role of the Noble Qur'an in interpreting the human soul from the perspective of theories related to sociology, especially the psychoanalytic theory of Sigmund Freud, which viewed man as lustful and seeks after its lusts and desires. Moreover, the blameworthy soul and the reassuring soul show the opposition of the Islamic religion to Sigmund Freud's theory. Thus, there is evidence from the Holy Qur'an on the interpretation of some verses as they came in psychological analysis. Attention should be paid to strengthening social education, strengthening the relationship between parents and children, preserving customs and traditions, and adhering to the teachings of the Islamic religion. Sociology is concerned with the study of individuals and their relationship with each other and the relationship between parents and children by applying a social theory that helps solve problems and strengthen relationships between members of society.

Keywords: sociology theory, the Holy Quran.

Introduction

Sociology helps highlight the strengths and weaknesses of societies through social theory, which is done by diagnosing problems that need to be applied. However, sociology, like other experimental sciences that is characterized by many variables, deals with individuals who can change and switch in Their behavior; from an Islamic and religious point of view, we cannot extrapolate the Holy Qur'an approach through the vocabulary of sociology and social theory. Instead, sociology must be an integral part of the rules of the Islamic religion laid down by the Creator, and at the same time applicable and serving the teachings of religion. Islam and what came in the Holy Quran.

Furthermore, the Noble Qur'an is the most suitable book and the most honorable speech, for scholars, have devoted themselves to serving it by explaining and explaining its sciences, and the science that is related to the Book of God Almighty is considered for the sake of sciences, the most honorable in rank, the greatest in status, and the highest in rank. Every author has a title, and the Qur'an is the Book of the Most Merciful, as every author, if he writes a book, or writes a letter, presents an apology in its introduction if it is contrary to what is correct, except in the Book of God Almighty, for it is challenged, and the Almighty said: "This is the Book! There is no doubt about it—a guide for those mindful ˹of Allah˺" (The Baqarah: 2). The Holy Qur'an is the word of God, the faithfulness of Gabriel, the message of our master Muhammad (may God bless him and grant him peace), a starting point for a call, a solution to humankind's problems, a cure for diseases, a guidance for people, good news for believers, a purification for consciences, and a relief for the people of the earth, as it contains the story of the man and the path of creation. Moreover, the unification of the Creator, the attributes of the messengers, the news of the angels, the bliss of Paradise, and the torment of the Fire, which is the message of heaven to earth, and was revealed to the Seal of the Prophets, the seal of books, the miracle of the Prophet Muhammad, may God bless him and grant him peace, the miracle of time, the news of the unseen, and the hadith

of the Hereafter. In the middle of the way, judgment is miraculous in saying, good in hadith, payment in advice (Sukar, 2011). Furthermore, the Almighty said in describing His Noble Book: "This is˃ a Book whose verses are well perfected and then fully explained. ˹It is˃ from the One ˹Who is˃ All-Wise, All-Aware" (Hud: 1).

This article deals with sociology theories in the Holy Qur'an, and the truth is that the Holy Qur'an has neither changed nor changed. The Qur'an is still the holy book that came in order to save humanity from the injustice and shadows that they are blinded by. Moreover, he can play a significant role in the civilized and social construction at every time and place. The entrance to sociology is one of the essential entrances that can be employed in the field of studying the Holy Qur'an, and given the importance of the topic and its human and scientific value, this article came in the study of sociology theories in the Holy Qur'an, and the research included an introduction Then defining the concept of sociology and addressing the theory of sociology and clarifying the most influential theories of sociology, and addressing the talk about the Holy Qur'an, with mentioning Qur'anic verses that show the importance of the Holy Qur'an, and talking about the social theory in the Holy Qur'an, and explaining its merit in social control and social relations through martyrdom With the Qur'anic verses, then talking about Sigmund Freud's psychoanalytic theory (analytical theory), the components of the human personality, the level of awareness and experience and their relationship in building personality, and talking about the role of the Holy Qur'an in promoting social education by linking it to Qur'anic evidence, and coming up with the results to answer the research question, and from Then write the research recommendations, then the list of sources.

Sociology Theory

It is the science-based on the organized study of social behavior and human groups, as this science mainly focuses on the impact of social relations on people's behavior and attitudes and focuses on how societies arise and change. There are many topics that sociology specializes in studying (Abu Donia, Abboud 2020). This theory is supposed to be a scientific theory and is similar in content and form to the scientific theory regarding its characteristics and conditions. It helps describe the necessary pillars that enable it to perform the roles concerning sociology and the research accomplished through it. This theory must express sociology clearly and comprehensively, and this theory is concerned with one or more aspects of human life. Its principal subject is man and society, and it focuses on what distinguishes man from other creatures (Al-Moati, 1981).

The Holy Quran

It is the word of God Almighty revealed to the seal of the prophets and messengers, our master Muhammad, may God bless him and grant him peace, written in the Mushaf, transmitted to the nation of our master Muhammad, may God's prayers and peace be upon him, with frequency, worshiped by its recitation, and challenged by its miracles. It is the first source of Islamic law, its origins and branches, and everything that came after it belongs to it and depends on it, and everything that it contains is truth and truth, the Almighty said: "and whose word is truer than Allah's?" (An-Nisa: 122). Moreover, the Almighty said: "and who is more true in word than Allah?" (An-Nisa: 87).

Research Methodology

The researcher will follow the descriptive approach of sociology theories in the Holy Qur'an and their role in describing what is related to the human soul.

Research question:

What is the role of the Holy Quran in the psychoanalytic theory of Sigmund Freud?

literature review:

Al-Harasani's study (2019) aimed to address examples of theories about human creation and criticize them in the light of the Holy Qur'an; then, the researcher showed the theories and their owners who attribute creation to other than God, whose power is exalted. Towards the prophets and messengers by defaming them and responding to the authors of deviant literature, past and present, regarding the creation of man. As for the method followed by the researcher, it is the inductive, descriptive, and analytical approach and the research concluded with results and recommendations that the researcher concluded, and one of the most important findings of the researcher: There is no contradiction between modern science And the Holy Qur'an, and everything that atheists say about that is not valid. The criticisms made by skeptics claim that the Holy Qur'an disagrees with the information. It does not tell us how the first cell arose and who created it, nor does it tell us how evolution occurs from one organism to another according to periods, and why is that done? This theory does not tell us when and

how man arose. And where? Who created it, and how does each creature evolve from the other? Darwin's theory is simply a biological theory and not a scientific fact. Instead, it is a theory contrary to instinct, whose owner and those who agree with him believe and believe in nature and do not believe that God created the whole world? Moreover, they believe in the blind nature that neither harms nor benefits, leaving the oppressor alone. The theory of evolution and creation that the likes of Darwin and Freud talk about is very far from correct and does not agree with the Holy Qur'an, especially with its metaphysical matters.

The study of Al-Saif (2019) aimed to clarify the vision of the Holy Qur'an and its difference from the vision of sociology in defining the meaning of crime and delinquency and to clarify the approach of the Qur'an and the approach of sociology in explaining deviant behavior and criminal behavior, and their relationship to social and economic development, social change, and socio-economic, political, educational and recreational system. Moreover, the criminality that occurs by individuals in human societies and the Qur'anic approach mentioned fixed and accurate facts that explain the criminal act of man since he was created by God Almighty and created him on the face of the earth. , it is not related to the limits of time and place, as it is in the interpretations of positivist theories in criminology. The theoretical direction of sociology contrasts with the approach of the Qur'an when explaining the criminal problem because positivist theories are based mainly on empirical methods and observed phenomena and question the reality of Satan's existence and his temptation to man.

Social theory in the Holy Quran

This theory is considered one of the closest Western theories to the Holy Qur'an. It believes that deviation is a phenomenon that results from a failure in social control over individuals; Because deviation is inversely proportional to the social relationship between individuals, the individuals who have solid social bonds between them, carry out their activities and work, and apply the provisions of their religion, these individuals have diminished opportunities for social deviation, and this theory reflects some Qur'anic concepts that deal with social relations and show its positive impact on adjusting the behavior of the individual, such as kinship, he says: "...and those who maintain whatever ˹ties˺ Allah has ordered to be maintained, stand in awe of their Lord, and fear strict judgment. "(Al-Raed: 21). And honoring neighbor, he says," … and the close neighbor and the distant neighbor and the companion.. "(An-nisa: 36 .) and forbidding injustice, he says: "and whoever among you is unjust, We will make him taste a great chastisement." (Al-furqan: 19). The sanctity of harm believers, he says: "And those who speak evil things of the believing men and the believing women without their having earned (it), they are guilty indeed of a false accusation and a manifest sin." (Al-Ahzab: 58).

The psychoanalytic theory (analytic theory)

The researcher and scientist "Freud" is considered the founder of psychoanalysis, and he is credited with developing the first theory (classical psychoanalysis). His theory is nothing but a theory of psychoanalysis, knowing that most of the basic postulates of the school are what Freud presented, and through criticisms, Theories that belong to psychoanalysis after Freud have multiplied, and some of them are independent of Freud's theory. The psychoanalytic theory provides a method for researching psychological processes that are difficult for any other approach to deal with, and it is an art for treating neurotic disorders. It consists of a set of psychological knowledge Located within a new scientific system; this theory drew attention to an essential point in the study of the human personality, which is that the emotional experiences of children at an early age leave an impact on the formation of personality (Tamazuzt and Taleh, 2016). Freud was one of the most famous Western scholars who presented a clear conception of the human psyche, and his theory is one of the most famous theories concerned with human behavior. This analytical trend aims to pay attention to the individual's motives that lie behind the personality's behavior and to predict the future behavior of the individual (Yasin, 2009).

The stages of personality formation according to Freud

The steps of personality from Freud's point of view can be seen as psychological, sexual development, and here the growth passes through the following stages:

1. Oral stage: activity is concentrated around the lips and mouth, and negative and dependent tendencies towards others characterize the person, and the individual continues to search for support in others (as in the case

of feeding for a child). The person in this stage is immature, trusts others and is pessimistic, skeptical. sarcastically (A Secret Honor, 2000)

2. Anal stage: The activity in this stage is centered around anal stimulation, and efforts are made at this stage to control the child's output and other activities. Here arises an interpersonal conflict related to keeping the bazaar out, and it is a conflict related to the psychological development of the character trait of autonomy versus traits of shyness and severity.

3. The phallic stage: the individual is characterized by non-adolescence with heterosexual conflicts, which issues the Oedipus complex, represented in the male child's complete possession of the mother's love, yet this possession is frustrated by the presence of the competing father. In such a situation, the natural response of the boy is to develop feelings of aggression towards the father. Nevertheless, the boy realizes that the father is more powerful than him and responds to the child's aggressive desires with another aggression on his part. This may add a realistic basis to the child's impression of danger on the father's part. Freud expressed this revenge that the Oedipal child fears from the father's side in the name of castration, i.e., actual or symbolic harm to the sinful penis, which expresses his masculinity. The boy believes that the girl lacks the penis due to being punished for aggression for similar sins. In any case, the boy experiences "castration anxiety" in proportion to the strength of his sexual drive towards the mother and the degree of aggression that accompanies him towards the father. The girl's problem is referred to as the Electra complex, where the father becomes the subject. A girl's love and competition from the mother is similar to that of a boy and his father. Then she also realizes that she does not have a penis and envy the boy for having it and blames her mother for losing him. Emotional conflicts disappear as the child gets older.

4. Mature reproductive stage: It is the stage of adulthood in which a sex partner is chosen from outside the family. Personality formation can be seen as a socio-psychological development as defined by Erikson, who emphasized the mutual interaction between social content and particular biological stages and emphasized the relationships between the individual's self and the world as the center of attention. The first is the young youth in their struggle with the political and social systems that they often find different from their perspectives (Al-Maaytah, 2002).

Components of personality in Freud's theory

Freud points out that the human mind is divided into a psychodynamic triangle that includes:

1. Hawa (Id): It is represented in the blind instinctive aspects and the vital and animal energy that a person is born with, and it includes the innate motives - sexual, aggressive, and others. The passion stems from the principle of pleasure; As the man tries to satisfy his motives, whether in reality or imagination.

2. Ego: The ego is the realistic aspect of the human personality formed as a result of the child's contact with the real social world.

3. The Higher Ego: It is called transcendence of conscience or psychological censor, and it consists of the child's orders from the parents of ideas about good and evil, virtue and vice. It is considered a moral advisor through which a person is rewarded and punished if he makes a mistake. It is a subconscious device formed at an early age. It is a set of values, beliefs, standards, and moral principles that help guide the behavior of individuals and are relied upon in evaluating their motives and actions, and this aspect works according to the ideal principles that punish and reward them (Justonia, 2009).

The level of awareness and experience and their relationships with building the personality: Freud divides experiences according to three buildings in terms of the degree of awareness, to which the components mentioned above are linked to a large degree, namely:

A- Feeling: It represents the conscious part of the mind, and the more significant part of the ego includes conscious mental processes, except for the unconscious defense mechanisms.

B - Pre-consciousness: It contains those experiences, not in the center of consciousness, but they can be retrieved with some effort and experiences on their way to repression.

C- Unconscious: This is the most important part of Freud's point of view, as it represents the deepest part of the mind and far from consciousness, where its contents are unconscious and are usually associated with the desires of past events, which are usually associated with oedipal compounds, associated with sex and aggression, which are transformed by the mechanism of repression. From the realm of consciousness to the realm of the subconscious, i.e., the unconscious, and perhaps one of the essential things that Freud presented in this field is his interpretation of the dynamic and effectiveness of feeling, which appears in the defense mechanisms that begin with the mechanism of repression, and then a group of mechanisms of the subconscious ego compensatory, such as projection, justification and others, elevation, which works to ensure the continuity of the process of suppressing painful or unacceptable experiences, while achieving a kind of balance resulting from reducing the level of anxiety. Painful feelings in the realm of feeling (Alayan, 2015).

As for psychoanalysis and sex, Freud considered that the basic inclination in man is the sexual instinct or the libido, and in the case of suppressing this instinct, it leads to neurosis. Sequential in the sexual instinctive stages in the aroused areas, that is, those areas of the body against which sexual gratification occurs, and these areas are disturbed according to the age stage and the growth of the body.

The main criticisms leveled at psychoanalytic theory

1. Freud overemphasized biological, psychological, and sexual factors in humans.
2. His theory was based on observations of emotionally disturbed individuals, and it may be an accurate or adequate description of the ordinary, healthy human personality.
3. Freud made his analyzes and observations and formulated his theory during the Victorian era when sexual notions were so taboo; it is clear that most of his patients suffer from conflict-related to their sexual desires, but nowadays, though feelings of guilt associated with sex are less prevalent.
4. He had no realization that the ego had its sources of sexual energy and was not dependent on the air in this aspect.
5. His ideas were vague and difficult to define, as there were no clear indications, such as to clarify what behavior shows that the child is still fixed in the oral or anal stage of sexual development (Alayan, 2015).

The role of the Holy Qur'an in promoting social education (educational sociology)

The Islamic religion influences social education greatly due to the different religions and temperaments that stem from each religion. For this reason, Islam is keen on educating its members with the Noble Qur'an and the honorable Sunnah of the Prophet. Social education differs in different societies based on standards, values, customs, and traditions. The message of the Noble Qur'an came in order to return people to the origin of their upbringing and upbringing based on common denominators and other factors that unite them. The Almighty said: "O mankind, We have created you from a male and a female, and made you into races and tribes, so that you may identify one another. Surely the noblest of you, in Allah's sight, is the one who is most pious of you. Surely Allah is All-Knowing, All-Aware." (Al-Hujurat: 13). Moreover, what the Holy Qur'an mentioned about social upbringing and education in immortalizing the psychological structure and limiting it to childhood, the Almighty said: "Did we not bring you up as a child among us, and you tarried among us for (many) years of your life?" (Ash shua'ra: 18). As there is no word (education/ bring up) in the Holy Qur'an other than this noble verse, and it indicates what the newly born child (newborn) acquires from health care. As for customs, traditions, standards, and culture, this is another matter, and this is due to reason, revelation, instinct, and will.

As for the parents' education, the Almighty said: "And (Contrary to this is the case of) the one who said to his parents, "Fie upon you both! Do you promise to me that I shall be brought out (from the grave), while generations have passed before me?" And they (the parents) were crying for Allah's help, (and saying to their son,) "Woe to you. Accept the true faith. Allah's promise is certainly true." Then he says, "This is nothing but the tales of the ancients." (Al-Ahqaf: 17). He also says: "And We have enjoined upon man to do good to his parents. His mother carried him with difficulty and delivered him with difficulty. And his carrying and his weaning are (in) thirty months, until when he attains his maturity and reaches forty years, he says, "My Lord, grant me that I offer gratitude for the favor You have bestowed upon me and upon my parents and that I do righteous deeds that You like. And set righteousness, for my sake, in my progeny. Of course, I repent to you, and truly I am one of those who submit to You." (Al-Ahqaf: 15). God Almighty has given these two verses as an example for parents to raise their children, so the results appear different in terms of the educator's intention and objectives of education, and this indicates that the proper education by parents is what creates a righteous generation and children who apply the teachings of the Islamic religion and what is stated in the Holy Qur'an.

Furthermore, it was mentioned in the Holy Qur'an about the relationship between parents and their children; the Almighty said: "Your possessions and your children are only a trial, and Allah it is with Whom is a great reward" (Al-Taghabun: 15), And "Believers, guard yourselves and your kindred against a Fire whose fuel is human beings and stones, a Fire held in the charge of fierce and stern angels who never disobey what He has commanded them, and always do what they are bidden" (they command them: 6). He called for caution in verse: "O you who believe! surely from among your wives and your children there is an enemy to you; therefore beware of them; and if you pardon and forbear and forgive, then surely Allah is Forgiving, Merciful" (AL-Taghabun: 14). This indicates that the role of parents comes in remembering, directing, and commanding, and this is due to the children's will to respond or reject following their convictions and beliefs.

The Noble Qur'an addresses all people with different social upbringing, as God Almighty says: "We did not send you (O prophet,) but to the entire mankind, as a bearer of good news and as a warner, but most people do not know." (28). The Qur'anic discourse came to all people; Despite the difference between them in the circumstances of their educational, environmental, societal, intellectual, and another upbringing, until they enter the Islamic religion, and the Qur'anic verse defines the mission of the Messenger, may God's prayers and peace be upon him, as a herald and a warner. They have the argument for unbelief, but what God Almighty has deposited in the soul of factors and forces consistent with faith, including those that differ with it. We find that some enter into God's religion in crowds, and they live in reality, an environment and a society that contradicts the Islamic religion and its provisions, as is the case in the countries of the West. Those outside the Islamic religion, or societies based on customs and traditions different from the Islamic religion, in its belief and legislation, prevent individuals from entering Islam and intolerance to it. The Messengers, as the Messengers, addressed the people at the same pace without distinguishing between them. They did not have any of the religious education backgrounds specific to one group without another, or to an individual without any other, they are before the call to God, and there was a difference in the mission of the Messenger, peace be upon him, whether "O Messenger, convey all that has been sent down to you from your Lord. If you do not, then you shall not have conveyed His message (at all). Allah shall protect you from the people. Surely, Allah does not lead the disbelieving people to the right path" (Al-Ma'idah: 67). Furthermore, the Almighty said: "and nothing rests on the Messenger but clear delivering (of the message)" (An-Nur: 54). This is the covenant of God Almighty on all his prophets, in conveying the message and the call to Islam and belief in God, as God Almighty commanded them, without complacency at the expense of belief (Al-Zohour, 2012).

There is a role for psychoanalytic theory in social education. It is mentioned earlier that the psychological system of the individual consists of (the desire, the ego, and the superego) and the explanation of what each of these components indicates. This is done through the contact of the air with society (the superego). The process of forming the ego begins from the individual to the personality. Here begins the process of social education, and ego formation is one of the essential processes in social education. The ego is subject to the pleasure principle. Therefore it is considered logical if he can achieve the desires (desire) within the scope of the reality imposed by the existing society with its customs, traditions, and laws (the higher ego), as the individual acquires the supreme ego in an auditory manner by the father’s commands and prohibitions, as the ego perceives. The superego manifests the persistence of customs, traditions, and values in society and their transmission to future generations. In the end, we find that the process of social education is linked to two processes: the process of forming the ego and the process of forming the higher ego, and through them, the individual acquires the customs and traditions of his society (Fayyad, 2015).

Results

To answer the research question: What is the role of the Noble Qur’an in psychoanalytic theory? As for Freud’s concept of religion, Al-Taweel (1977: 65) stated that religion is like a neurosis that man passes through during his development, as religion is an attempt to control the natural world in which we live with the help of an ideal world, but it is an attempt that cannot be successful.

As for Islam and psychoanalytic theory, Freud's theory was able to mislead the world The path of the hollow hypotheses that she advocated, did he not mean by the unconscious (the soul that commands evil), right? What is meant by the area of feeling is the reassuring soul. Also, the higher ego is meant by the blameworthy self. The reader thinks that there is no difference between what Freud called for and what is found in the Holy Qur'an, but It is wrong and all wrong in this conjecture, as the Holy Qur'an and the purified Sunnah of the Prophet acknowledges the principle of substitution.

And the change in the behavior of the individual throughout the stages of his development, not only in childhood (Al-Hams and Al-Jerissi, 2015). The Almighty said: "Verily Allah does not change a people's condition unless they change their inner selves" (Ar-Ra'd: 11). Therefore, the personality can be determined by its traits, characteristics, and characteristics in childhood, especially in the first five years of a child's life, and the only way to change what is in the soul or self is religion, through which the human soul is cleansed of its unwanted or harmful behaviors and habits, the Almighty said: “My Lord! I have indeed inflicted wrong on myself, so do forgive me” (Alqasas: 16); Freud dropped the principle of choice in the will and focused on the unconscious aspect that he placed at the top of the pyramid in the pre-human subconscious animal desires, instincts, and motives only. The conception of man's role is rejected, for God Almighty created man to be his successor on earth and be more generous than the rest of the animals. The Almighty said: "We have created man in the best composition" (Al-Tin: 4) (Abu Maraq, 2003).

The human soul is closer to nature and the vital forces that include the will and the instinct, and the mind mediates between the two forces: the strength of the soul and the strength of the soul. The side of the soul is related to the forces of instincts and motives of the body, and from the side of the soul, it is connected to the

world of survival and the secret of permanent existence and its knowledge with God Almighty. It is not surprising that the Holy Qur'an talks about the human soul in such a large number, as it is the book that is concerned with educating humanity and addressing the soul (Abu Shanab, 2010), as in the Almighty is saying: "Falsehood shall not come to it from before it nor from behind it; a revelation from the Wise, the Praised One" (Fussilat 42). Furthermore, the Almighty said in his Noble Book: "(This is) a book the verses of which have been made firm, and elaborated by the One who is All Wise, All Aware" (Hud: 1).

The Holy Qur'an has shown six levels of the human soul, and each of these psychological levels has needs that must be satisfied. Several characteristics characterize the person who is governed by one of these souls. Three levels of the human soul will be mentioned, which are as follows:

1. the self (is) incessantly commanding:

The Almighty said: "And I do not absolve my inner self of blame. Surely, man's inner self often incites to evil, unless my Lord shows mercy. Certainly, my Lord is the Most-Forgiving, Very-Merciful." (Yusuf: 53).

Several characteristics govern this soul:

A. His connection with God Almighty is weak or missing.

B. Characterized by aggressiveness in order to satisfy instincts regardless of the costs.

C. He attacks others in order to satisfy his needs and desires.

D. Constantly inclined to evil (man's inner self often incites to evil).

E. Lack of sense of security, safety, and reassurance.

F. Attempting to obtain physiological and biological needs such as clothing, food, and water, as these needs are among the needs that most need to satisfy this soul, similar to air (Id) in psychoanalysis. However, if the "I" is more vital than it, it helps its owner live in harmony with others. Accordingly, the accumulation of sins is the result of the individual's response to the motives of the aspiring soul; That is, the tendency of the human self to the level of inferiority, which generates in the individual a feeling of guilt, anxiety, the torment of conscience and insecurity (Al-Tariq, 2018).

The soul that commands evil has a relationship with the needs of the human soul, of desires, instincts, and the whispers of Satan, and from here appears the obsessive soul, which is a type of the soul that commands bad, which means whispering to its owner in a hidden voice that can hardly be heard from the depths to remind him of what he has committed of sin and feelings of evil. Moreover, it is a type of soul that commands evil. God Almighty says: "And certainly We created man, and We know what his mind suggests to him, and We are nearer to him than his life-vein" (Qaf: 16). The soul that commands evil is the one that means lust and anger, and whoever witnesses one of the soul's lusts with the eye of desire; I took him out to the whims, and the devils snatched him, and the wind blew him into a place (Al-Makki, 2005).

Furthermore, the obsessive person is the devil who whispers to man, and this is what came in the Almighty is saying: "Say, "I seek refuge with the Lord of mankind, the King of mankind, the God of mankind, from the evil of the whisperer who withdraws (when Allah's name is pronounced), the one who whispers in the hearts of people, whether from among the Jinn or Mankind." (Al-Nass: 1-6).

The self-reproaching soul

The Almighty said: "I do swear by the Day of Judgment!, And I do swear by the self-reproaching soul!" (Al-Qiyamah: 1, 2). This soul sins and repents and hesitates between good and evil. If it does evil, it regrets to God Almighty, and it is called the blameworthy soul; it blames its owner for what he did wrong and for what he did excessively. And because it hesitates between good and evil and tries to return its owner to the worship of God Almighty and to seek forgiveness and guidance and to return to the straight path (Abu Shanab, 2010).

The tranquil soul

The Almighty said to the righteous,ˀ "O tranquil soul!, Return to your Lord, well pleased ˹with Himˀ and well pleasing ˹to Himˀ., So join My servants,, and enter My Paradise." (AlFajr 27-30). And this soul is upright, loves good, seeks it, keeps away from evil, and repels it, and it is represented in the tranquility and stillness of the heart. (Al-Tarik, 2018).

The Interpretation of the Qur'anic verse "Come to me!" from Freud's psychoanalytic perspective: In the story of our master Yusuf there is another aspect of psychology or personality science that was not crystallized in previous centuries, and I do not want to talk about the grievance of our master Joseph and the injustice that he suffered from his brothers, and I do not want to talk about the relationship The personality and divine affection between him and his parents, although it is an important prelude to the psychological and educational revelation that God placed in the position of our master Yusef from Zulaikha, the wife of the dear, namely his refusal to

sexual intercourse after the doors were closed and she said, “Come to me!”. In a woman, he represents the nobility of the great hero in the face of meanness and manly generosity in front of the weakness of the dear woman, and deterring the self from betrayal imposes on the reader of these verses. Indeed they are verses in the realistic and credible sense, a strange feeling and feeling that afflicts the soul that does not end except with tears flowing in places, not for the tragedy that the reader witnesses, but for a chivalrous attitude Noble, and that feeling and feeling from oneself does not end except with complete determination and a conscious psychological will not commit adultery and to deter oneself from immorality, and perhaps insisting on adopting noble positions. And, of course, if a person were to be afflicted with the same circumstances. This is the prelude to this noble and chivalrous stance of our master Yusef in front of his brothers, the dear ones, and his wife, which does not represent a teacher of psychology and personality, but rather a new phase of psychological, educational revelation that God deposited in his previous verses. The Qur’an has this self-deterrent psychological suggestion, but rather praised it with the good consequence and the great reward that our master Yusef obtained with the king despite the long-suffering in dark prisons, and Yusuf Al-Siddiq at that time was also noble with everyone. Voluntarily to nobility and chivalry and to adopt the same behavior, whether it was imitation or conviction, and we did not find in the narration of the story of Yusuf in the Holy Qur’an and in the well-known method to push (the ego) in man to take the same position taken by our master Yusuf Al-Siddiq. It should be noted here that the Quranic process presents another fact that may be Mysterious to some, namely, the continuity of educational revelation. There is no reader of the Holy Qur’an or a reciter of it. Still, the same conscious feeling and the deterrent will slip into obscenity and adultery whenever he tempts himself, no matter how repeatedly reading the market. See. The truth that must be said here is that it is not only the noble position, nor the story, but the style as well, that made this psychological parameter a stand-alone theory or an educational fact that must be adopted (Al-Qabbanji, 2000).

Application of religious text based on psychoanalysis

This assumption appears in two main directions:

1. If the familiar in previous stages - especially the step that came after the founding of psychoanalysis at the beginning of the last century - is the existence of a conflict between the Islamic religion and psychoanalysis, fed by some of Freud's writings, then if we reconsider this contradiction, it becomes necessary, especially when the faith has returned strongly In the current era, as there are religious texts and stories in spiritual books that talk about the non-stop life scene, and that religions, through their history and texts, can become a psychological analysis (Eliade, 1956).

2. If it is customary to apply psychoanalysis to religious texts, then it is necessary at present to change roles and to use religious texts to psychoanalysis, given that these texts can pose many things for psychoanalysis and for the psychoanalyst to derive new psychological concepts and perceptions from them. . The importance of this change is not evidenced by a matter known to the specialists. Jacques Lacan derives some of his ideas from religion, mainly the concept: the name of the father: Le Nom-du-père and he explains this in his saying: "...to single out the father for procreation is something that was only under the influence of a pure signifier, as it is not a reference to the real father, but rather a sign What religion has taught us to call: the name of the father" (Lacan, 1966).

Instead of applying psychoanalysis to the Holy Qur’an, and instead of projecting interpretations on it that may not be suitable for it, It is possible to apply the Holy Qur’an to psychoanalysis. And we derive some concepts or Psychological perceptions of it that may contribute to the development of contemporary psychoanalysis. Can the Qur’anic narrations help the reader-analyst extract new psychological ideas? Does the story of our master Yusuf, peace be upon him, not suggest another knot other than this central knot, which is the Oedipus complex, which has been transformed in studies Cash to a magic key that interprets all the texts?

From here, the story of our master Yusuf, peace, and blessings be upon him, will be discussed in contrast to the myth of Oedipus. It is noticeable that the Qur’anic story did not talk about the mother of our master Yusef independently, as it spoke about the two: father and mother, as in the Almighty’s saying:(And after they had entered the city, Joseph raised his parents to the throne). Hence, we may conclude that the relationship of the child with the mother appears insignificant in the story of Joseph, in contrast to what is observed in the Oedipus legend. However, some contemporary psychological studies refuse to do anything but see in the woman of the dear, with her lustful presence, the face of Jocasta, and that the relationship between Joseph and the woman of the Aziz is interpreted. It is more like Oedipus’ relationship with his mother, especially that the one who bought him from Egypt asked his wife to honor the child, “possibly he might be of benefit to us or we might adopt him as a son” (Yusuf: 21), which may allow us to assume that Joseph is an adopted son and that Aziz’s wife is his second mother.

However, these studies do not pay attention to essential differences: the first is that in the story of Yusuf, we find “And some ladies in the city began to say: "The chief's wife, violently in love with her houseboy, is out

to tempt him." (Yusuf:30). It is clear here. In the first, the source of the forbidden desire is the woman of the dear, while the Oedipus child is the source of the forbidden desire in the Oedipus myth; The second and most important of which is that Oedipus is accused of incest and that the author of the myth took the accusation very seriously, while Joseph was accused of seducing the wife of the dear. Still, the Qur'an made it clear that Joseph was not responsible for what he was charged with. Even if they were accused of it after she became interested in him, he saw the proof of his Lord and the preference of imprisonment to sin; Above all, if the group is the one who accuses Oedipus in the myth, the exact opposite is what is happening in the story of Joseph. Still, in the story of Joseph, a witness from the family of the woman who tried to lure him with his innocence testified, and his imprisonment was unjust and aggressive. In the myths, there is a complete conviction that the hero committed a crime, while Yusuf remained innocent throughout the religious story, as he is the victim of the woman "And it so happened that the lady in whose house Joseph was living, sought to tempt him to herself" (Yusuf: 23), which accused him of being unjust, but his high sufficiency and his talents. Dreams saved him from prison and showed his innocence, which means that the religious stories granted the right to Yusuf, the victim, the victim of the dear woman who is supposed to be a second mother: "The chief's wife said: "Now the truth has come to light. It was I who sought to tempt him. He is indeed truthful." (Yusuf:51). Both myth and religious story, the relationship of the child with the father, occupies a central place, but in two radically different meanings: in the Oedipus myth, the child is unwanted by his father, who hated him even before he was born, while Joseph is the beloved child with a special love affair with his father: "And call to mind when the brothers of Joseph conferred together and said: "Surely Joseph and his brother8 are dearer to our father than we are, although we are a group of so many. Our father is clearly mistaken" (Yusuf: 8). And at the end of the story, Yusef will not kill his father; on the contrary, what happened. His return again brought life back to his father's soul, which he tired of crying and sadness over his separation. The son's shirt is the one who got the father out of the darkness of separation and loss: "Take this shirt of mine and throw it over my father's face. He will regain his sight. And bring to me all your family." (Yusuf: 93), and his position in the royal space in Egypt will not push him to commit sins as Oedipus did, but rather it is the position that will allow him to take the lead in this space, and meet his parents and family at the end of the events (Al-Moden, 2014).

Why does Islam oppose psychoanalytic theory?

Islam does not recognize psychoanalysis for reasons related to the founder of the theory "Freud," who considers religion an illusion that does not exist. The fundamentalists see in its hypotheses a form of Jewish thinking. The two aspects: The psychology of this religion is dealt with, diagnosed, and the aggravation symptoms resulting from it are explained. The researcher in fundamentalism sees one of the prominent manifestations in this crisis as an answer to the guilt complex that believers suffer within a world that is no longer compatible with their religion. The countries of the Levant, and psychology, for example, is the only subject of knowledge that hardly finds a place in the study programs within the Arab countries. The Islamic world rejects psychology, and this rejection is explained by "Ben Salama": first because psychology is the only scientific subject that was invented by a single person, which is Sigmund Freud, the latter was Jewish, so Muslims view psychology as a form of Jewish thought (Tamazuzt and Taleh, 2016).

In addition, because of his Jewish background and the isolation and persecution he felt, and the hatred of the world's peoples for the Jews, he tended to question spiritual and moral values. The emotions of love, sympathy, and compassion, and therefore his works, reflect his personal and family life rather than a product of scientific work based on experience, measurement, and accurate, objective observation. Therefore it was not surprising that his views were unable to withstand scientific experimentation. In addition to this, the contemplator in our Islamic heritage feels that Muslim and Arab doctors have been guided to the idea of the subconscious and the process of analysis hundreds of years before Sigmund Freud was guided to it (Mosbah, 2006).

Recommendations

The research recommends the following:

1. The Islamic society needs a social theory that supports the Islamic religion and is connected to the Holy Qur'an.
2. Benefiting from the theories of sociology and its results in applying psychoanalytic theory in the interpretation of the Holy Qur'an.
3. Paying attention to the stories of the Noble Qur'an and mentioning its virtues.
4. Responding to and defending the skeptics of the teachings of the Islamic religion.

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Multipolarity in the contemporary world. Definitions of poles

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Abstract:
New realities take place at the beginning of XXI century in the international relations. The world changes to multipolar and new relations appear between the old and the new powers – global or regional. These powers we call poles and present the definition of a pole and the factors defining a state as a pole.
Keywords: multipolarity, poles, international relations, geopolitics, geoeconomics.

Introduction

At the beginning of XXI century the world is transformed to multipolar and new relations appear between the old and the newly formed centers of power which we call in this article "poles".

The important role of the power states in contemporary world is out of question. The relations between the power states – poles – are complex and dynamic. These relations determine in large extent the global development and the global security. So, it is necessary and useful to track the history, the actual state and the tendencies in the relations between the poles. In this way, the problems will be discovered, the root causes will be analysed, the mutual interest for all parties and possibilities for solving issues and for establishing win-win collaboration will be easier found.

But before to start studying and analyzing the poles we need to present a clear definition of pole. This is the main pupose of the article. So, here we formulate the definition of pole and mention the poles of XXI century.

The concept pole – definition and types

The poles are the most considerable, powerful and influential states or integrations of states in the world or in a region of the world. The factors which determine a state as a pole, are demographic, geographic, economical and political.

Demographic pole is a state with population more than 50 million people. The demographic poles can be divided into three groups: global, regional and local demographic poles. **Global demographic pole** is a country with population more than 1 billion people. **Regional demographic pole** is a country with population between 100 million and 1 billion. **Local demographic pole** is a country with population between 50 million and 100 million people.

Global demographic poles are India and China.

Regional demographic poles are: EU, USA, Russia, Indonesia, Brasil, Pakistan, Nigeria, Bangladesh, Mexico, Japan, Ethiopia, Phillipines, Egypt.

Teritorial (resource) pole is a country with territory at least 500 000 sq km. The territorial poles are global, regional and local. **Global territorial pole** is a country with territory more than 3 000 000 sq km. **Regional resource pole** is country with territory between 1 000 000 sq km and 3 000 000 sq km. **Local resource pole** is a country with territory between 500 000 sq km and 1 000 000 sq km.

Global resource poles are: Russia, Canada, USA, China, Brasil, Australia, India.

Among the regional territorial poles are: Algeria, Angola, Argentina, Bolivia, Danemark (with Greenland), Egypt, Ethiopia, Indonesia, Colombia, Iran, Kazahstan, DR Congo, Libia, Mauritania, Mexico, Mongolia, Niger, Peru, South Africa, Saudi Arabia, Sudan, Chad.

Economic pole is a country with nominal GDP which is more than 500 billion USD. Again, we can introduce global, regional and local economic poles. A country is **global economic pole** if its nominal GDP is more than 3 trillion USD. A country is a **regional economic pole** if its nominal GDP is between 1 and 3 trillion USD. Local economic pole is a country with nominal GDP between 500 billion and 1 trillion USD.

According to the above definitions, global economic poles are: USA, EU, China, Japan, and Germany.

Regional economic poles are: Brasil, France, Italy, UK, Russia, Australia, Canada, India, Republic of Korea, Mexico, Spain.

Among the local economic poles are: Indonesia, Turkey, Netherlands, Saudi Arabia etc.

The nominal GDP which is used in the definition of economic poles reflects both real and financial economic power. If we need to consider only real economic power then GDP PPP may be used. In this case, to the group of global economic poles we must add Russia, India, Indonesia, Brasil, UK and France.

A country is **political pole** if it has army with more than 100 000 soldiers. We distinguish global, regional and local political poles. **Global political pole** is a country with army of more than 700 000 soldiers, having nuclear weapon, at least four military bases outside its territory and consideral influence at least in four other countries (sphere of influence). **Regional pole** is a country which has an army of between 145 000 and 700 000 soldiers, and has either military bases in at least one other country or nuclear weapon. Local political pole is a country which has an army of between 100 000 and 145 000 soldiers.

Nuclear powers according to the Treaty on the Non-Proliferation of Nuclear Weapons (Treaty on the Non-Proliferation of Nuclear Weapons, 1970) are: USA, Russia, UK, France and China. Nuclear powers which have not ratified the treaty are: India, Pakistan, North Korea. It is supposed that nuclear power is also Israel. In the frames of NATO, USA have deployed nuclear weapons in Germany, Italy, Belgium, Netherlands and Turkey.

States with army including more than 700 000 staff are: China (2 200 000), India (1 500 000), USA (1 400 000), North Korea (1 300 000), Russia (1 000 000) (Military Size by Country, 2022).

Global political powers are: China, USA, India and Russia.

Regional political powers are: Germany, France, UK, Italy, Japan, Turkey, Pakistan, Saudi Arabia, Iran, Israel, Taiwan, North Korea.

A state is a **pole** if it is global pole by at least two of the four factors – population, territory, economy, politics – and regional pole by the remaining two factors. A state is an **absolute pole** if it is global pole by all the four factors. A country is a **strong pole** if it is global pole by three of the four factors and regional pole by the fourth. A country is **weak pole** if it is global pole by one of the four factors and regional pole by at least two other factors.

A country is **regional power** if it is regional pole by at least two factors.

China is an absolute pole. Strong poles are USA, EU and India. Russia is a pole. Weak poles are Japan and Brasil.

Regional powers are: Germany, UK, France, Italy, Pakistan, Mexico, Ethiopia, Egypt, Iran, Saudi Arabia, Canada, Australia.

When only real economic power is used for defining of global economic poles, the classification changes as follows:

Absolute poles are China and India. Strong poles are: USA, EU and Russia. Weak poles are: Japan, Indonesia, Brasil.

When using real economic power to define economic poles, to the group of regional powers we should add Turkey and Nigeria.

Conclusion

It appears that several countries can be seen as poles in contemporary world and they will determine the main trends in the international relations in XXI century. In this article, we defined the term “pole”. As a second step, planned for next articles on this topic, we plan to present the poles and to analyse their development as well as their role in the contemporary world.

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Corruption and national security

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Abstract.
"National security" is a concept that for a long time does not only include the protection of the country's borders (land, air, sea) nor does it protect only the governmental bodies and power. National security is everything that favors and helps the development and sustainability of the Bulgarian identity. The economy has the strongest influence on the prosperity of modern-day people. Corruption has a major impact on the economy. Therefore, national security and corruption are directly related, the greater the corruption, the greater the breach in national security. Controlling corruption is possible only if a complex approach is taken - comprehensive revision of the legislation, comprehensive revision of the administrative and public capacity, easing and minimization of the powers of government officials.
Keywords: corruption, national security, economy

The purpose of the report is to prove the need to undertake a comprehensive system of legislative and organizational measures to deal with the phenomenon of corruption, including political corruption, so as to ensure an adequate response to all manifestations of national security in the country - economic, demographic, political. The topic of corruption has not stopped being relevant in the last decade. Many public figures and scientists have argued for the impact of corruption on national security. Already in 2013, Milka Yosifova advocated the opinion that organized crime, corruption and the monopolization of the economy are factors directly threatening national security.[1]

In Art. 2 of the Treaty on European Union (EU), the rule of law and respect for it is defined as one of the fundamental values on which the Union is founded. Bulgaria is a country governed by the rule of law and is a member of the EU. Therefore, if the law is followed and politics serves the law and not the other way around, there should be no problem areas that undermine our national security. The reality is different, and this is so, because the most important factors for Bulgarian society, such as economy, education and social policy, lack a systematic approach. By Decision of 08.03.2011, the National Assembly adopts the National Security Strategy of the Republic of Bulgaria[2]. Subsequently, by the Decision of 14.03.2018 of the National Assembly, the Updated National Security Strategy of the Republic of Bulgaria is adopted[3]. Both strategies aim to tackle poverty, social inequality, corruption and deal with the detrimental effect of lobbying legislative processes. However, instead of limiting corruption and developing the economy, in 2020 Bulgaria is in first place in terms of corruption among the member states of the European Union.[4] There could be no other reason than one - in recent years in Bulgaria, law has served politics.

Declaratively, all persons holding high public positions consider the importance of corruption for our national security. On 19.03.2021 with Decision No. 235, the Council of Ministers adopts a National Strategy for Counteraction and Prevention of Corruption /2021 - 2027/.[5] It is a curious fact that such a strategy, far from the developed democratic society of the USA, was adopted on 06.12 on the same year.[6]

Corruption can be classified according to many criteria - in terms of the sphere of action, in terms of the subject, in terms of the type of corrupt practice. A leading place, as far as it determines and limits corruption in the other units of public life, is occupied by corruption in politics. This corruption affects politically engaged subjects, such as people's representatives, regional governors, municipal councilors. It finds expression most often and unfortunately most perniciously in the enactment of laws and by-laws serving specific individuals. The manifestation is also found in the organization of a campaign to buy voters, which has been relevant in recent years.

[1] M. Yosifova "Countering the corrupt elements of national security" 2013.
[2] SG, №.19 of 08.03.2011
[3] SG, №.26 of 23.03.2018
[4] Transparency International ranking
[5] „"Corruption is one of the most serious threats to the rule of law, democracy and human rights. Corruption undermines good governance and social justice, harms free competition, hinders economic development and threatens the stability of democratic institutions and the moral foundations of society. A particularly serious problem is corruption at the highest levels of power and among those employed in the public sector“
[6] https://www.whitehouse.gov/

Rationally speaking, the fastest way to deal with the high-level corruption is through criminal law – charge of accusations. But since we are a country governed by the rule of law, in order to indict a criminally responsible entity, the first necessary condition is that the law allows this possibility, and the second is that sufficient evidence is gathered.

If these two conditions are present, yes - it could be assumed that the judicial system, and in particular the prosecutor's office, is "guilty" of not dealing with corruption.

The situation is different for the following reasons:

- Unreasonable closure of specialized jurisdictions;[7];
- Frequent and chaotic legislative changes;
- Lack of predictability and legislative stability;

In addition to this rational approach being clearly dysfunctional, it is also destructive. The main argument for the creation of the specialized structures in 2011 is to make impossible the pressure and the attempt to influence the magistrates dealing with the worst crime in the country. At that time, this was a good basis for the "codification" of anti-corruption measures in the country, as well as those concerning national security. From its creation in 2012 to its closure in 2022, the specialized jurisdictions have come a long and complicated way, accompanied by frequent legislative and personnel changes. Consecutively, after amendments were made to the Code of Criminal Procedure, in 2015 they were assigned the cases under Chapter One of the Criminal Code "Crimes against the Republic", and in 2017, also the crimes of corruption at the highest levels of power. In fact, during the entire period of its existence, the Specialized Prosecutor's Office has worked under conditions of chronic personnel shortages, both for magistrates and court officials. This problem finds a partial solution, through the secondment mechanism, giving a temporary and fragmentary solution. There was no other prosecutor's office in Bulgaria that functioned in such a dire personnel situation. This inevitably led to a serious workload for the prosecutors, to the impossibility of traveling in the country when investigating organized gangs outside of Sofia, loss of daily contact and interaction with the operational services of the Ministry of Internal Affairs and the State Security Service, loss of effective control over investigations.

On 03.01.2012, the Specialized Prosecutor's Office began to function effectively with only seven appointed prosecutors and not a single investigator. At the beginning of 2013, 14 prosecutors worked, including an administrative head with a staff of 22, of which 8 commanders and 6 investigators, of which 1 commander, with a staff of 12. Almost throughout 2013, only 63% of the number of prosecutors and 50% of the number of investigators were employed. It was only in October-November 2013 that the Supreme Judicial Council competitions for prosecutors and investigators ended, as a result of which 13 more prosecutors and 4 investigators were appointed to the Specialized Prosecutor's Office. At the end of 2013, 19 prosecutors and 12 investigators worked in the Specialized Prosecutor's Office, of which 8 were permanently appointed, 4 were seconded. At the end of 2014, 17 prosecutors and 9 investigators were appointed to the Specialized Prosecutor's Office. On average, in 2014 there were 17.4 prosecutors or 79% of the staff and 10.08 investigators or 84% of the prosecution staff. As of 01.01.2015, the number of magistrates was 34, of which 22 were prosecutors (of which 1 was an administrative head and 1 was a deputy administrative head) and 12 were investigators in the Investigating Department of the Specialized Prosecutor's Office (ID at SPO), of them 1 full-time employee - head of the Investigating department. There were 17 full-time prosecutors employed (of which 1 full-time employee – administrative head). Employed full-time investigators are 9 (1 of them full-time number - head of the Investigating Department) in the Investigating Department at the Specialized Prosecutor's Office. The headcount of magistrates from the Specialized Prosecutor's Office as of 31.12.2015 is 34 full-time, of which 22 for prosecutors (including the administrative head and one deputy head of the administration) and 12 full-time investigators in the Investigating Department of the Specialized Prosecutor's Office (including the head of the Chief Prosecutor of the Specialized Prosecutor's Office). Employed prosecutor staff - 17 (of them 1 staff member for the deputy head of administration). There are 12 full-time positions for investigators (of which 1 full-time position is in charge of the Investigating department). The full-time number of magistrates as of 31.12.2016 is 48, of which 31 full-time prosecutors (including the administrative head and two deputies of the administrative head) and 17 full-time investigators in the Investigating Department of the Specialized Prosecutor's Office (including the head of the Specialized Prosecutor's Office). There are 21 employed prosecutor staff members (of which 1 staff member for the administrative head and two deputies of the administrative head). Employed full-time numbers for investigators are 11 (of them 1 full-time number – head of the Investigating department) in the Investigating Department of the Specialized Prosecutor's Office. As of 31.12.2017, the full-time number of prosecutors was 38, of which 28 were employed (including an administrative head and two deputies of the administrative head). In the Investigating Department at the Specialized Prosecutor's Office, the full-time investigators are 25, of which 12 are full-time employees (including the head of the Specialized Prosecutor's Office). As of 31.12.2018, the number of full-time prosecutors in the Specialized Prosecutor's Office is 49, of which 32 are employed (including three deputy heads of administration). In the Investigating Department at the

[7] SG, № 42 of 26.04.2022 in force from 28.07.2022г.

Specialized Prosecutor's Office, the full-time of investigators are 40, of which the employed full-time numbers are 16 per investigator. As of 31.12.2019, the full-time number of prosecutors was 59, of which 48 were employed (including an administrative head and two deputies of the administrative head). In the Investigating Department at the Specialized Prosecutor's Office, the number full-time investigators is 51, of which 28 are employed full-time (of which 23 are investigators and 5 junior investigators). As of 01.01.2020, the number of full-time magistrates from the Specialized Prosecutor's Office is 110 full-time employees, of which 59 for prosecutors (of which 1 full-time employee - administrative head and 3 - for the deputy of the administrative head) and 51 (of them 1 head of the Investigating department, 39 investigators and 11 junior investigators) full-time numbers of investigators in the Investigating Department at the Specialized Prosecutor's Office. There are 48 full-time prosecutors employed (of them 1 full-time employee – administrative head and 2 – for the deputy of the administrative head). Employed full-time investigators in the Investigating Department at the Specialized Prosecutor's Office is 28 (of them 23 investigators and 5 junior investigators). As of 31.12.2020, the number of full-time prosecutors in the Specialized Prosecutor's Office is 67, of which 46 are employed by state (including the administrative head and four deputies of the administrative head). The full-time number of investigators is 58, of which 39 are full-time employees (including the head of the Investigating department, twenty-seven investigators and eleven junior investigators). As of 01.01.2021, the full-time number of magistrates from the Specialized Prosecutor's Office is 125 full-time, of which 67 full-time prosecutors (of which 1 – administrative head and 5 – for the deputy of the administrative head) and 58 (of them 1 head of the Investigating department, 41 investigators and 16 junior investigators) full-time investigators in the Investigating Department at the Specialized Prosecutor's Office. There are 46 employed prosecutor staff (of which 1 – administrative head and 4 – for the deputy of the administrative head). The employed full-time investigators in the Investigating Department at the Specialized Prosecutor's Office are 39 (of them 1 head of the Investigating department, 27 investigators and 11 junior investigators). As of 01.09.2021, the full-time number of prosecutors in the Specialized Prosecutor's Office is 67 full-time employees, of which 43 are employed by state (including the administrative head and four deputies of the administrative head). As of September 1, 2021, the full-time investigators are 58, of which 43 are employed by state (including the head of the Investigating department, thirty-two investigators and ten junior investigators). It was only in 2019 that the efforts made by the personnel body, the Supreme Judicial Council, to hold competitions were crowned with partial success, as the personnel problem was largely overcome. In the same time interval, the efforts made by the magistrates to work in the direction of corruption also began to yield results.



Diagram 1. Source: Annual reports for 2019, 2020, 2021 of the Specialized Prosecutor's Office www.prb.bg

In the analysis of these data, it is established that the percentage ratio of pre-trial proceedings of this category submitted to the court compared to those decided for the reporting year 2021. is 21.9%. For the previous year 2020, it was 18.48%. The data point to a drastic increase in the number of people brought to court for corruption before 2021.

Against the background of these objective facts, in the 47th, as it was in the 46th and 45th National Assembly, the arguments "in favor" of closing the specialized courts and prosecutor's offices are entirely political - they do not rest on any analysis, more less so on a comparative one. This is also because the campaign to close the specialized jurisdictions intensified after the expansion of competences in 2015 and 2017, including in relation to corruption. This is because they reached their peak after the Specialized Prosecutor's Office "reached out" to previously untouchable people, identified as representatives of the former nomenclature with enormous financial opportunities and influence, mayors of municipalities (nominated for the post or supported by parties), of heads of state agencies, members of the Council of Ministers, members of the parliament, members of the President's Administration.

Over the years, a serious problem in the work of the Specialized Prosecutor's Office, and in general in the government structures, has been determined by the many chaotic reforms. The Law on the National Security State Agency has been amended 32 times since its adoption 14 years ago[8]. In reality, only this law is amended twice a year. The situation is similar with the Law on the Ministry of Interior. From the next reform in the

[8] Promulgated, SG №. 109 of 20.12.2007, last amended in SG № 51 of 06/05/2020

"Security" sector and the amendments to the Law on the National Security State Agency and Law on the Ministry of Interior, with which the Directorate for the Combating Organized Crime was removed from the State Agency "National Security" and again separated as the Main Directorate "Combating Organized Crime" under the Ministry of Interior, which in its current form has been functioning de jure since 14.02.2015. Over the years, this office has been engaged by the legislator as being solely competent to carry out the investigation in the cases of the Specialized Prosecutor's Office. Significantly later in time, the staffing of General Directorate Combating Organised Crime was implemented in practice. As a result of the implemented reform, cases have been reassigned again - this time from the State Agency "National Security“ through the Main Directorate “National police”, and subsequently to the General Directorate Combating Organised Crime. Again, time was required for the new Investigating bodies to familiarize themselves with the cases and navigate the complex matter. As a result, the investigation in a number of cases has been delayed and it has come to the entry of the proceedings into the procedure under Chapter 26 of the Criminal Procedure Code[9], as well as into the procedure for amending measures for non-abortion due to irregularity in the execution of procedural Investigating actions in the cases /something that currently monitors the cases of the closed Specialized Prosecutor's Office/. The process of structuring General Directorate Combating Organised Crime and its personnel strengthening in 2015 also caused serious problems in the implementation of operational work and the main activity of detection and countermeasures against organized crime in Bulgaria. During these periods, the Specialized Prosecutor's Office is not supplied with a sufficient amount of materials. Materials suitable for starting investigations were initially related to cases of neighborhood distribution of narcotic substances; usury; computer crimes. As a result of this restructuring, for a long period there was a lack of reported developments on activities such as human trafficking, corruption, drug trafficking. There were no developments from entire regions of the country such as Varna Region, Burgas Region, etc. Among the developments, there were also those for the so-called "significant persons". Only in 2016. this crisis is beginning to be overcome.

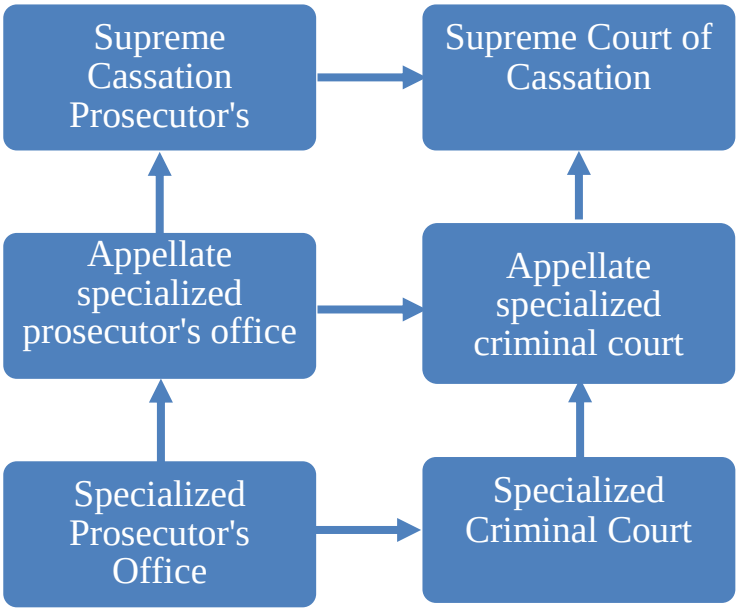


Diagram 2. Source: Judiciary Act

The need for judicial reform is more than urgent, because security in the country is greatly shaken. Shutting down the judiciary without reasonable assurance that this is the biggest and most pressing problem is destructive. In the country's magistrates, the feeling remained that the closure itself was caused by activeness on the part of the closed bodies, and not by passivness. This is so because the specialized jurisdictions did not have, or did not apply, different legislation from the rest of the jurisdictions in the country. It is also because the specialized jurisdictions, according to the will of the legislator, did not issue final judicial acts. The relationship

[9] Art. 368. (*) (amended, SG No. 63 of 2017, in force from 5.11.2017) (1) If, in the pre-trial proceedings, more than two years have passed since a certain person was brought as an accused for a serious crime and more than six months in other cases, the accused, the victim and the damaged legal entity can make a request to accelerate the investigation. These terms do not include the time during which the case was in court or was suspended on the basis of Art. 25.

between the Specialized Prosecutor's Office and the Supreme Court of Cassation, on the one hand, and between the Specialized Criminal Court and the Supreme Court of Cassation, on the other hand, is the same as the relationships of any other district-level judicial authority.

The first argument that the closure of the specialized jurisdictions could be cited as an example of political corruption is that the specialized magistrates have proven the usefulness of their existence as bodies with competences on the territory of the entire country and beyond. What's more, results were achieved precisely in the national security segment, which are currently not achieved. The table below shows the work for crimes against under Chapter One of the Criminal Code.

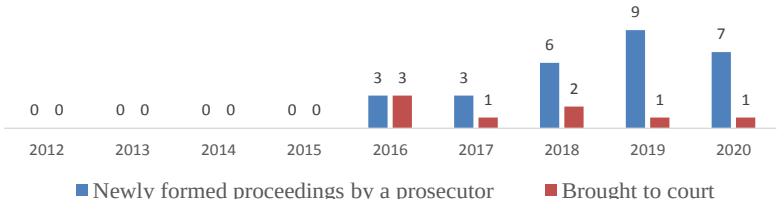


Diagram 3. Source - Annual reports of the Specialized Prosecutor's Office for 2016-2021, as well as reports of the PRB https://prb.bg

The independence of the judiciary is not a given but a continuous process. Law and politics are closely related. The rule of law is distinguished by the fact that politics serves the law, and not vice versa - the law of politics. In Austria, the work of the specialized prosecutor's office led to the resignation of a person holding a high public office in Germany at the end of 2020. The prosecutor's office also initiated and carried out Investigating actions directed against people holding high public positions. Neither in Austria nor in Germany, no one even less a politician, has even thought of closing the "special justice".

The second argument - a professional team of judges and prosecutors was created, with a high degree of qualification and specialization in countering organized crime, corruption, terrorism, crimes against the state. Each of them has been trained for this for years, specialized in a specific field of domestic and international organized crime.[10]

The third – the presence of acquittals. There are acquittals everywhere, and they are the guarantee of a functioning justice system. For the entire period of existence of the Specialized Prosecutor's Office, the people acquitted with a judicial act entered into force are a total of 112. During the first two years of the functioning of the specialized justice, there were no acquittals entered into force. In 2014, 6 people were acquitted by an effective court act, in 2015 – 15, in 2016 – 14, in 2017 – 27, in 2018 – 10, in 2019 – 20 and for 2020 – 20 people. In total, for the period, the relative share of acquitted persons with an effective court act (112) compared to all people

with an effective court act for the period (1,716) is 6.5%. As stated, in 2012 and 2013 there were no acquitted persons. This percentage was the lowest in 2014 (3.9% on average for District attorney's office – 6.1% and for Sofia City Prosecutor's Office this percentage is 12.9%.). The following three years, the share of acquitted persons of Specialized Prosecutor's Office increased: for 2015 – 7.9% with an average for District attorney's office – 6.9% and for Sofia City Prosecutor's Office – 18.8%; for 2016 – 9.3% with 6.8% for District attorney's office and for Sofia City Prosecutor's Office – 16.9%; for 2017 – 9.1% with 6.0% for District attorney's office and for Sofia City Prosecutor's Office – 15%. The following year, 2018, the share for Specialized Prosecutor's Office of acquitted persons falls - 4.3%, compared to 4.8% for District attorney's office and 9.1% for Sofia City Prosecutor's Office. After that, this share increases again: for 2019 – 6.4% with 4.8% on average for District attorney's office and 11.7% for Sofia City Prosecutor's Office and in 2020 – 9.2% with 4.1% for District attorney's office and 8 .0% for Sofia City Prosecutor's Office. No clear trend can be inferred from these data. It can be seen that the proportion of acquitted persons with an effective court act for Specialized Prosecutor's Office compared to all people with an effective court act has varied up and down over the years, and in most years it is above the average for district attorneys' offices, but significantly below that for the Sofia City Prosecutor's Office (except for 2020, when it is higher)[11]

[10] The 2020 Eurojust Report explicitly mentions two cases involving the Specialized Prosecutor's Office, one of which was given as an example of exceptional good practice at the meeting of the Council of Ministers of Justice of the EU on the challenges posed by the pandemic in the field of international cooperation in criminal matters in 2020.

[11] www.prb.bg

The legislative changes, which would help the effective investigation of corruption at the highest levels of power and organized crime, and hence the improvement of internal and external security, and ensuring conditions for economic prosperity, should be aimed at simplifying the criminal procedural rules. Moreover, the emphasis should not be placed on the consequence of the corrupt practice of the principle of committed crime - imposed punishment. The emphasis should be placed on prevention and immediately after that on personnel capacity.

Judicial reform should be part of the overall anti-corruption policy of the state, as well as a consequence of reforming many laws, including in the security sector. The fact that the draft law on publicity and registration of lobbyists and lobbying activities submitted to the 39th National Assembly was not considered at all is puzzling. Without such a law, with frequent changes in the legislation, which is an indisputable fact for the Bulgarian reality, it is very difficult to fight political corruption. Frequent changes in legislation are undoubtedly dangerous because they create periods that can be used by specific entities to obtain non-following benefits..[12] A vivid example is the "Father and Brother" case study, which gained popularity in the public sphere. As can be seen from the reasons of the Supreme Court of Cassation[13], apparently a corrupt practice cannot find a criminal legal sanction due to legislative deficits in the field of public procurement and the conflict of interests.

To achieve the goal set in this report, I propose to undertake a comprehensive system of measures of a legislative and organizational nature to deal with the phenomenon of corruption, including political:

- Legislative - adopting a law on lobbying;
- Organizational - study of good practices in all spheres of public life of the countries with the lowest corruption index;
- Formation of a broad round table with the participation of practitioners and scientists from all spheres of public life in order to carry out a revision of all legislation;
- Creation of a system of mutually controlled units for anticipating potential corruption risks, as well as for administrative counteraction to existing ones;

Without prevention and without strengthening administrative capacity to fight corruption, this problem could not find a permanent solution. Criminal law uses the harshest form of state coercion, which is punishment. In this situation, talking about corruption as a fundamental evil that destroys economies and state foundations, it is obvious that punishment is a necessary, but not sufficient condition for dealing with the problem.

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European goals and values in the conditions of economic crises, pandemies, war and corruption

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Abstract:
The European Union, in the conditions of the modern challenges of high inflation, energy crisis, war up to its limits and the not yet passed threat of the COVID epidemic and climate change, directs its main goals and values to peace, freedom, security, but also to the fight against discrimination and corruption. European values are subjected to an overall analytical analysis according to the current basis of European acts and developed policies of fundamental rights. Democratic European values are aimed at exploring human dignity, different types of freedom, democracy, equality and discrimination in the scope of human rights.

Keywords: dignity, freedom, democracy, equality, non-discrimination, corruption.

Introduction

The perspectives of the European Union are aimed at promoting peace, values, well-being of its citizens, ensuring freedom, security and justice to prevent and fight crime and corruption. The European Union unites the countries and people of Europe through its core values on which it was founded and has the tools to protect its values and its budget. These values are enumerated at the very beginning of the Treaty on European Union (Article 2) and include respect for human dignity and its rights, freedoms, equality, democracy and the rule of law.

In the area of economic development, the EU sets the conditions for achieving sustainable growth based on balanced economic growth, price stability, the creation of an internal market, a strong competitive market economy for social progress and rules to protect the EU budget. On December 16, 2020, the Parliament approved a regulation to monitor and protect European Union funds from violations, by the parties related to the rule of law, and in cases of corruption, fraud and abuse related to EU funds and systemic violations of fundamental values, threatening the management of European funds.

This means that compliance with the rule of law and other values is a condition for Member States to have funds from the EU budget. If there are violations that make possible the misuse of funds, the country concerned may be restricted from receiving funding.

The rule of law is among the fundamental principles that have a key role for the Union. It serves as a guarantor of fairness and transparency in any democratic society. The governments of the member states should be guided in their activities by legal restrictions in making their decisions, while also providing a legal opportunity for citizens to challenge their actions in independent courts. The principle of the rule of law is also related to the effectiveness in the fight against corruption. There is still the question of how to end the possibility and the way to favor certain entities at the expense of everyone else, as well as the problems of protecting the freedom of the media and the provision of verified and reliable information about the activities of governments.

It is interesting to point out as a European goal the fight against social exclusion and discrimination, the promotion of social justice, as well as the creation of an economic and monetary union with a monetary unit - the euro. The full scope of the EU's objectives are contained in Article 3 of the Treaty of Lisbon, and the EU's values are set out in Article 2 of the same Treaty and in the EU Charter of Fundamental Rights.

Spirituality and spiritual values are undoubtedly not innate, they require morality and will to be created in the name of well-being and prosperity, in the name of freedom and justice for each individual in forward and upward direction in the public interest of the material world reflected through human consciousness. All this requires the enrichment of the individual's spiritual life, opens up new perspectives for him, both in the present and for the future. Thus the emergence of the category values of utility and goodness without violating the principle of justice and humanism is required. To put it another way, value is a principle to which the individual strives, and humanism is an ideal, not a state.

The term "value" is widely used in philosophical and sociological science to denote the human, social and cultural significance of certain phenomena of reality. All individuals or cultures that are not socially isolated and have adequate language skills have certain, underlying and at the same time defining values that are relevant to the overall value system.

In essence, the entire variety of objects of human activity, social relations and natural phenomena included in this circle can acquire the quality of "objects of value" or "objects of value relations", that is, they

can be evaluated in terms of good or evil, truth or falsehood, beauty or ugliness, permissible or forbidden, just or unjust, etc. The methods and criteria on the basis of which the evaluation procedures of the relevant phenomena are produced are fixed in public consciousness and culture as "subjective values" (statements and evaluations, imperatives and prohibitions, goals and projects, expressed in the form of normative ideas), which have the importance of orientations for human activity. "Objective" and "subjective" values are something like the two poles of a person's value attitude to the world.

A part of the values are available, achieved, existential, while others are the object of ideals, desires, normative and constitutional norms, which should be implemented with high support from the whole society. Generally speaking, spirituality is a basic philosophical characteristic, reflecting both the emotional essence of the individual and his virtues. Virtues are a consciousness of morality to achieve sustainable values since ancient times. According to Plato, the virtues are wisdom, justice, moderation, courage, and according to the Christian canons – faith, hope and love.

The system of the rule of law with high level of corruption is still looking for the reasons in the opposite essence of the concepts: value corruption and corruption in values. Ten EU member states continue to be among the least corrupt in the world. Other EU member states have consistently held the top spots with the highest levels of corruption for a decade, with Bulgaria leading the way. Measures taken to strengthen the anti-corruption framework still rely on integrity, rules on conflicts of interest, transparency of lobbying and personnel "carousels" between state-owned and private businesses.

Some of these countries have taken measures to strengthen anti-corruption and integrity frameworks, including rules on conflicts of interest in the public and private sectors. The EC's reports point to criminal investigations and prosecutions, as well as the enforcement of corruption sanctions, as challenges, especially in *"extremely complex cases of corruption".*

Another essential category is **morality**, as a social tool for regulating the individual's behavior towards work, politics, science, family, freedom, well-being, etc., in order to bind the value characteristics ***"morality"*** and ***"morality"*** with ***"spirituality".***

The founder of The Art of Living - Sri Sri Ravi Shankar, argues that *"Corruption happens because there is a lack of sense of belonging. Spirituality increases the sense of belonging among people so that there is a natural tendency to be honest and take care of each other. Then corruption, manipulation and dishonesty become impossible."*

The policy of the European Union highlights the commitment to achieve its development goals, relying on the following European values:

First of all, the European Union places **"*human dignity* "**as an inviolable value and a real foundation of basic human rights. Dignity is a category of moral science and a subject of ethics. Moreover, the concept of *"dignity"* is an immutable part of law and politics. Already in 1486, the Italian philosopher Giovanni Pico della Mirandola in his work *"Discourse on the Dignity of Man"* developed the concept, based on the uniqueness of the human being, of free will in the image and likeness of God.

The ***human dignity category*** also engaged the attention of the German philosopher Immanuel Kant in 1785 in his work *"Fundamentals of the Metaphysics of Morals"*[14]. To have dignity, according to Kant, does not mean to be the bearer of some special natural quality, but to be a person, to be a member of a moral community of people, to define one's own identity and right to self-governance, to assume obligations to others, but also to take full responsibility for your actions. Another work of Kant's, "*Critique of Practical Reason"*, also contributes to the concept of "human dignity"[15]. Kant explores human reason, as a guide to human knowledge, the principles of ethics as a science, according to a critical mechanism of his own for the duty of man as a person.

As a value *"human dignity*" is also contained in modern constitutionalism, through the protection of the fundamental rights of citizens, i.e. general universal human rights law. The idea of universality of rights is also contained in the Universal Declaration of Human Rights, from 1948 of the International Organization of the United Nations. Philosophers argue that dignity and freedom define us as individuals. Freedom as independence and freedom as self-determination.

The European Union is based on the values of respect for human dignity, freedom, democracy, equality, the principles of the rule of law, as well as respect for human rights, including the rights of persons belonging to minorities, as is defined in Article 2 of the Treaty on European Union (TEU). The EU is also bound by its Charter of Fundamental Rights and is committed to acceding to the European Convention for the Protection of Human Rights and Fundamental Freedoms. Dignity and human rights are inalienable rights at the foundation of freedom, justice and peace in the world. This is an opinion taken in a decision of October 9, 2001 by the

14 Published in Bulgaria as "Metaphysics of Morals" in 2 parts:
Part 1: Metaphysical Foundations of the Doctrine of Law, ed. "Farago" Sofia (2009), trans. Bozhidar Gumnerov
Part 2: Metaphysical Foundations of the Doctrine of Virtue, ed. "Farago" Sofia (2010), trans. Bozhidar Gumnerov

15 Emmanuel Kant, Critique of Practical Reason, ed. BAS, (1992), translated by Tseko Torbov

European Court of Human Rights (ECHR), which coincides with the wording of Art. 1 "Human dignity, which is inviolable and must be respected and protected."

The second value of the EU is related to ***"freedom".*** Freedom, as an essential characteristic, can be related to the feeling of independence, human rights, support and protection, as emancipation for a space that provides conditions for covering the norms of normal existence and constructive development of each individual and society, as a goal towards peace and prosperity. Without freedom, life has no meaning and development, which makes freedom the most valuable human essence, without which there is no possibility of realizing a full-fledged life, or to put it another way: Without the presence of freedom, a full-fledged life cannot be built. Transparency, good governance and freedom from corruption is a universal prerequisite for managing financial regulatory and monitoring systems. On the other hand, corruption contributes to prolonging human misery and holding back economic development, by suppressing the basic values of society, shaking trust in institutions and influencing the adoption of lobbyist laws.

Humanity is constantly changing and with it the state policies and the world are constantly changing from era and century, which reflects on the worldview and thinking about the essence, characteristic and scope of the concept of *"freedom"*, followed by harmony, humanity and understanding between states and citizens. Can freedom be taken to derive from property and can it be significantly linked to the economy, such as ***"economic freedom"?*** In this hypothesis, do good education and a career give economic freedom? The debate remains open to scientists and researchers, to each individual member country, as well as to the entire European Union.

Yet another freedom is within reach for clarification, research, and exploration. This is ***"freedom of speech".*** It cannot be denied that speech fuels progressive ideas that lead to progress, but speech, especially in recent years, breeds hatred, aggression and intolerance in the pursuit of objective truth. Hatred between neighboring countries, hostilities for territorial claims, the victims of the COVID pandemic and the profits of vaccine manufacturers, the gas war and the uncontrolled excess profits of some at the expense of high inflation of EU countries, dirty air, climate change, unstable governments, high corruption etc. etc. Topics with which the media inundates us daily, and yet there are no lasting solutions in the interest of civil society.

Freedom of speech begets ideas, and when ideas are based on truth and progressiveness they beget the freedom to share, because speech is the contact to other speech, and together they lead to the maintenance of freedom. Free will is a possibility in terms of free choice, free gift and good to which man strives. In this aspiration, the question always arises: Which is leading - freedom or security? The highest form of freedom is the voluntary renunciation of freedom, the renunciation of one's will for the sake of security. Freedom of speech can be defined as a value when it only serves the will to achieve truth and goodness.

With the entry of Bulgaria into the European Union in 2007, another freedom was achieved, ***"freedom of movement of people"*** in the union. Freedom of movement within the borders of the European Union is regulated by the Schengen Borders Code.[16]

Freedom of movement is defined as a cornerstone of citizenship introduced by the Maastricht Treaty in 1992. The first provisions were settled in the Treaty establishing the European Economic Community of 1957, and the Maastricht Treaty introduced the concept of EU citizenship as a basis of the right of persons to move and reside freely within the territory of the member states (Schengen area). The Treaty of Lisbon confirmed this right, as an area of freedom, security and justice.

The Schengen area includes the abolition of internal border controls for all people, a common visa policy for short stays, police and judicial cooperation. Police forces provide mutual assistance in crime detection and prevention, extradition system interaction, mutual recognition of criminal convictions and development of the Schengen Information System (SIS).

In order to transform the Community into a space of real freedom and mobility, a number of Directives have been adopted to consolidate the various legislative acts and judicial practice. The European Parliament supports the right to free movement as a key principle and fundamental right of the European Union and a guarantee that the principles of equality and the fundamental right to freedom of movement is an acquired right.

Freedom of movement is the right to move freely or the right to travel. This is a concept in the field of human rights, advocated in the constitutions of a number of countries, which is defined as the legal possibility that every citizen of a country has the right to leave the country, to travel and, in the presence of regular documents, to return to the state at any time. The goal is aimed at the development of free economic horizons for the creation, development and mobility of a global labor market, established with Art. 48 of the Treaty of the European Community (TEC).

However, discriminatory prohibitions and restrictions on social rights have been introduced, such as: *"The provisions on freedom of movement do not apply to the appointment of a public office."* Such positions,

[16] REGULATION (EU) 2016/399 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 9 March 2016 on the Union Code on the regime of movement of persons across borders (Schengen Borders Code). Pursuant to the Treaty on the Functioning of the European Union, Article 77(2)(b) and (e) thereof.

according to the European Court of Human Rights (ECHR), are related to the exercise of national sovereignty, which requires the loyalty and value naturally inherent in national citizens.

"***Freedom of movement of goods, capital and payments"*** in the European Union. In the founding treaties, this freedom of movement has a codification character. Restrictions are permitted only for public order, security and health reasons, such as restrictions on Mad Cow Disease, COVID- 19 and others.

Democracy- as the third priority value, according to the TEC. The functioning of the European Union is based on representative democracy, and its citizens enjoy political rights, to stand for election and vote in their country of origin. Every EU citizen has the right to stand and vote in national elections and for the European Parliament.

The core essence of democracy is associated with the leading characteristics of "rights":

- The right to petition the European Parliament;
- The right to appeal to the ombudsman;
- The right of every citizen of one EU member state, located in the territory of another state, where his national state does not have a diplomatic representation, to receive protection from the diplomatic or consular representation of another member state.

A growing threat to democracy in the EU is disinformation. According to a 2021 survey[17], 83% of people believe that disinformation is a threat to democracy; 63% of young Europeans encounter fake news more than once a week and 51% of Europeans believe they have been exposed to misinformation online. The European Court of Auditors ((ECA) prepares this special report, according to Article 287, paragraph 4, second paragraph of the TFEU.

Misinformation is a serious problem with social media and evolving technology contributing for the increased publication of false and misleading information. The preparation of an EU action plan to combat disinformation does not take into account the effective results achieved by the operational organization of the Strategic Communication Unit of the European External Action Service and its operational groups. There are recommendations for early warning to Member States, to improve monitoring and accountability of online platforms and to develop an EU Media Literacy Strategy to include combating disinformation. The mentioned statistics give sufficient reason to conclude that disinformation threatens and harms our society by undermining trust in institutions and the media, putting electoral mechanisms and the credibility of results at risk, hindering citizens' right to make an informed decision and, above all, damaging freedom of expression.

The fourth European value is ***"rule of law".*** In recent years, the supremacy of European law has been brought forward as the main and leading goal for the protection of constitutional values and fundamental rights. If European law prevails even over domestic constitutional law, it would become possible for it to violate some rights. This led the Court of Justice of the EU to confirm in its jurisprudence the principle of respect for fundamental rights, stating that fundamental rights are rooted in the general principles of Community law defended by the Court.

With the expansion of the EU's competences with policies related to fundamental rights and justice and the home affairs of freedom, security and justice, the development of this process has been directed towards the European Convention for the Protection of Human Rights and Fundamental Freedoms. In parallel with the control mechanism, a decision was taken in 1999 in Cologne to draw up a Charter of Fundamental Rights and proclaimed in 2000 in Nice, and in force from 1 December 2009, as a source of primary law in a democracy.

In the name of democracy, in July 2019 the European Commission (EC) launched a legal mechanism on the rule of law, an action plan entitled "*Strengthening the rule of law in the Union* ", which includes an annual rule of law cycle. The first report was published in September 2020, accompanied by 27 chapters covering the judicial system, the fight against corruption, media pluralism and principles related to the legislative process, independence of authorities, accessibility, judicial review and civil society organizations. The created network of national units for contact, information and dialogue, with the institutions of the Council of Europe, the Organization for Security and Cooperation in Europe (OSCE), the Organization for Economic Cooperation and Development (OECD), judicial networks and NGOs. The second and third reports are published in 2021 and 2022.

Bulgaria and Romania are also subject to the Cooperation and Verification Mechanism, which contains aspects related to EU values.

After the assasinations of the journalists Daphne Caruana Galizia in Malta and Jan Kuciak and his fiancee in Slovakia, in order to strengthen the Parliament's monitoring and action regarding the values under Article 2 TEU, the Committee on Civil Liberties, Justice and Home Affairs (LIBE) created a Democracy Monitoring Group , based on the principles of the rule of law and fundamental rights. The group is tasked with looking at threats to EU values that arise across the Union and making proposals for action to the LIBE committee.

[17] European Court of Auditors (ECA) Special Report 09/2021, Disinformation affecting the EU – despite action, it is still not under control. https://www.eca.europa.eu/bg/Pages/DocItem.aspx?did=58682

The EU is based on the rule of law, with all its activities based on treaties voluntarily and democratically adopted by EU countries. Justice is administered by an independent judiciary that monitors compliance with the law. EU countries have given the Court of Justice of the European Union jurisdiction to rule on legal disputes with final decisions that must be respected by all.

The procedure under Article 7 of the Treaty on European Union aims to protect European values. It was introduced by the Amsterdam Treaty of 1997 and provides for two mechanisms:

- The first is preventive and is applied when there is a clear risk of violating European values;
- The second is related to the imposition of sanctions when a violation has already occurred.

Possible sanctions are not clearly defined in the European treaties, but may include depriving the offending country of the right to vote in the European Council. In both mechanisms, the final decision is taken by the representatives of the member states in the Council, with a unanimous vote of the heads of state, without the representative of the member country concerned voting.

In recent years, the European Parliament has issued warnings about the worsening situation regarding the rule of law in EU countries. Deputies are taking action and making repeated appeals to the Commission and member states to protect the EU's values and budget.

According to the Vice-President for Values and Transparency, Vera Jourova, the second report on the rule of law is *"a useful preventive tool that stimulates the necessary debate between Member States and other participants... However, this progress is uneven and there are reasons in a number of Member States of serious concern, especially as regards the independence of the judiciary'.* Didier Reynders, Commissioner for Justice, found the report "*encouraged positive reforms related to the rule of law",* with the Council of Ministers using the report to modernize its dialogue on the rule of law.

Personal freedoms, such as respect for private life, freedom of thought, religion, expression of opinion and information, are protected by the Charter of Fundamental Rights of the EU, as a guarantor for maintaining and guaranteeing democracy throughout the European Union.

Another European value is ***"equality".***

According to Maurice Lagrange, Advocate General at the Court of the European Communities, "... *nothing is more captivating and at the same time more deceptive than equality, and justice is often based on inequality, all this is well known."* Equality means equal rights for all citizens before the law. The principle of equality between women and men is the basis of all European policies and European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome as early as 1957. The protection and affirmation of the rights and values enshrined in the EU Treaties and in the Charter of Fundamental Rights requires the support of civil society organizations with an active and strong sense and ambitions to build open civil positions based on the rights of democracy and the rule of law for work on the national and transnational level.

As an integral part of ***"human rights",*** non-discrimination is linked on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to protection of personal data and the right of access to justice. The prohibition of discrimination is established in Article 14 of the European Convention on Human Rights and guarantees equal treatment in the exercise of the rights specified in the Convention. According to Art. 21 of the Chapter of Fundamental Rights of the EU, any form of discrimination is prohibited based on sex, race, colour, ethnic or social origin, genetic characteristics, language, religion or belief, political or other opinions, membership of a national minority, property status, birth, disability, age or sexual orientation. Another form of implementation of the prohibition of discrimination, according to Art. 18 of the TFEU, is based on nationality.

Practice shows that the fight against discrimination cannot be solved by legislative means alone, although laws play an essential role in achieving a change in attitudes and behavior. For this purpose, the EC requires the implementation of the Directive on equal treatment in the field of employment and occupations, the Directive on equal treatment regardless of racial or ethnic origin, the Directive on equal treatment of men and women outside the labor market and the forthcoming adoption of the Directive on equal treatment of persons regardless of religious affiliation or belief, disability, age or sexual orientation.

Protection against discrimination is also provided for in the Framework Convention for the Protection of National Minorities, the Council of Europe Convention on Action against Trafficking in Human Beings, the Convention on Access to Official Documents, the mentioned directives, even in the Protocol to the Convention on Cybercrime, which also contain requirements for protection against discrimination and a number of other acts.

The principle of non-discrimination is decisive for the formation of the standards of the Council of Europe and is seen as a fundamental right that needs protection. Human rights protection mechanisms are not only the subject and commitment of the EU. North and South America, the Middle East, Africa and especially the United Nations (UN) are concerned with this problem in terms of creating and applying international law. According to Protocol No. 12, the prohibition of discrimination is increasingly argued as an independent right.

The principle of non-discrimination can only be applied when the matter falls within the scope of EU law, distinguishing between equality before the law and non-discrimination within the substantive legal norms. The principle of equal treatment, according to the EU court, is a general principle of EU non- discrimination law with a specific expression, which time and practice should further develop. The principle of non-discrimination is one of the main principles of the European Union. Everyone is equal before the law and everyone has the right to live without discrimination.

Bulgaria is the country that is most vulnerable to fake news and disinformation out of the 27 member states of the European Union. This is what the Media Literacy Index report for 2022 indicates. The report was prepared within the framework of the European Policies Initiative (EuPI) of the Open Society Institute – Sofia and assesses the potential for resilience against fake news in a total of 41 European countries. The last places in the ranking are occupied by Albania (37th), Bosnia and Herzegovina (38th), Kosovo (39th), North Macedonia (40th place) and Georgia (41st). Bulgaria occupies the 33rd place, performing the worst in term of indicators measuring the quality of education.

The Council of Europe stands for freedom of speech and of the media, freedom of assembly, equality and the protection of minorities. It is the initiator of campaigns on issues such as child protection, hate speech on the Internet and rights of the gypsies, the largest minority in Europe. The Council of Europe helps member states in their fight against corruption and terrorism, and to undertake the necessary reforms in the judicial system. Its group of constitutional law experts, also known as the Venice Commission, offers legal assistance to countries around the world.

The Council of Europe promotes human rights through a number of international conventions such as the Convention on Preventing and Combating Violence against Women and Domestic Violence, the Convention on Cybercrime and a number of others. Today, no member state of the Council of Europe applies the death penalty.

The right to free self-realization represents the highest moral ideal of the modern age. In the light of this ideal, any coercion on the individual - physical or mental - is unacceptable and morally reprehensible. In 2012, for the efforts made in the field of non-discrimination, the defense of the causes of peace, reconciliation, democracy and human rights in Europe, the European Union was awarded the Nobel Peace Prize.

Ten years after the award, the EU has accumulated a huge scientific and research essence, which serves to develop a comprehensive normative base for the continuation of research analyzes with the aim of achieving the expected preventive and sustainable results, which leaves the topic open and searching for new practical targets in conditions of economic crisis , pandemic, war and corruption.

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4. Group of States against Corruption (GRECO).

5. Group of Experts on Action against Trafficking in Human Beings (GRETA).

6. Directive on Equal Treatment of Individuals Regardless of Race and Ethnic Origin.

7. Directive on equal treatment in employment and occupation.

8. Directive on Equal Treatment between Persons irrespective of Religion or Belief, Disability, Age or Sexual Orientation.

9. Directive on equal treatment of men and women outside the employment market.

10. Treaty on European Union (TEU).

11. Treaty on the Functioning of the European Union (TFEU).

12. Treaty of the European Economic Community (EEC).

13. European Commission for Democracy through Law (Venice Commission).

14. European Commission for the Efficiency of Justice (CEPEJ).

15. European Commission against Racism and Intolerance (ECRI).

16. European Convention on Human Rights and Fundamental Freedoms (ECHR).

17. European Court of Auditors (ECA).

https://www.eca.europa.eu/bg/Pages/DocItem.aspx?did=58682

18. European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (CPT).

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20. European Court of Human Rights (ECHR).

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23. Schengen Borders Code.
24. Committee of Experts on the Evaluation of Anti-Money Laundering Measures and the Financing of Terrorism – MONEYVAL.
25. Convention on access to official documents.
26. Convention for the protection of children against sexual exploitation and sexual violence (Lanzarote Committee).
27. Council of Europe Convention on Action against Trafficking in Human Beings.
28. Advisory Committee on the Framework Convention for the Protection of National Minorities.
29. Organization for Economic Cooperation and Development (OECD).
30. Organization for Security and Co-operation in Europe (OSCE),
31. Framework Convention for the Protection of National Minorities.
32. EU Media Literacy Strategy.
33. EU Charter of Fundamental Rights.
34. Schengen Information System (SIS).

Main issues between Republic of Bulgaria and Republic of North Macedonia during the negotiation for membership of North Macedonia in EU

(with editorial reductions)

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Abstract:
The article presents briefly some of the issues between Republic of Bulgaria and Republic of North Macedonia during the negation for membership of Republic of North Macedonia in European Union. After Macedonia enters EU, the border between two countries will become formal and it is in interest of both Bulgaria and Macedonia. But some issues still hurdle the advancement in this direction.

Keywords: Macedonian issue, Bulgarian national unification issue, negotiation, Macedonism.

Since 2005, North Macedonia has a status of country candidate for membership in EU.

The negotiations between EU and Macedonia for membership however could not start for a long time because Greece imposed veto on them. The formal reason for the veto was the name of the country. In 2018, the dispute between Greece and Macedonia was solved with the Agreement of Prespa. Macedonia changed its name to Republic of North Macedonia to distinguish itself from the south part of Macedonia which remained under Greek rule after the Balkan wars (1912-1913).

But still there are some issues between Republic of North Macedonia and Republic of Bulgaria. These issues are actually part of the problem for Bulgarian national unification as it was multiple times recognized by international community that the region of Macedonia was populated mostly by Bulgarians at the end of XIX and beginning of XX century and actually is part of Bulgarian ethnic habitat.

The conference of the Great Powers in Istanbul (1876) confirmed that population of Macedonia declared itself as Bulgarian during the Bulgarian national movement for independent Bulgarian church. But at the Berlin congress (1878 г.) it was decided Macedonia to be separated from newly liberated Bulgaria and given back to Turkey. Since that time, Bulgaria was forced during decades to dedicate its potential to achieve unification with Macedonia.

The events after the liberation of Bulgaria (1878) and mainly Balkan wars (1912-1913) led to breaking Macedonia into three parts: South Macedonia, which was occupied by Greece, today's Republic of North Macedonia which was occupied by Serbia and the smallest north-east part of Macedonia which successfully joined the motherland Bulgaria.

In this way, the wrong decision of the Great powers at the Berlin congress (1878) and the territorial appetites of the Balkan countries Greece and Serbia were the main reasons for the raise of Macedonian issue as a part of the issue for National unification of Bulgaria.

In the part of Macedonia occupied by Serbia, the idea of Macedonism was proclaimed, saying that the local population is not Serbian, but also not Bulgarian – it is a separate nation – Macedonians. The Macedonism in this way aims to separate the Bulgarians in Macedonia from their motherland Bulgaria.

During one century Bulgarians in North Macedonia (included in Serbia and later in Yugoslavia) were systematically "convinced" that they are separate nation, different from Bulgarians in Republic of Bulgaria, ignoring the fact that people in Bulgaria and North Macedonia are one people in two states.

Bulgaria expects from people in North Macedonia to return to the true history, based on the historical sources and documents, to recognize their Bulgarian ethnical roots. Bulgaria expects the common history of Bulgaria and Macedonia not to be falsified. Bulgaria wants no border between Republic of Bulgaria and Republic of North Macedonia. Bulgaria wants connectedness, common infrastructure projects, economic cooperation for strong economy and prosperity.

A good illustration of what Bulgaria hope for is the fact that for the period 22.01.2002 till December 2017 Bulgarian citizenship was received by 71 524[18] citizens of Republic of North Macedonia.

In opposite, the stance of Macedonism is that Bulgarians and people in North Macedonia are different peoples, speaking different languages, having separate history, that Bulgarians are enemies of Macedonians. Macedonism divides people, strives to separate the Macedonians from their Bulgarian roots.

[18] https://www.president.bg/news4125/vitseprezidentat-v-skopie-2017-godina-e-nay-uspeshna-za-otnosheniyatamezhdu-balgariya-i-republika-makedoniya.html

During 1300 years history of Bulgaria there is no fact showing that till World War II and after it Bulgarians and Macedonians are different nations. In the middle of XX century, Bulgarians in Macedonia are forced to change their names after the instructions of Josip Broz Tito (1892-1980). Till 1945, there is no Macedonian language, no Macedonian science and no Macedonian people, there is only Bulgarian language, Bulgarian science, Bulgarian people. Macedonian language, Macedonian science and Macedonian people were fabricated in the frames of Maceodonism mainly after the end of World War II.

In 2009, The Institute for Macedonian literature in the frames of the University of Skopie started issuing 135 volumes of the book "Macedonian literature". In the first volume devoted to the time IX-XVII century, there are terrible falsifications of cultural facts. There, St. Kliment Ohridski and St. Naum are presented as fighters against Bulgarian rulers Boris and Simeon, and actually they are first supporters of the initiative of Boris to convert Bulgarian to Christianity and to distribute newly created by St. Cyril and Methodius Slavic alphabet. There is mentioned, that Kliment has not recognized the Bulgarian church hierarchy, and actually he was Bulgarian archbishop in Macedonia. The book „Builgarian folk songs" of Miladinovi brothers[19] was presented as a collection of songs of a separate Macedonian people, and not as Bulgarian folk songs from Macedonian region of Bulgaria. The novels of the great Bulgarian writer Dimitar Talev[20] also were presented as a work of Macedonian literature. The volumes of "Macedonian literature" are translated to several languages and are sent to 370 national libraries and universities in more than 50 countries

There are also many falsifications on the material cultural monuments. For example, on the gravestone at the tomb of Grigor Parlichev the Bulgarian letters were removed and changed with Serbified Macedonian alphabet.

According the official history of North Macedonia, the Bulgarian tsar Samuil (997-1014) is not a Bulgarian tsar but tsar of a separate Macedonian kingdom. Bulgarian fighter for national liberation Gotse Delchev[21] also is presented as being of Macedonian nationality.

Unfortunately, the created Intergovernmental commission so far has not succeeded to solve the issues to come to agreement of both sides.

Bulgaria insists in the framework of the negotiations to be included the following points:

1. Sofia wants the language in use in Republic of North Macedonia to be called "official language of Republic of North Macedonia" and not Macedonian language because it is actually a version of Bulgarian language as for example the official language of Republic of Brazil is Portugal (with some local specific features).

2. Sofia wants a roadmap to be accepted for applying Good Neighbor Agreement between Republic of Bulgaria and Republic of North Macedonia (1917).

3. As the population of Republic of Macedonia is of Bulgarian ethnicity, Bulgaria insists in the framework of negotiations for EU membership of Republic of Macedonia to be written that Macedonia do not pretend for Macedonian minority in Bulgaria. Such pretension is nonsense as the population of Republic of North Macedonia is actually part of the Bulgarian people.

In 1963 former Bulgarian Chairman of the State Council Todor Zhivkov[22] says about Republic of Macedonia, at that time part of Federal Republic of Yugoslavia: „We must fight against the falsifications of our history but not through igniting disputes and through its objective presentation… We have to recognize the existing of Republic of Macedonia and the formation of Macedonian state traditions… But we can't give up from our history. The historical truth must be clearly and objectively stated."[23]

For good or for bad, Bulgaria is today member of EU and a way to remove the border between the Bulgarians from both countries is Republic of North Macedonia to become also a member of EU. So, instead to block the negotiations for EU membership of Republic of North Macedonia, for Bulgaria is better to look for

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19 Miladinovi brothers – Dimitar, Naum and Constantine are prominent Bulgarian Revivalists, enlighteners and folklorists. They were born in Struga. Dimitar Miladinov was teacher in many cities of Macedonia. He developed there public and educational activity. In 1861 the work of Miladinovi brothers „Bulgarian folk songs" was published. In it they gather, order and systematize samples of Bulgarian folk songs.

[20]Dimitar Talev Petrov Palislamov is a prominent Bulgarian writer and journalist, author of the tetralogy „The Iron Candelstik", „The Bells of Prespa", „Ilinden" and „The Voices I hear you", the novel "Samuil" and other novels, stories etc.

[21]Gotse Delchev was born on 23 January 1872 in Kukush, then in Ottoman Empirer, now Kilkis, in Greek part of Macedonia. He is one of the most significant Bulgarian revolutionary, leader and ideologue of Bulgarian Macedono-Odrinska revolutionary organization. Ne is national hero in Bulgaria and North Macedonia.

[22] Todor Hristov Zhivkov between 1954 and 1989 is Secreatry General of the Central committee of Bulgarian communist party, Chairman of the Council of Ministers and Chairman of the Council of the State of People Republic of Bulgaria..

[23]https://www.sitebulgarizaedno.com/index.php?option=com_content&view=article&id=229:2011-01-25-10-15-15&catid=29:2010-04-24-09-14-13&Itemid=61, Todor Zhivkov and the Macedonian issue.

diplomatic ways for solving the issues. Our common ethnicity, language, culture and history must unify and not separate the people in both countries.

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Moral education through moral intelligence

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Abstract:
Though less established and studied than the more well-known cognitive, emotional, and social intelligences, moral intelligence holds enormous potential to further our knowledge of cognition and behavior. The ability to apply moral principles to one's own goals, values, and behaviors is referred to as moral intelligence. This paper will look at what moral intelligence is and how it can be taught to teachers and students. There are four distinct competencies that comprise moral intelligence: integrity, responsibility, forgiveness, and compassion. When combined with Michelle Borba's seven virtues, have demonstrated the role of moral intelligence in the development of children's characters. In other words, the argument seeks to demonstrate how integrating moral intelligence frameworks can benefit guardians, parents, and educators alike in their quest to model morally adept children. This paper will explore the fundamental pillars upon which moral intelligence is founded, as well as how its capacity can be used to foster character development in children.
Keywords: moral intelligence, moral principles, virtues, integrity.

Given the apparent lack of morality in business and public affairs, which has brought the world to the brink of economic collapse, the need to develop moral intelligence in the general population is becoming increasingly important. Moral intelligence development in schools is extremely important. Education is a moral endeavor[24] [25]. Teachers are to be moral role models, exemplifying the virtues they hope to instill in their students. Teachers must be knowledgeable and competent in order to instill moral values in others. Educational leaders and administrators should demonstrate these same behaviors to faculty, staff, students, parents, and others. Individual and collective moral development are influenced by education. The classroom is saturated with moral meaning[26]. What happens in the classroom has the potential to either encourage or discourage the ability and desire to seek the truth and serve the greatest good. Developing a sense of humanity's oneness, unity in diversity, open-mindedness, understanding, tolerance, honesty, fairness, courage, wisdom, trustworthiness, and caring lays the groundwork for morality and moral intelligence to emerge.

What makes someone moral is a question that is more relevant now than ever before. A moral person, according to the Association of Supervision and Curriculum Development (ASCD) Panel on Moral Education, is one who respects human dignity and is concerned about the well-being of others, integrates individual interests and social responsibilities, demonstrates integrity, considers moral choices, and seeks peaceful conflict resolution. Morals and ethics must be taught because they are not ingrained genetically. Humans are not born with innate morality. We are taught moral and ethical behavior. They are distinct from manners and etiquette, but they serve as a precursor to moral being.

Moral intelligence refers to our ability to apply universal human principles to our personal values, goals, and actions.[27] While cognitive (IQ) and technical intelligence are important in education, moral intelligence is far more important because it directs and provides meaning to the other intelligences. Moral intelligence can have a significant – and positive – impact on the educational process. Scholars have recently investigated moral intelligence, presenting key pillars, features, and practices that ensure the same. This paper has embraced two models that have provided valuable insight into the importance of aligning children with the concept of moral intelligence. Lennick and Kiel (2011) four moral intelligence principles and seven necessary virtues for modeling morally intelligent children will be examined.[28]

Four universal moral principles (Figure 1), respected by people of all cultures and creeds, serve as the foundation for educational success and the global education's health. Trust is built by demonstrating integrity. Forgiveness for well-intentioned mistakes is essential for innovation to thrive. Compassion - caring for others as human beings rather than as a means to an end - has a direct impact on talent retention. Finally, admitting mistakes and demonstrating that you "care for the commons" - or care about

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[28] Multi-Knowledge Electronic Comprehensive Journal For Education And Science Publications (MECSJ) ISSUE (4) , Jan (2018)

Figure 1. Four Universal Moral Principles[29]

"leaving the world a better place" - inspires and energizes people – teachers and students.[30]

The ten developed four moral by Lennick integrity "acting with values and "telling the "standing up right," and promises;" responsibility "taking dimensions based on the principles of intelligence and Kiel: (A) means consistently principles, beliefs," truth," for what is "keeping (B) means personal

1.1.1.1. *1.1.1.2.* *1.1.1.3.* *1.1.1.4.* *1.1.1.5.* ***1.1.1.6. HEAD***	***1.1.1.7.*** ***A. Integrity*** *1.1.1.8. Competencies:* *Acting consistently with principles, values and beliefs* *Telling the truth* *Standing up for what is right* *Keeping promises* *1.1.1.9.* ***1.1.1.10.*** *Results in:* ***Trust***	***1.1.1.11.*** ***B. Responsibility*** *1.1.1.12. Competencies:* *Taking responsibility for personal choices* *Admiting mistakes and failures* *Embracing responsibility for serving others* *1.1.1.13.* *1.1.1.14. Results in:* ***Inspiration***
1.1.1.15. *1.1.1.16.* *1.1.1.17.* ***1.1.1.18. HEART***	***1.1.1.19.*** ***C. Forgiveness*** *1.1.1.20. Competencies:* *Ability to let go of one's mistakes* *Ability to let go of others' mistakes* *1.1.1.21.* ***1.1.1.22.*** *Results in:* ***Innovation***	***1.1.1.23.*** ***D. Compassion*** *1.1.1.24. Competencies:* *Actively caring for others* *1.1.1.25.* *1.1.1.26.* *1.1.1.27.* *1.1.1.28. Results in:* ***Retention***

responsibility," "admitting mistakes and failures," and "embracing responsibility for serving others;" (C) forgiveness means "letting go of one's own mistakes" and "letting go of others' mistakes;" (D) compassion means "actively caring about others." He also introduced a similar list of characteristics of a moral person who "respects human dignity, cares about the welfare of others, integrates individual interests and social responsibilities, demonstrates integrity, reflects on moral choices, and seeks peaceful resolution of conflict"[31]

Moral intelligence principles

A. Integrity

One of the core principles of moral intelligence is integrity. Integrity is described in the Merriam-Webster dictionary as a strong predisposition to a code guiding moral values[32]. To put it another way, if parents and guardians want to raise morally responsible kids, they should try to lead by example with their ideas and behavior[33]. Children are taught to accept the truth as the best option when given a choice based on this framework. This is done not just through verbalization but also by modeling, in which the adult always picks the truth, generating a domino effect since youngsters imitate what they see. Their behavior is mostly influenced by what the adults they look up to do, like clockwork[34]. Importantly, educators uphold integrity by using incentive programs and having in-depth discussions with the students, by teaching kids the importance of taking responsibility for one's actions when wrongdoing has been done. According to Clark and Fujimoto[35], a person's integrity is established by the decisions they make when faced with several options. Mentoring is important for teaching kids to act with integrity and to always speak up for what is right. By letting the young ones know that

[29] Doug Lennick, Fred Kiel Ph.D. Moral Intelligence 2.0: Enhancing Business Performance and Leadership Success in Turbulent Times, Pearson Prentice Hall, 2011

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hitchbacks frequently accompany the same, we can help them become more prepared for the harsh realities of the outside world. This method helps kids build strong character by teaching them to understand that everything comes down to what's inside[36]. Furthermore, one has the option to focus on oneself and make a difference in society rather than blaming others. Integrity basically means upholding your word. Parents and other concerned parties should be aware that in addition to making promises, keeping them will help raise moral kids by instilling in them the subconscious belief that keeping your word is what builds trust.[37]

B. Responsibility

In this context, responsibility means being forthcoming and ready to admit wrongdoing and show willingness to face the consequences of those wrongdoings. Responsibility is, without a doubt, the ultimate barometer of integrity. Raising children to understand that, despite having broad swaths of freedom and rights, it is critical to carry out the actions chosen (Clarken, 2009). In other words, admitting that, yes, one has free will, but remaining focused on the consequences of actions is the true test of moral intelligence. True intelligence, according to Gigerenzer[38], is accepting full responsibility for one's actions while keeping in mind that convictions precede actions. Fostering children's understanding of the principle of cause and effect will positively influence behavior because the children will act in full knowledge that future consequences are unavoidable. This is critical because it influences positive character by forming better decision-making and morally sound approaches to issues[39]. Significantly, by learning to bear one's own cross, students are guided away from blame games, fostering accountability. Children learn responsibility and moral intelligence best through demonstration. This is where congruence is felt in both words and actions (Coles, 1998). A teacher, for example, should value students' correction of omissions, encouraging them to be more open. Children will learn to value responsibility as a result of this. Clearly, by encouraging children to volunteer, they will cultivate responsibility through the lens of doing something good to gain fulfillment. Combining this with not expecting immediate results improves patience and, as a result, character.

C. Forgiveness

Forgiveness entails letting down one's guard and being able to see beyond the actions and mistakes of others. Enright (1998)[40] defines forgiveness as the willingness to accept the flaws of others and tolerating them in spite of the wrong done. According to Lennick and Keil, there are two types of forgiveness that one must embrace in order to achieve higher moral intelligence. One is to forgive those who have wronged us, and the other is to take a more personal approach in which one is able to forgive oneself despite self-evaluation and the discovery of iniquities. According to Peaget (1972), teaching children to forgive from their earliest formative years defines the life they will lead. Mentoring young people to embrace forgiveness is the best way to prepare them for an imperfect world full of disappointments. Instead of approaching life as if it were a perfect cosmos, forgiveness serves as a constant reminder that we are constantly learning as a result of our mistakes[41]. They shape who we are. Furthermore, this fosters creativity and critical thinking in young learners who are aware that their input is valued. Being wrong is, in fact, an essential part of the learning process. People become comfortable with communication and learn that communication is what resolves daily challenges, and as a result, children grow to be open-minded individuals who welcome criticism, which shapes their moral intelligence (Gigerenzer, 2007). Forgiveness teaches us to see beyond our bitterness and hatred.

D. Compassion

Compassion is important in moral intelligence because it presents two important perspectives. On the surface, it demonstrates humanity, where the need to learn about what others are going through leads to further estranged morality revision. Furthermore, compassion entails expressing patience in reasoning and being ready to leave at any time because no one is ever guaranteed to return. This way of life makes young people appreciate the little things that they would otherwise take for granted, ensuring that they do not stray from the morals and values that were instilled in them even as they grow older (Beheshtifar, Esmaeli & Moghadam, 2011). Compassion, on the other hand, looks beyond the normal physical eye, where, instead of judging situations and people solely on how they appear, one learns that there is more than meets the eye, thereby shifting criticality to distinguishing features other than physical ones that define individuals (Coles, 1998). Nurturing children from this perspective ensures that the society will have individuals who understand why laws are important rather than

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simply abiding for the sake of abiding. On the other hand, compassion not only has an impact on the less fortunate, but it can also play a significant role in the lives of the children in question. By understanding that it is okay to seek help if you are in a difficult situation, society has the opportunity to model morally upright citizens who believe in fellowship in times of crisis and being there for one another. (Clarken, 2009).

Raising Children through Essential Moral Virtues[42]

Michele Borba defines moral intelligence as the ability to distinguish between right and wrong, to have strong ethical convictions, and to act on them in order to behave in the right and honorable manner (2001). She identifies seven moral intelligence-related virtues that children should cultivate: empathy, conscience, self-control, respect, kindness, tolerance, and fairness.

Empathy

According to Borba (2001), empathy is an individual's ability to identify with the problems of others. Empathy goes beyond pity, where other people's problems become a part of the person who feels compelled to intervene. It is critical not to confuse empathy with sympathy, as sympathy entails feeling sorry for people who are suffering rather than making efforts to help them (Borba, 2001). By introducing children to the concept of empathy through demonstration, they are taught to develop sensitivity to the feelings of others. As a result, not only are morally upright children raised who are aware of the feelings and attitudes of others, but they also learn to appreciate what has been provided to them (Coles, 1998).

Conscience

People frequently go around complaining and saying, "My conscience is cloudy." Understanding the weighty meaning of the aforementioned words is critical in the moral intelligence approach. Conscience can be defined as recognizing the right and correct way to do something and actually doing it (Narvaez, 2010). Given its role in behavior guidance, it is the focal point for moral development. Children should be cultivated to embrace positive behavior as conscience frameworks that distinguish between right and wrong. Following this model, children learn to evaluate options before pursuing them, which, when repeated, strengthens the development of positive character (Borba, 2001).

Self-Control

Self-control is the practice of training one's mind to stay in control and refrain from choosing pleasurable options in the moment that may later result in negative consequences. Based on the fact that humans are hedonistic by nature, with the ability to weigh the pain and pleasure of an action, teaching children to suppress their desire for immediate gratification is a good idea (Sivanathan & Cynthia Fekken, 2002). Instead, the children are taught to exercise self-control, especially when confronted with exciting options, and to think logically and critically when making both small and large decisions (Borba, 2001). This is accomplished by teaching the child that every choice has a consequence, which means they will want to weigh and re-weigh options because they know they are solely responsible. (Beheshtifar, Esmaeli & Moghadam, 2011).

Respect

Respect is a simple concept that humanity has struggled to master. People frequently lose their calm demeanors and exhibit levels of disrespect that stun people. Respect is at the heart of character, and it extends beyond verbalization to include behavior. Teaching children to behave respectfully can be broken down into several stages, the first of which is to help the child understand the concept of respect by not only teaching but also modeling it (Coles, 1998). Second, maintaining the child's respect for authority and strongly opposing impunity manifested through rudeness. The parent, guardian, or educator achieves positive character development by establishing boundaries to cross and not cross. As the child grows older, he or she will understand that respect is not negotiable.

Kindness

Being kind revolves around putting others first. A kind person naturally shows genuine concern for the welfare and well-being of others. Children should be taught the importance of being kind to others from a young age. The culture can be nurtured by implementing reward mechanisms in which children are gifted for demonstrating impeccable respect, as repeated repetition of the same creates habit (Clarken, 2009). Importantly, embracing the concept of kindness teaches children to accept and acknowledge that, despite our diverse origins and backgrounds, we are all the same (Borba, 2001). The modeling can be enhanced by purchasing books, for example, that depict good characters who are rewarded with happy endings, as well as videos that the child can relate to.

[42] Borba, M. (2001). Building moral intelligence: The seven essential virtues that teach kids to do the right thing. Jossey-Bass.

Tolerance

This can be defined as remaining objective and upholding the dignity and rights of all people regardless of their beliefs. Political opinions, race and origin, and religious beliefs are just a few examples (Sivanathan & Cynthia Fekken, 2002). Tolerance, as opposed to stereotypic thinking, demonstrates high level moral intelligence through the application of the concept of "live and let live." One chooses to judge the coherence of arguments and reason rather than traditional fallacies that advocated for intolerance and automatically dismissing "the other" as wrong simply because their arguments and beliefs contradict one's own. Non-participant observation should be used by educators and those in charge when modeling young people to assess how intolerant the children are. This provides a solid foundation for developing appropriate measures, which, when properly geared, can be used to cultivate moral intelligence (Borba, 2001).

Fairness

Borba begins with the virtue of fairness and defines it as choosing openmindedness, which leads to acting fairly and justly at all times. Setting a good example for children as a parent or educator is beneficial because they will grow up doing what their mother or teacher does (Sivanathan & Cynthia Fekken, 2002). Treating all of the young people at one's disposal fairly allows the children to embrace the same values. Furthermore, teaching the children to behave fairly and calling them out when they deviate helps significantly as they learn to recognize the gravity of their actions (Beheshtifar, Esmaeli & Moghadam, 2011). Looping these foundations over a long period of time becomes a part of the children, resulting in them having great character and being worthy of emulation.

Borba's plan for teaching moral intelligence to children is easily adaptable to schools and classrooms. To teach children empathy - the ability to identify with and feel the concerns of others - she suggests developing awareness and an emotional vocabulary, increasing sensitivity to the feelings of others, and developing empathy for another's point of view. Teachers can create the context for moral growth, teach virtues to strengthen conscience and guide behavior, and foster moral discipline to help students learn right from wrong to help students develop conscience - to know the right and decent way to act and to act in that way. Self-control is the ability to regulate your thoughts and actions in order to resist external or internal pressures and act in the way you know and feel is right. Teachers can model and emphasize self-control, as well as encourage students to self-motivate, resist temptation, and think before acting. Educators and educational leaders demonstrate respect by modeling how they value others by being courteous and considerate. In the classroom, they can teach respect, increase respect for authority, and emphasize good manners and courtesy. Kindness is taught by demonstrating concern for the well-being and feelings of others by teaching its meaning and value, establishing a zero tolerance for meanness, and encouraging and emphasizing its positive effects. Tolerance is taught by teaching students to respect the dignity and rights of all people, even those whose beliefs and behaviors we disagree with. We foster it by instilling a respect for diversity, challenging stereotypes, and refusing to tolerate prejudice. We can teach fairness by treating others fairly, assisting them in learning to behave fairly and standing up to injustice and unfairness.

Conclusion

Looking at the education system, it is clear that the same seriousness as should, given the peaking immorality, is being applied[43]. In terms of the future, it has become clear that it is best to begin with the children, as they will determine the future dynamics in the morality debate. The Moral Intelligence of Children[44] identifies a new type of intelligence that is necessary for life success and fulfillment. It can be used as the authoritative guide for children's moral development by parents and teachers. When leaders and teachers model moral intelligence competencies, exemplifying the virtues they seek to instill in their students, they play a critical role in transforming their schools, classrooms, and students. If we are to effectively address the numerous problems confronting our lives, societies, and world, we must actively work to develop moral intelligence in all. The purpose of this paper was to highlight the main features in moral education through the main abilities of Moral Intelligence. Certainly, more work is required to further develop the framework[45], define what normatively appropriate standards, values, and reactions should be, develop useful and valid assessments of Moral Intelligence, or determine how the environment, education, and training should be designed to facilitate and cultivate Moral Intelligence development. Benefits to schools and society will result from increased moral

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intelligence, more positive organizations, improved relationships, and students who are both smart and good, and who value universal human principles and rights.

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Multi-Knowledge Electronic Comprehensive Journal For Education And Science Publications (MECSJ) ISSUE (4) , Jan (2018)

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