

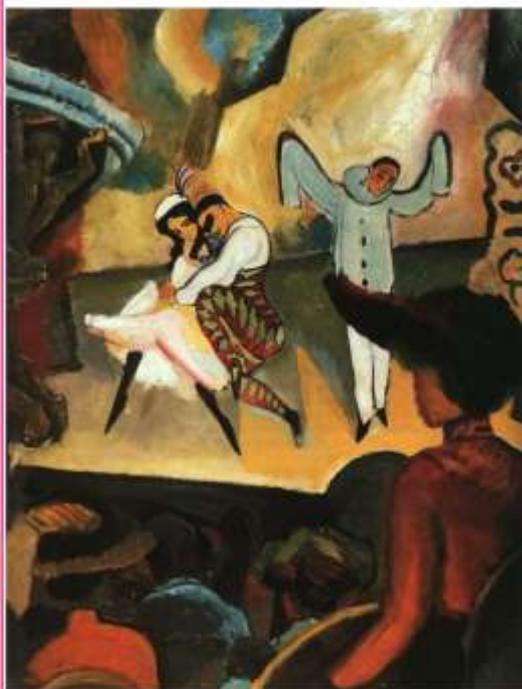
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The history of the Kazakh written signs

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Abstract

This article discusses the primary education systems on Kazakh land and the history of written signs, and alphabets based on system descriptions via analysis from a philosophical, historical, sociopolitical and pedagogical-psychological point of view. As a result, Activities carried out in Kazakhstan to translate the Kazakh script into the Latin alphabet, were ill-conceived, they did not solve the problem of the Kazakh alphabet, and it was evident from the experience. In conclusion, there was a reform of the Kazakh script in the system of organization of the educational process in primary school.

Key Words: Primary Education, Written Signs, Alphabet.

La historia de los signos escritos kazajos

Resumen

Este artículo analiza los sistemas de educación primaria en tierras kazajas y la historia de los signos escritos y los alfabetos basados en descripciones de sistemas a través del análisis desde un punto de vista filosófico, histórico, sociopolítico y pedagógicopsicológico. Como resultado, las actividades llevadas a cabo en Kazajstán para traducir la escritura kazaja al alfabeto latino, fueron mal concebidas, no resolvieron el problema del alfabeto kazajo y fue evidente a partir de la experiencia. En conclusión, hubo una reforma de la escritura kazaja en el sistema de organización del proceso educativo en la escuela primaria.

Palabras clave: Educación primaria, Signos escritos, Alfabeto.

1. INTRODUCTION

Each period of development of society forms an acceptable social environment. In connection with this, there is a modernization of the public consciousness of the knowledge of the world, the sociopolitical view, spiritual qualities that meet the requirements of the time, their development, which cover the minds of individual people. And today the development of socio-political, economic, cultural outlook, knowledge, science and technology of Kazakhstan in the system of general world development requires serious changes. These directions of new political and social relations based on national

cultural characteristics and national spirit lead to the systematic organization of work carried out in the course of the development of the integral existence of youth.

The modern process of the spiritual and cultural development of our state requires a complete and clear analysis of all areas in this area. The deep connection of the national cultural being with the phenomena of human civilization, careful research, comprehension of these processes shows us the future peaks of spiritual growth, noting the example of Kazakhstan on the path of cultural and scientific development of all humanity. The study of the primary system of education in the Kazakh land and the history of written signs and alphabets is the mastery of knowledge, the significance of the unity of the holistic history platform and system descriptions. Regardless of the periods of socio-economic formation, one of the phenomena that is the beginning of society is the basis of primary education.

In the period of development of a changing world, the emergence of a single growing and developing state system is possible, and, on the contrary, according to the laws of natural life, its disintegration, destruction, disappearance, and the emergence in connection with this of a new state system of power is possible. However, it is obvious that primary education, literacy and writing, acquaintance with the letters and the issues of teaching and education, in general, sections of the primary education system do not completely disappear, adapt to the new social system, in a separate direction of the new development acquire social status. Whatever the people, in

grouped social communities and the state system, the education and upbringing of young people in accordance with the dictates of time is a legitimate natural phenomenon.

The methodological principles, taken for the full possible definition of written signs, types of the alphabet and the contents of the structure in the history of the development of education, are historical, truthful, collective and systemic, and serve as the basis for a complete analysis from the scientific point of view of the available pedagogical experience.

Historicity is a principle of factors and organic connections that became the basis for the appearance of written signs and alphabets. It studies the future of primary education, provides an opportunity to access an objective picture of a natural phenomenon and regularities of development. And also emphasizes the special need for scientific analysis of the appearance of written signs and alphabets in the history of primary education. The chronological boundaries of the history of education in our study are determined by known periods. Truthfulness and truth - verification of research and manuscripts of archival data cover the area of the problem under consideration. This includes a comparison of information with the results of other researchers, the definition of similarity and differences of the phenomenon of primary education. A description of the need for primary education according to the social system, periods included in the field of study, their influence and place are given.

Collectiveness - the appearance of written signs and alphabets is presented as a socio-pedagogical phenomenon, the significance of the phenomenon, the driving forces, the internal and external circumstances of the prerequisite of exposure are revealed. Also, the article more deeply covers the links with other branches that have influenced the development of primary education; provides archival data related to the study of the history of education, systematizes and analyzes information from a philosophical, historical, socio-political and pedagogical-psychological point of view. System – issues of reforming written signs and alphabets, which are the basis of primary education in the Kazakh land in the periods included in the field of a particular study and their internal compatibility with the social situation of society.

Therefore, today it is important to consider the historical heritage of upbringing and education re-examined from a new perspective, on the basis of the study of the past educational and upbringing activities, to be able to predict the future. There is an urgent need for research, historical-evaluation, appraisal and analyzing works of the history of written signs and alphabets in the Kazakh land, of the structural educational system of primary schools.

2. METHODOLOGY

Study and analysis of scientific materials of national and regional conferences, comparison and systematization, data synthesis.

The knowledge of the experience and history of primary education in the Kazakh land is the definition of its role in the education of young people, in the system of knowledge of the world, the sequence of the path of historical development, the use of written signs from the system of charter that appeared during the development of society on the experience of life and in the educational process, and the reasons for their exposure to change is the task faced before the history of education. Determinism used against indeterminism formed in the time of tsarist Russia and the Soviet period, and which leads to the assumption of the objective principle of development as the basis for the development of primary education in the Kazakh land and to the initial distinctive foundations.

From this position for several centuries, the history of primary education in the Kazakh land was not considered so deeply, the first textbook was created on the basis of written signs, statements about the alphabet showed advantage of false opinions not corresponding to reality that on the initial way of obtaining knowledge at Kazakhs there were only three types of the alphabet – in Arabic, Latin and Cyrillic. To refute such opinions, drawing on the historical, archaeological, linguistic and literary laws of history, giving facts from the era of the Turkic peoples inhabiting the great steppe, according to the external versions of the first writings, we arrive at the conclusion that they were runic. Rune (secret) or Kazakh hieroglyphics - this is a sound writing, when writing is not shared.

If we take as a guide the area of the alphabets of stone inscriptions and samples of chronological variants, more than 40 types of stone inscriptions are defined. The scope of the distribution of stone inscriptions is covered by the location of monuments with such samples of letters.

3. MAIN PART

There is an opinion that the Sogdian writing was the basis of the alphabet of the world-famous Orkhon-Yenisei written monuments of the Turkic peoples. Danish scientist V.Thomsen and Russian scientist Polivanov made a conclusion that the Aramaic alphabet has nothing to do with the Turkic alphabet, and that they appeared on the basis of ideograms. Aristov believes that the Turkic alphabet was born, based on the inherent Turkic signs and is independent writing without influencing other alphabets on it. Ancient Turkic writing also refers to the very ancient form and sound inscription. It can be said that the history of the Kazakh language begins with the ancient Turkic writing. In Turkic writing there were letters of vowels and consonants, some letters denoted two consonants. Letters were distinguished by hardness and softness of sounds.

The letters were used in a certain system. The Turkic peoples later began to use the Arabic alphabet, this writing came along with the spread of the Muslim religion. If we turn to the historical period of the

Arab campaign of aggression, these were measures aimed at eradicating the annular written signs of the Turkic times at the root, with the aim of preserving the Arabic language after them, its manner of pronunciation, the violent introduction of the same kind of 28 letters of the Arabic alphabet, i.e., not to give the conquered local population the peculiarities of their speech, the designation of the sounds conveying national identity.

With the advent of the Arabs, the tattered writing of the Turkic peoples disappeared, there were no letters from their mother tongue, instead of them, unchanged Arabic written signs adapted to the Kazakh language were accepted as they were written and spoken by the Arabs. This Arabic alphabet preserved the specifics of the language of the Kazakh words, but there was no full possibility of their correct writing according to the laws. The unnecessary and exuberant nature of some letters caused many obstacles in teaching. The scholars who knew the Arabic script missed vowel sounds of the Arabic alphabet when writing the words or wrote them only in the linear system of consonants.

Therefore, although they used the alphabet letters, the problem of their introduction as close as possible to the Kazakh soul caused various controversies, which led to efforts to find a solution to this complex issue. At the same time, it is known that the Arabic script was forcibly introduced to the Turkic peoples, so a new Arabic alphabet was proposed, however, the disagreement of the representatives of the caliphate led to the inability to use it. Gaining knowledge in the Arabic alphabet was very difficult for students.

The teaching of grammar at school was carried out using the method of replacing a whole word or American method. Naturally, one-sided teaching by the method of whole word or division into letters did not give the corresponding results. Because there was no complete correspondence of the natural laws of the Kazakh language, especially during the period of literacy. Secondly, Kazakh children received primary education under the Muslim system of education not in their native language, but in mixed versions of the Arabic, Persian alphabets and later with the help of words entered from the Tatar language. At this teaching system, the children initially studied letters that were not peculiar to the native language of division into syllables, after which they were allowed to read passages from the Quran in Arabic that they did not understand. Such books were memorized by the students by means of vocal reading of the teacher or his assistant on the basis of repetition.

At the beginning of the twentieth century, schools and madrasas of the jadid began to be found on the Kazakh land. The jadids were essentially nationalists. From the Arabic word *usuli-jadid* - the new method, Jadidism considered that one of the first conditions for the development of society was to provide education to the people, for this purpose its representatives began to create reforms in the system of education. It was considered that one of the ways of developing science and culture was education in schools and madrassas, it was suggested to create programs on new methods. Also, the programs of the old system of teaching did not meet the requirements of the new time, the

industrial, social, and unjust relations of the capitalist system that began to develop. Jadids offered along with religious lessons to teach arithmetic, history, geography, natural science, language, literature, and other subjects giving information from various fields of science (Akpanbetov, 1991: 22).

With their creative works, the Kazakh intelligentsia urged the people to enlighten, to awaken consciousness through study, and also put on the agenda the need for reforms in socio-economic, sociopolitical and religious-moral issues:

1.To save themselves, each nation should educate the next generation of patriotism, and this education should begin with the school, they said, taking as a basis the change of schools, madrasahs and educational institutions.

2.They promoted that secular sciences such as mathematics, geography, history, biology, and other subjects that meet the requirements of time should be taught in religious schools, madrasas, and educational institutions.

3.For the organization of teaching in schools, madrasahs on the basis of Jadid, using the traditional Arabic alphabet in the Muslim language teaching of the Turkic peoples, the transition to a new usuliJadid method of writing according to the peculiarities of sound pronunciation was adopted.

In the process of using the Arabic alphabet while teaching Kazakh children there were many disadvantages. Writing letters at the beginning of the word, in the middle and at the end was not the easiest

thing for a child to do when writing or speaking. The Koran was read in Arabic, and writing and reading of poems, fairy tales, prose and parables, winged words with educational meaning, etc., subjects giving information from various fundamentals of science, in accordance with the nature of Kazakh children, was carried out in their native language. In the second half of the XIX century, in the framework of the colonial policy in the Kazakh land, the work of justification was included in the cause of education, they began to be realized through the dissemination of knowledge among other nationalities. Among scientists, there were three opinions related to the transcription of the alphabet of the Kazakh language.

1. There were opinions that when compiling textbooks for Kazakhs, it was necessary to introduce a system of the Russian alphabet with the transcription of new letters with diacritical signs, to take its written version as the main thing.

2. It was proposed to introduce letters not only from the Russian alphabet, but also from the Greek and Latin alphabet in the transcription.

3. During the transcription to use pure Russian alphabet to introduce it without change, proposed to give the option in which the Russian alphabet is studied in Russian schools.

Public servants of the national education of the colonial state in their disputes over language teaching came to the conclusion that it is necessary to support education in the native language in primary schools of the region. The execution of this direction were the

following circumstances. When the Kazakh language and the Muslim religion were not taught in primary Russian-Kazakh schools, the local population viewed these schools with distrust and hostility, directly speaking out against the creation of such schools.

However, the government of Tsarist Russia, through the gradual introduction of written Russian signs into the Kazakh language, took the policy of assimilation as the basis for teaching the Kazakh language. If you look closely at the information indicated above, in general, the issues of teaching Kazakh children literacy in their native language are gradually began to pay attention in the middle of the nineteenth century, in accordance with this, the strengthening of the first steps in teaching literacy in Kazakh language began, advanced ideas began to appear about the methods and techniques of teaching, showing the beginning of the movement of a huge thing. That is, to a certain extent they contributed to teaching of literacy in the native language of Kazakh children, the emergence of the first theoretical principles and methodological generalizations on educational issues.

Schools designed to teach Kazakh children to read and write in their native language began to open, education issues were taken under control, the first guidelines and recommendations for teachers began to be created. If you put politics aside, it is clearly seen that these thoughts were the first leading provisions for subsequent teachers, methodologists, and scientists.

After completely established the political power over the Kazakh people, through the use of brute force and coercion, creating a colonial

apparatus, exerting pressure, created favorable conditions for the Russian language. Legally established language and Orthodox religion, the main was the assimilation of the local population from the standpoint of culture and language.

Adherence to the policy of the administration of tsarist Russia in relation to schools clearly showed the methods of the justification of the peoples of Central Asia. Strengthening the role of schools opened in Kazakhstan, in order to use them in The management of the Center was entrusted to an official who had the title of General Inspection of the School. The main task of this Center was to conduct an aggressive policy of colonial power and the local Governor-General in the Turkestan region through the school education system. After determining the objectives of managing educational institutions, the work of the administrative center was conducted in two directions: first, the opening of special schools for Russian representatives with the aim of training specialists for the local authorities of the region; second, the opening of schools that Russify locals. Such thoughts were expressed:

Despite the direction followed by the colonial policy of the Russian Empire, related to teaching Russian to foreigners and the peoples of the coastal suburbs, in the creation of programs aimed at teaching literacy of the Russian language in the early twentieth century in the Kazakh pedagogy has undergone significant changes. On the basis of the system of achievements of fiction and the whole culture in general, the creation of textbooks intended for schoolchildren were put

in the first place. In connection with the study of the native language in national schools, great importance was attached to the creation of the native language primer, textbooks.

In the preface to his book *The Kazakh primer* in 1998, Kamaeva entitled two or three spoken words, with the goal of encouraging children to learn, to acquire knowledge, the author explains to them the need to master science, knowledge, learning activities. He said:

—Everyone knows that in order to engage in activities in this world, anyone needs at least some knowledge to read and write. No one can say that it is not necessary. A man without science is a blind man! (Kamaeva, 1998: 26). In addition, he argued that the child's education should be paid attention to from an early age, put forward the idea of taking into account the age characteristics of children.

One of the novelties of the author's work entitled *Kazakh ABC* is that old books and written in Russian transcription of ABC books, textbooks and anthologies create a lot of difficulties for the acquisition of literacy of Kazakh children to gain knowledge and further study. He spoke with chagrin since it is very difficult for Kazakh children to understand their words, they are not very convenient, advocated a new direction in education, the Jadid learning system that appeared in the Kazakh steppe.

Considering that an elementary school student is still a child who loves to play, there were given pedagogical advices to parents to pay attention to age features, to effectively organize their free time, to require reading books, to treat mental work with great responsibility

(Kenzhegali, 1913: 19). From this point of view, the author's idea is directly related to the process of education and upbringing of the child.

The textbook of the methodologist-scientist Baitursynov (1928) during the period from 1912 to 1925 was published 7 times, was used quite long and widely in educational work. If the title pages of the first textbooks contained the Kazakh alphabet according to the Muslim code, the First book or the Book of the first year, the last two editions were called the Kazakh alphabet. By the number of pages of textbooks the volume of alphabets was different. Initially, the volume level was fuller and weightier. Beginning in 1922, it began to decline. The textbook not only taught literacy, it also contained educational materials.

Preserving all the sounds of our language, according to the law of synharmonism denoting new letters, he made the syntax and etymology of the native language. Unused in the Kazakh language, completely unnecessary twelve Arabic letters removed from the primer. Is spelling adapted to the nature of the language? No, or adjust the language in accordance with the spelling? I think spelling is made to write, writing is made for a language. If so, then it is not necessary to break the language and adjust it for spelling, it is necessary to adapt the spelling to the language - he said (Zare & Rajaeepur, 2013).

The creation of this new textbook-primer has removed many difficulties for our people. Therefore, his new alphabet and new ABCbook became a phenomenon that brought great benefit to our prosperity. The new alphabet made it easier to merge with world

culture. Obviously, the new alphabet has taken a global step forward in the prosperity of public schools. Since the beginning of the twentieth century, taking to the leadership the principle of the need to obtain knowledge of Kazakh children in their native language, he specifically dealt with issues of the Kazakh language. The result of this work was the processing of Arabic graphics, close to the Kazakh soul, making it attractive, he made a homegrown alphabetic system of the Kazakhs. It began to be called Akhmet's writing (Saidi & Siew, 2019).

The new schools created by the Jadid educational system, although they took the method of voice teaching in their native language, but did not use Kazakh textbooks based on Russian graphics. Religious education stood out as a separate subject. Teaching in the Kazakh language with the help of the voice method made it possible for students to learn how to read-write in their native language and solve tasks as soon as possible. This showed the advantage of the Jadid elementary education over the old book form of primary education. When implementing the content of teaching and upbringing, curricula and textbooks, educational material and methodological foundations of the organization of education, they relied on leading pedagogical samples. During these years, the creation of a new alphabet and the transition to the Latin alphabet of scientific terminology and grammar.

Baitursynov (1928) was against the transition to the Latin language, against the removal of the Arabic alphabet he created. 90 percent of the Turkic peoples have long used Arabic letters. Each of them has a written culture created in Arabic letters, depriving them

means depriving people of spiritual values and history, bringing them all to illiteracy, he said, speaking out against removing the native written signs of the Kazakhs on the basis of Arabic letters and against the transition to Latin. He comprehensively disclosed these thoughts in this direction in a report made at a meeting of Turkic-speaking peoples in 1926. The controversial alphabet-related disputes spread widely in 1922-1928 (Shonanov, 1992).

Under the Soviet regime, a reform took place, a translation of the Kazakh script based on Arabic letters into Latin, which is still evidence of irreparable damage. For some reason, the authorities considered the transition to the record with a Latin lettering? The aim was to reduce the role of the signs of the Kazakh script on the basis of Arabic letters, which became a kind of spiritual world, giving invaluable information from the history of life, science, art of the Turkic peoples, starting with the hieroglyphs carved on the stones removed from the application. Another reason for the displacement of the Kazakh script based on Arabic letters is the elimination of the advanced thoughts of the Turkic intelligentsia group and the strong fear of the actions of this group by the leaders of the Soviet government (Indriastuti, 2019).

In the public opinion of Kazakhstan, there were more and more people who condemned, from the political and class point of view, those who opposed the adoption of Latin letters. Political ideology was as much disguised and inspired confidence that confused even those people who are educated and considered intelligent and has become a

tool for attacks and harassment for their own relatives and friends (Yang et al., 2019; Musabayev, 1988: 22).

At the same time, on January 24, 1928 the Latin alphabet was declared the state alphabet and the terms of transition to this alphabet were set. They were defined as follows: for all state institutions — September 1, 1929; for all newspapers, magazines and other publications - January 1, 1930; for schools and other educational institutions, during the 1931/32 school year.

In connection with the changes that took place at the beginning of 1930 in Kazakhstan, measures were begun to implement the work on compulsory primary education for all. In connection with the changes that took place at the beginning of 1930 in Kazakhstan, measures to introduce compulsory primary education for all were started. On the basis of the Law On Compulsory Primary Education dated August 14, 1930 and decrees, decisions On Primary and Secondary School dated September 5, 1931, On programs and regime in primary and secondary school dated August 25, 1932 and On the composition of primary and secondary schools in the USSR in 1934, as well as other official documents, new directions in the academic work and school structure were identified, creation of curricula and textbooks on the system aimed at the organization of the socialist system were taken under special control (Bahremand, 2015).

Unfortunately, the transition to Latin letters, which took place at the beginning of the twentieth century, did not appreciate the results of previous many years of tireless work, tried to strike them out of life

altogether. The native written signs based on the Arabic script, which created and mastered the new primer, took the new direction to illiteracy, the transition to the Latin alphabet was very difficult for the Kazakh people. Thus, the adopted law, which was not brought to perfection, entered into force (Soo et al., 2019).

4. CONCLUSION

In conclusion, we can say that in the past life history of the Kazakh people there are enough values that have specific features. One of them is the history of primers, which are the first textbooks on primary education and written signs of the people, and confirmation that they have their own place in the development path. In science, any movement has its own development, the emergence of the education system in any period of history, its formation and development changes in accordance with time. Considering these periods as phenomena of the renewal of pedagogical thought in the Kazakh land and giving them a proper assessment, we affirm that it provides an opportunity to correctly define the system for constructing Kazakh written signs and primers.

There was a change in the education system on the basis of the policy of subordination to a single center of Soviet power and the translation of written signs into Latin letters, carrying out educational work on the basis of the political and ideological direction of the

socialist system. In modern independent Kazakhstan, in terms of improving and developing education, it is necessary to reconsider its history, that is, the path of development of the science of pedagogy. The branching of education and the new direction require a separate study of the theory and practice of primary education in the history of pedagogy. Relying on the experience of the historical and pedagogical processes of Kazakh written signs and alphabets, which have their own path of development and taking them as a basis, means that they will become an obstacle to many difficulties in the future and will contribute to the proper organization of education.

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