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ECORFAN-Journal Paraguay

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Presentation of the Content

In the first article we present, *Attitudes toward study and bullying*, by LOZANO-GUTIÉRREZ, Jorge Luis, RODRÍGUEZ-GARCÍA, Francisco Javier, PACHECO-AMIGO, Beatriz Mabel and SOLÍS-RECÉNDEZ, Emma Perla, with adscription in the Universidad Autónoma de Zacatecas, as the next article we present, *The importance of Self-efficacy and Resilience in the Learning Style of the University Student*, by ESPERICUETA-MEDINA, Marta Nieves, SÁNCHEZ-RIVERA, Lilia, VILLARREAL-SOTO, Blanca Margarita and RAMÍREZ-PADRÓN, Marla Yudith, with adscription in the Universidad Autónoma de Coahuila, as the next article we present, *The resignification as part of logotherapy, for the well-being of young people in a situation of addiction annexation*, by CEJAS-LEYVA, Luz María, CALDERÓN-PALENCIA, Laura Araceli, VILLAZANA-MARTÍNEZ, Jesús Salvador and HERNÁNDEZ-SÁNCHEZ, Eréndira, with adscription in the Fomento Educativo Para el Desarrollo del Potencial Humano “Silvestre Revueltas” FEIDEP, Universidad Juárez del Estado de Durango, Universidad Autónoma de Durango, as the last article we present, *Physical therapy: A worldwide overview*, by SALINAS-SÁNCHEZ, Igor, MENDOZA-GONZÁLEZ, Felipe, DORADOR-GONZÁLEZ, Jesús Manuel and HERNÁNDEZ-ESCOBEDO, Quetzalcoatl, with adscription in the, Escuela Nacional de Estudios Superiores.

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Attitudes toward study and bullying

Actitudes hacia el estudio y acoso escolar

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Abstract

The objective pursued in this research is to identify the relationship between study attitudes and bullying in secondary school students from municipalities in the State of Zacatecas. Instruments and methods. The research is descriptive, non-experimental, prospective, cross-sectional, correlational. The population is secondary school students, whit a sample of 145 participants assigned by the authorities of the participating schools. It was carried out during the semester of January – July 2019. The variables to consider consisted of study attitudes and bullying. Statical processing is through the reliability of instruments such as the study habits questionnaire José Luis Díaz Vega and the Cisneros self-test of bullying for students, using Cronbach's alpha. Likewise the different areas of the Cisneros self-test were correlated whit the area of attitudes towards the study of the study habits questionnaire by José Luis Díaz Vega. The result obtained in the reliability of the instruments used was of a high reliability greater than .900 and terms of correlation, the results were of a low correlation. instruments such as the study habits questionnaire by José Luis Díaz Vega and the Cisneros self-test of bullying for students, using Cronbach's alpha. Likewise, the different areas of the Cisneros self-test were correlated with the area of attitudes towards the study of the study habits questionnaire by José Luis Díaz Vega. The results obtained in the reliability of the instruments

Actitudes, Estudio, Acoso escolar

Resumen

El objetivo que se persigue en esta investigación es identificar la relación entre las actitudes de estudio y el acoso escolar en estudiantes de secundaria de municipios del Estado de Zacatecas. Instrumentos y métodos. La investigación es de tipo descriptivo, no experimental, prospectivo, transversal, correlacional. La población son los alumnos de secundaria, con una muestra de 145 participantes asignados por las autoridades de los planteles educativos participantes. Se llevó a cabo durante el semestre de enero – julio de 2019. Las variables a considerar consistieron en las actitudes de estudio y el acoso escolar. El procesamiento estadístico es por medio de la confiabilidad de los instrumentos como son el cuestionario de hábitos de estudio de José Luis Díaz Vega y el autotest Cisneros de acoso escolar para alumnos, utilizando alpha de Cronbach. Así mismo se correlacionó las diferentes áreas del autotest Cisneros con el área de actitudes hacia el estudio del cuestionario de hábitos de estudio de José Luis Díaz Vega. Los resultados obtenidos en la confiabilidad de los instrumentos utilizados fue de una confiabilidad alta superior a .900 y en cuanto a la correlación los resultados fueron de una correlación baja.

Actitudes, Estudio, Acoso escolar

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Introduction

This research on attitudes towards the study, since bullying has become a problem that has acquired greater visualization, since its consequences have led its victims towards suicidal behaviors, so detect the attitudes that are presented in school activity and that generate violence among students at school. The benefits of this research is to identify bullying, in addition to raising awareness in students that bullying is not a normal phenomenon.

Instruments such as the Study Habits Questionnaire by José Luis Díaz Vega and the Autotest Cisneros on bullying for students were applied. Therefore, the knowledge and visualization of bullying will allow actions to be taken to eliminate bullying. In addition, the benefits extend to the other members of the school institution such as teachers, directors, administrative staff and parents. Since bullying exists but is normalized in the attitudes of students and in their social groups.

Clearly explain the problem to be solved and the central hypothesis.

Education and socialization

Socialization as fundamental actions for an adequate interaction between the individual and society. Socialization is defined as “The process by which individuals, in their interaction with others, develop the ways of thinking, feeling and acting that are essential for effective participation in society” (Vander Zanden, 1995). Thus, values, norms, traditions are instilled that will allow the subject an adequate adaptation for social interrelation. Education is part of the socialization process Education is a process of great importance, it tends to be carried out through the various institutions that intervene in the formation of subjects. But it is not always conceived in the same way. It should be said that there are various curricular models throughout history.

These models are based on the conception of the human being and her pedagogical learning, which is linked to a psychological conception of that learning, in addition to specific social conditions that guide the innovation and use of specific curricular models since education is not alien to the social changes.

The school's objective is to train individuals who will later be inserted into the world of production and social reproduction. The school as an institution is a continuity of the family, although the family is the first moment of socialization of the members of society, although it is not the only one. It is common for parents to look for the school that is closest to their values and conception of the human being. Although many practices that today are considered obsolete and against human rights have been left behind, there are still paradigms of education that are in conflict, so we have a traditional system, which does not imply being a model that does not have positive aspects but that yes it is criticized, mainly by paradigms coming from the new school.

In many aspects, the traditional school is based on the psychological theory of behaviorism, from which instruction by objectives comes, that today educational institutions have programs based on planning by objectives. While the critical-constructivist models, within cognitiveism mainly the Jean Piaget paradigm, have allowed the current model based on competencies to be reached.

There are very marked differences between the objective model and the competency model. In the first, the subject is seen as a passive being, with basically rote, mechanical learning, dependent on the transmission of verbal knowledge, with a rigid school organization and based on strong discipline, the form of evaluation mainly in the exam, the curriculum is program based and not student based.

The competency approach, the competences according to Bunk, cited in González Araiza (2006) “disposition of knowledge, skills and aptitudes necessary to exercise a profession, can solve professional problems autonomously and flexibly, is able to collaborate in their professional environment and the organization of work”. This approach has the following characteristics, aimed at student learning, is flexible to the interests, forms and learning times of students, develops creativity, stimulates autonomous learning, emphasizes collaborative work. Learning integrates knowledge, skills, attitudes, values, procedures.

Study and attitudes

The study as “a conscious and voluntary activity to analyze, understand and deepen knowledge and experiences, putting into operation all the intellectual capacities of the individual. García-Huidobro, Cecilia, et al. (1999). The study contains a variety of actions that are integrated, perhaps the best known is the acquisition of knowledge, but it also requires aspects based on attitudes, according to Gargano in Gairín (1990) defines attitudes as a “set of perceptions, feelings and behaviors that the subject has of and with himself”. From the conception of Rockeach, Cited in Rodrigues, Aroldo (1976). The attitude. "It is a relatively long-lasting organization of beliefs about an object or a situation that predisposes the person to respond in a certain way."

The fundamentally characteristic aspects of attitudes. As a) the lasting organization of beliefs and cognitions in general; b) the affective burden for or against; c) predisposition to action; d) the direction of a corporate purpose. From the foregoing, it follows that attitude is defined as a lasting organization of beliefs and cognitions in general, endowed with an affective charge for or against a specific social object, which predisposes to a coherent action.

Attitudes have three components:

- A. cognitive component that are the knowledge, beliefs that are held about objects, people and circumstances that are presented to the individual and that will lead him to respond according to those knowledge and beliefs. The more information you have about the attitude object, the better your relationship.
- B. The affective component consists of the liking or disliking of the object, which can lead to rejection or acceptance. It can generate positive and negative feelings.
- C. The behavioral component is presented in the action or omission of the subject before the object, it entails a situation of intentionality although it is difficult to evaluate the same intention. Ultimately what matters may be the actions or omissions carried out.

The students that make up the school institution necessarily have to interrelate, which implies presenting attitudes towards the study, and an important area for the best performance is the coexistence, among the different actors of education, such as fellow students, teachers, directive and administrative staff, and parents. Of this group, the interrelation between the students themselves stands out. On many occasions, school performance is linked to the form of coexistence, since when there are conflictive and violent relationships justified by the fact that the only thing that happens is pure "cheek".

No educational model has been able to eliminate violence in its entirety. At present, the phenomenon has been identified as bullying or bullying. Olweus in Huerta V. (2013) defines bullying as "A person is bullied when he or she is repeatedly exposed over time to negative actions by one or more people, and he or she has difficulty defending himself to itself". It contains essential elements such as intimidation, repeated continuously, and imbalance of force or power. As it is different from school violence, it is defined as “" The intentional use of force or physical power, in fact or as a threat, against oneself, another person or a group or community, that causes or has many likely to cause injury, death, psychological harm, developmental impairment or deprivation. " WHO in Huerta V. (2013). Violence can be between different subjects and bullying between students only.

School bullying is a multicausal phenomenon, education and type of affective bond that can make the subject have a protection factor or a risk factor since in relationships there can be a lot of permissiveness towards violence and takes it out of its familiar surroundings. The use of discipline and the exercise of authority are also important factors.

The attitudes that occur in the school educational environment and that are identified as bullying according to Olweus in Huerta V (2013) harassment, physical, psychological harassment, verbal harassment, material damage, cyberbullying. There are various participants in bullying, such as the perpetrator, the victim, the perpetrators, followers of the harasser who sometimes carry out direct actions under the influence of the perpetrator, passive observers and active observers who may at some point denounce these activities.

Bullying brings negative consequences for the participants, the victim may suffer injuries, anxiety, school failure, aggressiveness towards himself or others. While the aggressor can fall into delinquency, get used to illegitimate conduct to achieve her ends.

It should be noted that bullying is constant but the subjects justify it, even the teachers may be aware of the bullying but they do nothing or incite it, thereby producing school violence.

Some consequences in the face of harassment attitudes can end in suicide or homicide in a situation that the subject perceives danger and seeks to go the wrong way. You have to remember and keep in mind that a suicide is close to being a homicide.

The study seen as a general activity involving actions of bullying, present the characteristics of the attitudes:

- A. in the cognitive aspect, the victimizer has the belief that being stronger can subdue the weaker.
- B. in the emotional aspect they feel superior, that they are flattered, that they take them into account, that they are admired for being aggressive, that they are leaders and their followers admire them. When in reality they are insecure subjects, lacking social skills that allow an interrelational behavior adapted to social coexistence.
- C. Therefore, in the behavioral aspect, it is reflected in violent actions such as calling names, insulting, hitting, materially damaging the properties of the victims, robberies. Thus, the panorama of bullying still presents a great challenge, to eradicate bullying to the minimum of its presence and that schools are a safe place for all its members.

Methodology

The present investigation is classified as quantitative, descriptive, not experimental, the variables are measured only once, so it is cross-sectional, in addition to being correlational. The general objective of this research is to identify the relationship between attitudes towards studying and bullying.

The particular objectives are to identify the attitudes towards the study of secondary students, another particular objective is to identify bullying among secondary students. Where the independent variable is attitudes towards studying and the dependent variable is bullying.

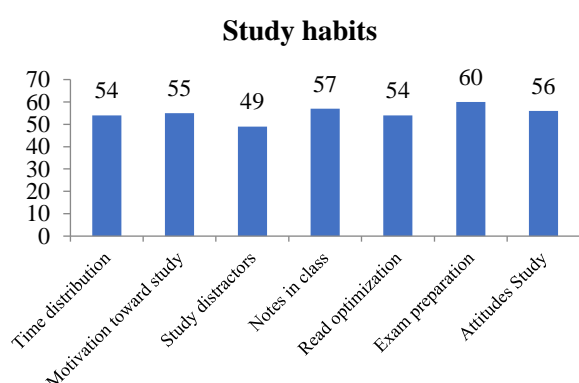
The type of sampling is subject type, since the authorities of the school institutions indicated the participating academic groups according to their characteristics and needs. With the participation of 145 students from different secondary schools, The instruments used are the Study Habits Questionnaire by José Luis Díaz Vega, structured in seven areas: 1) Distribution of time, 2) Motivation towards the study, 3) Distractors in the study, 4) Notes in class, 5) Reading optimization, 6) Exam preparation and 7) Attitudes towards studying. Taking into account only the area seven Attitudes towards the study in this research. It is a Likert scale type questionnaire with 70 questions with four options: Always = 3/0 * Often = 2/1 * Rarely = 1/2 * Never = 0/3 *. Its results are expressed in cantiles.

The other instrument is the Cisneros Autotest for bullying. Structured into ten areas of bullying: 1) Global bullying index, 2) Bullying intensity scale, A) Contempt - ridicule, B) Coercion, C) Restriction of communication, D) Aggression, E) Intimidation - threats, F) Exclusion - social blockade, G) Verbal harassment, H) Theft. It contains a total of 50 questions with a Likert scale answer, to answer it has the following values 1 point if you have selected the answer Never (1 = Never) · 2 points if you have selected the answer Few times (2 = Few times) · 3 if You have selected the answer Many times (3 = Many times).

Reliability will be obtained from both instruments.

Results

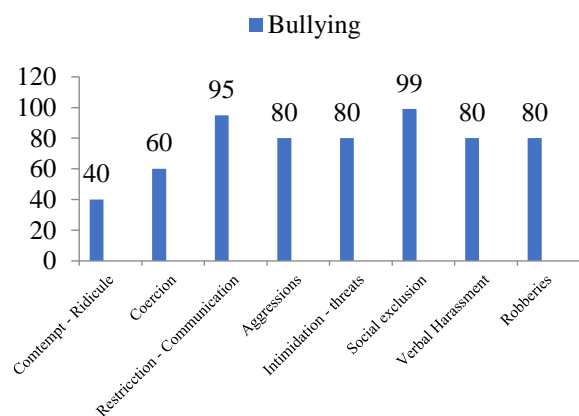
Study habits



Graphic 1 Group distribution of study habits. In this graph we find that attitudes towards the study are presented in a percentile of 56, which indicates that there may be a place for bullying

The reliability of the test in Cronbach's Alpha is located at .906

Bullying



Graphic 2 The levels are classified by centiles as follows: 40 almost low, 60 medium, 80 almost high, 95 high and 99 very high

The reliability of the bullying test is .927 in Cronbach's alpha

The correlations of attitudes towards studying with the areas of bullying are as follows:

Contempt .090
 Duress .051
 Restriction .025
 Aggression .132
 Bullying .028
 Social exclusion - .212
 Harassment .078
 Thefts .004

Conclusions

1. In attitudes towards study, it is located at a percentile of 56 that slightly exceeds an average level of interrelation in the school institution. Which indicates that attitudes are tending towards a prosocial activity but that it gives room to bullying
2. There is bullying and it occurs in a common way in the group of participants since the vast majority of areas are above 60 percentile points that is located in a medium level to a percentile of 99 that is a very high level of bullying school. Although the students do not perceive it because they normalize it within their relationships
3. The correlation between attitudes towards studying and bullying are low, it may be due to the fact that students do not perceive their relationships as bullying, taking it as something common in their human relationships.

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The importance of Self-efficacy and Resilience in the Learning Style of the University Student

La importancia de la Autoeficacia y la Resiliencia en el Estilo de Aprendizaje del Alumno Universitario

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Abstract

The present research aims to identify the attributes that integrate learning styles with positive psychological functioning. The methodological value is explained from the application of two standardized tests with a Cronbach's alpha of 0.89, made up of 102 variables in total; For this, an instrument composed of the self-efficacy section of the Schmeck learning styles inventory and the second the Merino positive psychological functioning scale was developed. I surveyed a total of 133 subjects. The statistical analyzes processed included the reliability and internal consistency test of the instrument; the selection of significant variables; descriptive analysis, measures of central tendency and variability; comparative analysis with Student's t test for independent samples, Pearson's correlation, integrational analysis from factorial and finally regression analysis. From the statistical results, it is highlighted that those students who lack a developed resilient ability have difficulty being self-effective with respect to academic activities. Likewise, students who adequately reconcile their work, social and personal life, have high self-esteem, are creative, which allows them to be resilient and self-effective.

Learning styles, Self-efficacy, Resilience, Academic performance

Resumen

La presente investigación tiene como objetivo general identificar los atributos que integran los estilos de aprendizaje con el funcionamiento psicológico positivo. El valor metodológico se explica a partir de la aplicación de dos pruebas estandarizadas con un alfa de Cronbach de 0.89, conformado con 102 variables en total; para lo anterior se elaboró un instrumento compuesto del apartado de autoeficacia del inventario de estilos de aprendizaje de Schmeck y la escala de funcionamiento Psicológico positivo de Merino. Se encuestó un total de 133 sujetos. Los análisis estadísticos procesados incluyeron la prueba de confiabilidad y consistencia interna del instrumento; la selección de variables significativas; análisis descriptivo, medidas de tendencia central y variabilidad; análisis comparativo con la prueba T de Student para muestras independientes, correlación de Pearson, el análisis integracional desde factorial y por último el análisis de regresión. De los resultados estadísticos se destaca que los estudiantes que carecen de una habilidad resiliente desarrollada tienen dificultad para ser auto eficaces con respecto a actividades académicas. Así mismo los alumnos que compatibilizan adecuadamente su vida laboral, social y personal, poseen una autoestima alta son creativos lo que les permite ser resilientes y auto eficaces.

Estilos de aprendizaje, Autoeficacia, Resiliencia, Rendimiento académico

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Introduction

For the student to develop in a holistic way, it is necessary to consider their psychological well-being in addition to identifying their learning style that impacts their academic performance. It is essential to respond to the demands of today's world, hence the importance of enhancing their skills that lead them to be successful in modern society.

The present research aims to know the attributes that make up learning styles and positive psychological functioning, in addition to showing the differences of opinion of the groups regarding academic performance. To understand how they interact with each other, and create a model that allows its implementation in the university educational area. The theoretical value consists of the contribution of authors who deal with topics about this topic. The methodological value is explained from the application of two standardized tests that make up an instrument where, from 102 variables, the study phenomenon is made explicit.

The working hypotheses:

H1. There are underlying elements between learning styles and positive psychological functioning.

H2. There is a difference of opinion according to the average of the students regarding resilience.

H3. There is a difference of opinion according to the average of the students with respect to self-efficacy.

Next, the axes that make up this research will be detailed.

During the last decades we have witnessed great changes such as technological, social, economic and political advances, which have echoed in the educational system.

Autonomous universities in Mexico use a humanist constructivist model based on competencies, practically the entire Mexican educational system is experiencing an effervescence by competencies.

For the student to develop in an integral way, the psychological well-being of the students must be considered, (Merino 2015) develops the scale of positive psychological functioning with the aim of measuring psychological well-being, through eleven psychological resources. Psychological resources are essential for the psychological well-being and physical and mental health of individuals.

In addition, it is necessary to identify the learning style of the students, it should be noted that Alonso, Gallego, and Honey (1995) affirm that the most accepted conceptualization about learning styles is that coming from James Keefe, director of the National Association of Directors of Secondary Schools in the United States of America, who affirms based on Witkin's contributions that learning styles are cognitive, affective and physiological traits that serve as relatively stable indicators of how students perceive interactions and respond to their learning environments. learning.

Recent research has not investigated the relationship between these two axes, however, the relationship between the complex variables of both axes has been studied, firstly, self-efficacy with academic performance and secondly, its relationship with the resilience.

Learning styles

This section presents introductory aspects and a bibliographic review from which it can be deduced that learning styles involve a whole set of exogenous characteristics such as pedagogical, social, contextual, and endogenous such as physiological, cognitive, affective, and Attitudinal which allow to understand how a student develops as a whole, and support in the determination of ways of learning. In addition, it should be noted that within a learning situation, the different ways in which the subject can learn must be considered, which entails aspects such as the set of methods, techniques, procedures, skills and actions that the individual uses during the learning process. learning to build your own knowledge. Sternberg (1999), considers that a style is a way of thinking. Not an aptitude, but rather a preferred way of employing the aptitudes one possesses, understanding that aptitude refers to how well someone can do something, while style to how someone likes to do something.

For this reason, it is important to understand how students process information, when forming and using concepts, managing to understand, assimilate, structure and interpret the information to apply the contents and solve problems.

It should be borne in mind that one of the main objectives of the theory of learning styles is that education is inclusive by proposing an approach focused on the learning preferences of students, which is why it can be said that a student who is not aware of his own learning style, he may be unaware of the strategies that would allow him to guarantee an adequate acquisition of skills and knowledge, while a student who knows his learning style may experience an identification with the strategies that allow him not only meaningful learning but also be able to generate your own learning.

To understand the current relevance of learning styles, it is necessary to review the different definitions and categorizations that have been created regarding this construct since its appearance. With the objective of determining its importance in pedagogical practice.

Multiple authors have worked from different perspectives in defining the concept of learning styles. In the first place, there is Herman Witkin considered as the father of the cognitive style who was a cognitive psychologist in the fifties, who first coined the term cognitive styles, defining it as the way in which the human being perceives, processes, encodes and retrieves information. (Cabrera and Fariña, 2005).

Iriarte Diaz-Granados (2000), comments that Witkin distinguished two cognitive styles in the first place the independent field style in which individuals do not need institutions to solve situations, presenting a better orientation and counting on a greater number of internal references. On the other hand, the field-dependent style in which people interpret what they observe, and have the need for references or contextual elements to orient themselves, depend on the institution and need keys to orient themselves, and they cope easily with social content.

There are multiple models that have emerged for the classification of learning styles, therefore, in consideration of the theories that address the subject, a classification of the most relevant positions on said construct will be made.

One of the most relevant models is the one designed by David Kolb, this author affirms that he emphasized that experience is the basis of learning and the way in which information is perceived and processed. His theory is known as the learning wheel in which a cycle of four different phases occurs, concrete experience, reflective observation, abstract conceptualization and active experience. Kolb (1974), identified four learning styles: divergent, assimilative, convergent and accommodating, which can be identified from a measurement instrument designed in 1984, called the Learning Style Inventory (LSI),

It should be noted that the model used in the present research is the model of Ronal Schmeck who states that four factors or scales are fundamental to measure learning styles: deep processing: it requires reflection, it is abstract, logical and theoretical, elaborative processing: It also requires reflection, however, it is experimental and self-expressive, data retention: it is oriented towards the retention of information units necessary to successfully perform multiple-choice tests, and study method: it is composed of those skills that are applied when a topic is studied, for example, the use of underlining, the collection of notes, the ordering of notes, etc. (Ruiz et al., 1996).

Positive psychological functioning

Positive emotions are an important factor in having a healthy lifestyle, as well as the development of well-being and feeling happy, because they play a protective role in the face of adverse situations. Seligman (1999) says that Positive Psychology is the scientific study of the optimal functioning of people, it aims to discover and promote the factors that allow people and communities to prosper.

Positive emotional experiences have an effect that accumulates over time and expands the amount of adaptive resources of individuals.

García Alandete (2014), affirms that a healthy, quality, creative, productive and self-fulfilling life, the aspiration of every individual and every society, is associated with a certain lifestyle, with life satisfaction, with psychological well-being, with the experience of positive emotions and happiness. Self-acceptance: related to the fact that people feel good about themselves, are aware of their limitations, have positive attitudes towards oneself, is a fundamental characteristic of positive psychological functioning.

Positive psychological functioning arises from the union of studies on the functioning of psychological processes and emotional well-being. Psychological resources can be defined as the entities that people value for themselves or that serve as means to achieve a desired end. They can be objects, such as having a house; personal characteristics, whether physical, such as health, or psychological, such as self-esteem; conditions, such as having a certain educational level, having a job or being married, and energies such as time, money or knowledge (Hobfoll, 1989, 2002, 2010).

Merino (2015), develops the scale of positive psychological functioning with the objective of measuring psychological well-being, through eleven psychological resources. Psychological resources are essential for the psychological well-being and physical and mental health of individuals. Within the psychological resources proposed by Merino, there are resilience, optimism, enjoyment, which refer to aspects related to how to face a problem, the attitude and the ability to maintain a mentality of interest and enthusiasm towards activities carried out.

Merino (2017), conducted an investigation on Positive psychological functioning and its relationship with educational level, the Merino and Private scale (2015), and the Satisfaction with Life Scale (SWLS) (Diener et al., 1985) were applied. It is made up of 5 items Likert-type scale that emphasizes how happy or unhappy a person perceives habitual circumstances of their life. The sample was made up of 2902 participants representative of the Spanish population with ages ranging between 17 and 55 years.

It was found that people with a higher educational level also have more psychological resources such as curiosity, creativity, mastery of the environment, autonomy or vital purpose. Therefore, it affirms that both the well-being and the psychological resources increase as the educational level increases, but this increase declines in people who have completed undergraduate studies, but not undergraduate studies.

Llauradó, E. V., & Riveiro, J. M. S. (2020). They mention that there are statistically significant correlations between stress, resilience and satisfaction. On the other hand, in their study they found that the regression analyzes show that there are variables, mainly of resilience, that enter the model in a statistically significant way, while other variables, such as disability or type of disability, do not influence this prediction.

Atencia, D. J., Plaza, M. T., & Hernández, H. E. (2020). They mention that resilient students would adapt effectively facing situations of physical and emotional exhaustion, they would show the ability to avoid situations of apathy, distancing, loss of competence and academic effectiveness, since they have the power to measure their own abilities in the face of challenges and demands both academic and psychosocial that assume the burden inherent in the nature of academic activity.

Chuquillanqui Verastegui, G. C., & Villanes Cancho, J. P. (2020). In their work they found that there is a significant relationship of resilience with the stress coping styles of the university student.

Methodology to be developed

The focus of this research is quantitative since: The order is rigorous, although of course we can define some phase. It starts from an idea that is being limited and, once defined, objectives and research questions are derived, the literature is reviewed and a framework or a theoretical perspective is built. From the questions hypotheses are established and variables are determined; a plan is drawn up to test them (design), variables are measured in a given context;

The measurements obtained are analyzed using statistical methods, and a series of conclusions are drawn regarding the hypothesis or hypotheses. (Hernández, Fernández and Baptista, 2014, p. 4-5)

Due to its design, it is transectional or transversal because it is an investigation that collects data in a single moment. Its purpose is to describe variables and analyze their incidence and interrelation at a given moment. (Hernández, Fernández and Baptista, 2014, p. 154)

Due to its scope, it is an exploratory research, because it examines a little-studied topic or research problem, descriptive because it describes the phenomenon under study and correlational because it establishes relationships between the variables without specifying a sense of causality. (Hernández, 2014, p.90)

The instrument is developed which is composed of two standardized scales, the first is the Inventory of Learning Styles (ILP-R) by Ronald Schmeck in its standardized version for the Spanish population in 1996 by Manuel Esteban, Cecilia Ruiz and Fuensanta Cerezo. The second is the Merino positive psychological functioning scale carried out in 2015 and validated in the Mexican population the same year, the pilot test is carried out which allowed making adjustments at the linguistic level in the items, the final application of the questionnaire is applied in a single session.

To give validity and reliability to the data and explanations of the present investigation, an instrument is made that consists of 9 signal variables and 103 of the phenomenon. Of which the average variable belongs to the axis of academic performance, 33 variables are of positive psychological functioning and 69 variables of Learning styles.

The signal variables are Age, Gender, City, State, Educational Institution, Study career, Semester, If you currently work, If you have worked before. Academic performance is measured with the general average variable obtained so far. The positive psychological functioning scale is made up of 33 Likert-type items that are grouped into 11 dimensions, each one made up of three questions. (autonomy, resilience, self-esteem, life purpose, enjoyment, optimism, curiosity, creativity, humor, mastery of the environment and vitality).

The Learning Styles scale is made up of nine subscales, divided into two groups, the first one measures aspects related to personality and attitude, and the second one measures cognitive aspects and mental processes. For this research, the four subscales belonging to the personality aspects are applied, which include the Learning Styles based on global self-efficacy, motivation, academic self-esteem and self-affirmation, it consists of 69 questions.

Results

The instrument's reliability data are obtained from Cronbach's alpha coefficient with an integrated scale with a value of 0.89 that shows an internal consistency of the scale.

Descriptive Analysis Frequencies and Percentages

Out of a total of 133 subjects, the ages of the selected sample range from 17 to 54 years, of which the majority are women (n: 98, 73.7%) and to a lesser extent men (n: 35, 26.3%).

As for their place of origin, 54.9% are from the state of Coahuila and 36.1% from the State of Tabasco, 8.6% from the State of Mexico. being the majority inhabitants of the city of Saltillo 52.6%.

Regarding the educational institution attended by the Faculty of Science, Education and Humanities, it has 33.8% followed by the Autonomous University of Tabasco with 39.1%, the career with the highest proportion of students is 35.3% the Bachelor of Science in the education of the, followed by 13.5% of the Bachelor of Economics and 10.5% of the Bachelor of Nursing. With a grade point average between .50 and 100, highlighting that 52.9% of respondents average grades from 90 to 100 while 47.1% report grades lower than 90.

The variable you currently work shows that 73.7% of the surveyed students do not work at present, while 26.3% continue to work. Highlighting that 72.9% of those surveyed have worked before while 27.1% have not had work experience. (see annexes 4, tables 2 to 11)

Comparative Analysis Student's t for independent samples

In order to compare samples through their arithmetic means and find significant differences depending on the average, two comparative analyzes are shown below with the student's t test for independent samples with a probable error value less than 0.001 ($p < 0.001$), the statistical values that appear in this analysis are the sample values of each analysis group (Mean (X) of the groups), the t-test value (t-value), the degrees of freedom (df) and the probability of the error level (p).

For the first comparison, the variables of Positive Psychological Functioning and Learning Styles are taken as the average grouping variable and as contrast variables.

From the analysis in the contrast reading, it is observed in terms of the Average variable that the global self-efficacy variable, in its three grouping variables, organizational self-efficacy, thinking and data retention, belonging to the Learning Styles axis, presents a significant difference in consideration of the average of the students who have an average higher than ninety-five and the students with an average lower than ninety-five. Therefore, it is inferred that students with a greater capacity for global self-efficacy with respect to academic activities obtain high averages, unlike students with a lower capacity for self-efficacy.

Regarding the average variable, it is observed that the resilience variable, belonging to the axis of positive psychological functioning styles, presents a significant difference in consideration of the average of the students who have an average higher than ninety-five ($\bar{x} = 4.72$) and students with an average lower than ninety-five ($\bar{x} = 4.06$). Therefore, it is inferred that the students who have developed their resilience ability obtain higher averages than the students with less ability to face adversity.

Therefore, it is inferred that students who have developed their resilience capacity obtain higher averages, unlike students with less resilience capacity.

Integrational Analysis Exploratory factorial

From the total of 102 variables used, an underlying structure was obtained according to the criterion of the 4-factor sedimentation graph. In order to establish the underlying structure of the study phenomenon, an exploratory factor analysis is processed in the SPSS program using the principal components method and with varimax rotation. The Kaiser-Meyer-Olkin sample adequacy test shows a level of adequacy .705, in addition, the Bartlett sphericity test rejects the null hypothesis for obtaining a critical level (Sig) < 0.05 ; which shows that the correlation matrix is adequate for factoring.

According to the sedimentation graph, it is observed that the inflection point is at factor 4. We work with the r-squared method with a varimax rotation with an $r \geq 0.28$.

The first factor, positive psychological resources, explains 18.68% of the common variance of the studied phenomenon; It is made up of the variables resilience, optimism, vitality, life purpose, autonomy, creativity and mastery of the environment belonging to the axis of positive psychological functioning, and by the variables motivation: effort and academic self-esteem of the axis of Learning styles.

When the subject is able to overcome the difficulties that arise, in him there is optimism when facing academic situations, and also enjoy carrying out the activities that allows him to be autonomous, master the surrounding context and feel motivated. which he demonstrates through the effort he makes in his academic activities. It is inferred that students who have a developed resilient ability have the facility to think optimistically and see the good side of things, which allows them to be sure of themselves, enjoying their school life by having a balance in different contexts, the social, family and academic, and all of this is reflected in the effort they show to achieve their goals.

The second factor called School self-efficacy, which explains 10.05%, is made up of the variable domain of the environment of the axis of positive psychological functioning, and by the variables of Learning styles: Organizational self-efficacy, thinking and data retention, as well as by the variables, self-esteem and academic motivation and effort.

When the subjects are able to dominate the environment that surrounds them, they balance their activities which allows them to be self-sufficient at the organizational, thinking and data retention levels, which increases their self-esteem and motivation with respect to academic responsibilities. It is inferred that students who can balance different social, family and school contexts, use a learning style based on self-efficacy at a global level in their school activities, which allows them to have a high academic self-esteem.

Analysis

Multiple Linear Regression

A linear regression analysis is performed to identify the attributes with predictability of academic performance, the average variable is used as the dependent variable and as independent variables 12 variables of the axis of Learning styles and of the axis of positive psychological functioning that showed difference of opinion with respect to the average in the comparative analysis.

The explanation model obtained a structure whose significance of F is less than 0.05, therefore the model is good to explain the dependent variable. The R-squared is 0.362, which indicates that the model explains 36% of the variance of the dependent variable, almost half of the average is explained by the set of independent variables.

With respect to the significance of the T-test, the set of variables self-efficacy of thought and resilience do explain the average because the significance is less than 0.05. The dependent variable that most explains people's opinion regarding the average is the self-efficacy of thinking, it can be read that the variable self-efficacy of thinking predicts the academic average. The next variable that explains the most is resilience as a predictor variable of the academic average.

It is inferred that the variables self-efficacy and resilience are therefore predictors of academic performance because they directly impact the average obtained. Therefore, it is deduced that students with ability in the psychological resource resilience, who also use the self-efficacy learning style, are those who have academic success.

Conclusions

It is concluded that students with a higher capacity for self-efficacy with respect to academic activities obtain high averages, unlike students with a lower capacity for self-efficacy.

It is denoted that the students who have developed their resilience capacity obtain higher averages, unlike the students with less resilience capacity.

It is concluded that students who lack a developed resilient ability have difficulty maintaining a sense of humor with regard to academic activities because they are not self-sufficient and do not control their emotions, which is reflected in their academic efficiency. Likewise, students who are nervous distrust their own abilities and therefore request support which allows them to be more self-efficient in their school activities.

It is concluded that students who are self-effective in carrying out their academic activities develop divergent thinking that allows them to find different solutions to the problems that arise, they can also adequately reconcile their work, social and personal life, they have high self-esteem It allows them to clearly express their opinions and feelings.

It is denoted that the more importance is given to self-efficacy, the higher the average.

It is denoted that the higher the level of resilience, the greater the average obtained,

It is concluded that if the self-affirmation variable increases, the average increases.

In conclusion, it is said that the variables self-efficacy and resilience are therefore predictors of academic performance because they directly impact the average obtained. Therefore, it is deduced that the students with the greatest ability in the psychological resource resilience, who also use the self-efficacy learning style, are those who are academically successful.

Therefore, it is proposed to develop a pedagogical model that allows changing the paradigm by adapting the educational context to expand learning possibilities, allowing to potentiate psychological resources such as resilience, as well as learning styles based on global self-efficacy in university students, so that they are able to unfold their potential and obtain academic success.

Regarding the limitations of this research work, it is noted that the sample used is not large enough to support more forceful conclusions, which is why the results cannot be generalized to broader populations.

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The resignification as part of logotherapy, for the well-being of young people in a situation of addiction annexation

La resignificación como parte de la logoterapia, para el bienestar de jóvenes en situación de anexo por adicciones

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Abstract

Objective: Identify the self-perception of young people in a situation of addiction, drug use and the meaning of life, through a workshop focused on logotherapy. Methodology: Qualitative research, with which in addition to the collection of theoretical information on logotherapy and resignification; Data was collected from young people in a situation of addiction, participants of the workshop "The resignification of addiction" through a focus group conducted by FEIDEP specialists. Information that allowed contrasting data in the sections of results and conclusions. Contribution: Categories were elaborated that reveal the personal interpretation of the prevailing reality regarding the situation that young people live in a situation of addiction annexation, as well as the resignification of it by raising awareness of the possibility of freedom to choose through logotherapy. To achieve the above, the young participants externalized resources that enable a life project based on the capacity for change, motivations, attitudes and emotional skills, to achieve a situation of greater well-being.

Logotherapy, Resignification, Meaning of life

Resumen

Objetivo: Identificar la autopercepción de los jóvenes en situación de anexo por adicciones, sobre el consumo de drogas y el sentido de vida, por medio de un taller centrado en la logoterapia. Metodología: Investigación de corte cualitativo, con la cual además de la recolección de información teórica sobre la logoterapia y la resignificación; se recopilaron datos de jóvenes en situación de anexo por adicciones, participantes del taller "La resignificación de la adicción" a través de un grupo focal efectuado por los especialistas de FEIDEP. Información que permitió contrastar datos en los apartados de resultados y conclusiones. Contribución: Se elaboraron categorías que revelan la interpretación personal, de la realidad que prevalece en cuanto a la situación que viven los jóvenes en situación de anexo por adicciones, así como la resignificación de la misma al concientizar la posibilidad de la libertad de elegir por medio de la logoterapia. Para lograr lo anterior los jóvenes participantes exteriorizaron recursos que posibilitan un proyecto de vida basado en la capacidad de cambio, motivaciones, actitudes y habilidades emocionales, para alcanzar una situación de mayor bienestar.

Logoterapia, Resignificación, Sentido de vida

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Introduction

FEIDEP (Educational Promotion for the Development of Human Potential "Silvestre Revueltas") is a non-profit organization that emerged in the city of Durango, Dgo. Mexico, in 2009, with the aim of supporting students in training as family therapists with courses, diplomas, workshops and supervision.

This article integrates the information derived from the actions carried out by this association, regarding the design, application and obtaining of results of the workshop "The resignification of addiction"

The activity was carried out with 15 young people in an annex situation due to addictions (all male and of legal age), who agreed to participate once the call was sent to Fundación Durango A.C. (place where they are receiving support for their rehabilitation). So the participants attended FEIDEP facilities on time and in good spirits to actively collaborate in the workshop.

Justification

The problems generated by drug dependence in young people bring with it the need for therapeutic services focused on the prevention and treatment of addictions, which respond to the problems derived from the use and abuse of drugs.

Currently, logotherapy, a therapeutic approach with great contributions and important advances for the treatment, among other cases, of people with addictions, is a field of action in the psychological field that allows identifying and putting into practice the resources that allow young people in a situation of annex for addictions, build a new dimension of life (Martínez, Castellanos, Osorio and Camacho, 2015, para. 1).

Likewise, publicizing intervention projects, in cases like the one in this article, becomes an opportunity to contribute to the dissemination of relevant data emanating from the actions carried out, for the care of these young people.

Problem

For the foundation "Hay Salida" (2020) in Madrid, Spain; addiction is a disease equated with other chronic diseases, such as diabetes, high blood pressure, asthma or cancer. Characterized by the inability to maintain abstinence, loss of impulse control, intense desire or craving for substance use, difficulty in recognizing the consequences derived from consumption, and dysfunctional emotional responses in interpersonal relationships (par. 1-3).

Likewise, the UN, cited by Villatoro, Medina-Mora, Fleiz, Moreno, Oliva, Bustos, Fregoso, Gutiérrez and Amador (2012) estimates that worldwide, around 230 million adults (5% of this population) consumed an illicit drug at least once in 2010, while in Mexico in 2008 consumption in the population between 12 and 65 years old was 1.6%, which places our country in the international context as one of the countries with a low level of consumption, although in turn, an increase in the problem is reported if the most recent national trends are analyzed (para. 12).

On the other hand, and according to the National Urban Security Survey (ENSU, 2018) cited by Guereca (2019); Durango is among the first eight cities in the country, where there is a perception of greater drug use and drug dealing (para. 1).

Research questions

What effects does logotherapy have on the self-perception of drug use and the meaning of life in young people in a situation of addiction addiction?

What role does the resignification of drug use and the meaning of life play in the care of young people in a situation of addiction addiction?

Objective

Identify the self-perception of young people in a situation of addiction addiction, on drug use and the meaning of life, through a workshop focused on logotherapy.

Theoretical framework

The theoretical approach of this article begins with the antecedents of constructionism; theory linked to the construction of new perspectives subject to the metaphor of construction through discursive action (Agudelo and Estrada, 2012, p.375).

For López-Silva (2013) one of the philosophical influences of constructionism is found in the work of Kant, who proposed that our reality is in a sense a mental construction determined by the mental categories prior to the experience that we have (p. 10).

Marco Aurelio (Stoic philosopher) cited by Daza (1984), conceives that the true salvation of individual life and the community lies in practicing justice with the whole soul and in telling the truth, which he considers a supreme demand of the nature of man (p.289).

Likewise, as Linares (s / f) mentions in the face of existential discomfort, the vital potential of Stoic thought due to its depth and versatility, considers that dialogue is a response to the discomfort for which Stoicism (where belief, emotion and truth go hand in hand) also provides elements for the implementation of logotherapy (pp. 3-83).

Constructionism

Sandoval (2010) identifies constructionism as a theoretical-methodological position, with a social focus that is linked to the critique of deconstruction, to explore the types of relationships that can be established from new conceptions of the world and of ourselves (p.33).

In this sense, constructionism denies the idea of a passively learned reality, which is why reality is considered an expression of the very structure of those who know. Thus, the subject actively participates in the process of construction of reality, whose construction is his own invention (López-Silva, 2013, p. 11).

Constructionism is itself an alternative perspective to individual therapeutic attention that allows shared analysis of reality. Ibañez (2001) cited by Sandoval (2010) affirms that the objective of this alternative is to carry out a critical exercise, for the development of a metaphor linked to construction (p.33).

Social constructionism

In turn, social constructionism has among its origins the works of Vigotsky and Bruner (historical-cultural theory that bases learning on the cognitive activity of the subject) who reveal that the mind constructs reality through the relationship with the world. Reality determined by the influence of the social relationships that the subject possesses when carrying out the constructive action (López-Silva, 2013, p. 12).

Social constructionism studies psychological phenomena from the way in which people apply their past experience to present circumstances. The social constructionist gaze proposes a way of approaching the complexity of reality, considering diversity and individuality as manifested by people (Donoso, 2004, p. 10).

Likewise, social constructionism maintains that the central point of therapy is in the construction of meaning and meaning for the individual in interaction with the context (Aristegui, 2015, p.121), in this case the construction of meaning, meaning of the addiction and the meaning of life of the addict.

Logotherapy

Logotherapy is a variant of psychotherapy, revolves around the presentation of the concept of will to meaning as the first motivation of man. It is a Viennese school framed in the field of psychology, behind the psychoanalysis promoted by Freud and the individual psychology developed by Alfred Adler (Pérez and Merino, 2012, par. 1).

Logotherapy helps each person to discover the meaning of life, to be aware of who they are (Iglesia, s / f, p.15). Through dialogue, in this intervention approach, the bases of the conflict emerge, therefore; Dialogue is considered the best option to deal with realities and their relationship with problems, and at the same time it is an excellent means for the generation of new realities, becoming the basis for visualizing new possibilities and alternative forms of action (Estrada and Diazgranados, 2007, pp. 333-348).

From logotherapy, it is considered that there is a feeling of emptiness and a very deep reason for the choice and consumption of a drug, an environment that makes the individual vulnerable to drug use, as a means of escaping reality or as a substitute for fill the existing void (Gimeno, s / f, p. 6).

Narrative approach

The narrative therapeutic approach is installed within poststructuralist ideas. Some antecedents of narrative therapy include the contributions of Gregory Bateson, Michel Foucault (power and knowledge), Geertz (text analogy) and Jerome Bruner (Rico, nd, para. 1).

Within logotherapy, the narrative proposal allows people to express their experiences, their way of being and thinking (White, 1995, p.21), so that self-narrations are considered social ways of offering explanations.

For his part, Bruner (1986) speaks of a genetic inclination towards narrative understanding, in this way, he considers that the stories of our lives are important to make us intelligible. In this sense, narratives are conversational resources, constructions open to a continuous alteration as the interaction progresses (Estrada and Díazgranados, 2007 p.154).

Therefore, the narrative approach within the intervention with groups involves a discursive practice that gives participants the opportunity to use their particular way of speaking and understand their experiences and the effects of these in their lives, as well as the way in which they have marked it. Therefore, in this approach, the function of language enables the construction of contextualized human worlds, giving rise to the subjects constituting their own versions of themselves, the interaction and reality itself (Agudelo and Estrada, 2012, p.375).

The therapeutic tale

The story within logotherapy is a resource that uses a symbolic-metaphorical language, it is considered a therapeutic story (Rico, s / f, para. 24).

For Fuentes s / f, cited by White (2009), the metaphor of the story (narrative technique used in the applied workshop) appears in contemporary psychotherapeutic discourse in the sense of the story of everyday life. It alludes to discourse as the way in which events and life are explained and given meaning, as well as explains that our stories inform and reform the sources of our knowledge and our perception of reality.

Through stories, people can express their emotions, fears, and anxieties and learn about human feelings. When listening to the narration, connections and reflections are made about what happens inside the story, relating them to their particular situation and mentally organizing their own experience. The culminating point of the story is not the production of it, but the elaboration that the consultant makes of what happened, only he recognizes himself in that new story, which can make it his own and in it can incorporate messages of health and growth (Rico , s / f, par, 22).

The addiction

For Acevedo (2006), cited by Ortíz (2011), the word addiction derives from the Latin verb “addicted”, which translates as adjudicate or designate, that is, it refers to what is assigned or assigned a value that it does not possess. in himself (p.80).

For Martínez, Castellanos, Osorio and Camacho (2015), addiction is a condition that not only crosses the physical dimension, but also the psychological one that includes an existential difficulty, one of the most important aspects being the meaning of life (para. 10) .

On the other hand, addiction is a complex pathology of biopsychosocial origin, its etiology is multiple and it acts in a confusing way to produce addictive disorder. It is developed on the basis of psychological vulnerability, alteration of some brain mechanisms, exposure to environmental factors, chronic consumption and stress (Fundación “Hay Salida”, 2020, paragraph 5), which influences the development of identity of the person who suffers it.

The addition called by Gimeno (s / f) drug addiction, is established where there is an existential void. In order to achieve happiness, the individual tries to replace frustration with an external substitute "drugs or alcohol", which by not providing immediate happiness, a vicious circle is established within. It is then when freedom, responsibility and conscience are blocked, remaining almost hidden; making of drugs and alcohol, the reason and the meaning of the drug addict. (p.5).

The development of the self

The personality as conceived by Freud, is made up of three main systems: the id, the ego and the super ego, in the mentally healthy person these three systems form a unified and harmonious organization. In the well-adapted person, the self is the executive of reality, dominating and governing the id and the super self (Hall, 1978, pp. 142-149).

From constructionism, the self is understood as a narrative that becomes intelligible within existing relationships. Likewise, from social constructionism, the forms that knowledge of reality and the self take are determined by the influence that social and ideological structures exert on the ways of thinking of the subjects (López-Silva, 2013, pp. 12-15).

Kernberg (1979) cited in Fossa (2009) based on the psychology of the ego, proposed a personality classification, in which the borderline organization of personality is characterized mainly by identity diffusion and ego lability (associated with drug addiction pictures), especially in relationships of great emotional intimacy (p.33-49).

For Stingo, Zazzi, Avigo and Gatti (nd) they are subjects with clear shortcomings in the structuring of personality. With problems such as drug abuse, antisocial disorders, alcoholism, aggressiveness, schizophrenia, ezquisomania or latent schizoparanoia, which could be the analog of border states, with alterations in the following ego functions:

- Autonomy
- Self-assessment
- aggression
- Frustration tolerance
- Regulation of limits

- The integration
- The formation of concepts
- -Realistic planning

The meaning of life (from the interpretation of addiction)

Among the main postulates of logotherapy are freedom of will (which ensures that every subject is able to make personal decisions and enjoy the necessary freedom to choose their own destiny) and the meaning of life (through humanization and personalization) In this context, logotherapy constitutes a perception of the world with a positive root (Pérez and Merino, 2012, paragraphs 4-6).

The meaning of life implies a leap into action, towards commitment, towards a project. The meaning of life is independent of what the person does in her life, therefore there is no meaningless existence; strictly speaking. What exists is the feeling of lack of vital meaning. The meaning of life is carried out in the community through three basic tasks: work-profession, couple-family and social relations-friendship (Ortíz, 2011, p.55-57).

Expectations and purposes

For Linares (s / f) it is always possible to distance oneself from emotions to investigate the purposes, causes and purposes, among other elements, that give rise to knowledge of addiction, without this meaning denying it (p.129).

The therapeutic objective is for man to act from his potentialities and resources to help himself rediscover and recognize himself in his reality, being himself the protagonist of his therapeutic process. So you have to try to become aware of your own responsibilities, choosing a different lifestyle from the one you have led up to now, accompanied by the therapist and your self-help group.

What used to be to live for and for drugs must now have other expectations such as personal growth, the challenge of living without drugs, being happy and finding meaning in what they live, assuming their own vulnerability and valuing their ability to love (Gimeno, 2004) cited by (Ortíz, 2011, pp. 85-86).

The family

Whether a person can maintain a given self-narration depends above all on the will of others to follow the interpretation of certain past situations in relation to the subject (López-Silva, 2013, p.16).

For Gregori Bateson (s / f), cited by Agudelo and Estrada (2012) in the constructionist social perspective, it is highlighted that both action and discursive practice are important within group therapy, where for the construction of reality external of the subject, mind, spirit and communication are combined in the external dimension of the body (p.359).

Therefore, Gimeno (s / f) considers that throughout the entire treatment the involvement of the family in the young person's process is very important. Parents, partner and siblings, can mainly participate in it (p.10).

The needs of the addict

Man, by nature, needs a true, deep and encompassing experience of reality that allows him to discover his own multidimensionally transcendent self with respect to nature, his peers, the world of values, and also with respect to himself same. In turn, the addicted man needs to take refuge in some external element, with omnipotent characters, since he is not able to tolerate frustrations and sufferings by himself (Ortíz, 2011, pp. 78-79).

Coping in the addict

Working with emotions implies a commitment to oneself and as such, it is considered as a work of personal transformation (Linares, s / f, p.120).

The efforts of addicted patients are more positive when they face the problem of the meaning of life, since drug use is considered a symptom of malaise or existential emptiness experienced by the person who uses it. But it is also in some way the symptom of the social unrest that surrounds her (Ortíz, 2011, p.85).

The meaning

For social constructionism, reality is a set of conversational meanings that are socially shared (López-Silva, 2013, p. 14).

When someone is confronted about a problem they face, they can provide a possible solution for others in a similar bond. If the conflict of personal history is similar to that of the other, it becomes significant for both (Rico, nd, para 13).

According to Estrada and Diazgranados (2007) the potential of meaning is achieved through complementary action; affirmations alone acquire meaning when another or others coordinate with the emission, complementing it or transforming it, which is why an individual alone cannot mean (p. 318).

Geertz (s / f), cited by Rico (s / f), considers that people's lives are found in texts within texts. He considers the interaction of people as the interaction of readers with respect to certain texts; understands the evolution of lives and relationships in terms of reading and writing texts and warns that recounting an experience establishes the meaning that will be attributed to it (paragraph 9).

Deconstruction

As Linares (s / f) affirms, even the most agonizing of situations can be overcome. Reflective work on one's own discomfort through self-knowledge and acceptance fosters deep internal coherence (p.125).

The position of the constructionist approach approaches links criticism and deconstruction; where criticism is conceived as the possibility of exploring things in a different way and the type of relationships that could be established from new conceptions about the world and about oneself. In the same way, it proposes that social reality does not need to be as it has currently been (Crespo, 2003) cited by (Sandoval, 2010, p.33-34).

The resignification and emotional state of the addict

In general terms, resignification is a free and intentional adaptation, characterized by a strong recontextualizing will (Rimoldi, 2012, p.161).

Gergen (s / f) cited by Sandoval (2010) considers that human societies are historically changing, therefore the meanings that people attribute to reality are also changing.

Likewise, meanings influence the actions and decisions of the people who make up these societies (Pérez and Merino, 2012, p.32).

If the person manages to understand emotionally why she is suffering, her suffering is lightened; If, on the contrary, they do not want to know anything, they tighten up and entrench themselves in the comfort of a problem to which they have become accustomed, then their suffering worsens (Bermúdez, 2013, p.3).

Similarly, Linares (s / f) referring to emotional intelligence (theory proposed by Daniel Goleman) refers to the ability that the subject has to realize the emotions he is feeling and the moment in which they appear, if enables a fruitful dialogue between the subject and his emotional life (p119).

Resources and repair

Maslow (s / f), cited by Linares (s / f), considers in accordance with the stoic position, that within the human being beats the impulse towards improvement and personal development whose dullness is inhuman and pathologizing, at all costs. person can restore self-confidence and thus put into operation all their potential to face problems (such as addiction) no matter how serious (p.13).

In addition to the above, Martínez, Castellanos, Osorio and Camacho (2015) assert that among the resources of people with addictions as well, there is the ability to be able to look at themselves and monitor and control their own emotional and cognitive processes (paragraph 5).

Similarly, Gimeno (s / f) identifies in logotherapy a proposal that presents a general and comprehensive conception of man that uses important resources such as:

- The capacity called self-distancing; related to the possibility of putting distance in front of external situations not only with the world, but with others.
- The capacity named self-transcendence; that allows him to address someone or something other than himself to make a sense.

From this position, it is firmly believed in the capacities of each one to rediscover themselves as a conscious and responsible individual (p. 4).

Methodology to be developed

According to Cisterna (2005), the methodological process carried out during this process corresponds to the qualitative paradigm, in which, in addition to the collection of theoretical information, which involved the search, organization, systematization and analysis of information, on logotherapy and resignification ; A focus group was also held with the members of FEIDEP from which the categories of the results of the workshop "The resignification of addiction" emerged.

Process

To carry out the workshop called "The resignification of addiction", an invitation was first sent to the young people in an annex situation located in Fundación Durango, A. C., who accepted to participate in good spirits.

Once installed, the workshop was carried out with the support of FEIDEP members, following the schedule of moments and activities referred to in the descriptive letter.

To conclude, a focus group was held with the members of FEIDEP, from which a categorization of the information from the workshop was derived, which in turn was triangulated with theoretical data found on the subject investigated, which served as the basis for the presentation of the results and conclusion.

Results

The experience lived by the young participants was manifested in the richness of their speeches, giving them meaning through the construction and telling of stories.

The results obtained in the application of this workshop were integrated following a logic of obtaining categories with the information obtained, as well as the triangulation of these data with the theory that founded the design of this space for deliberation (Cisterna, 2005, p. 61).

In the results presented below, the perception of young people in a situation of addiction due to addictions is collected; about what has happened in your life.

These results are shown in two parts, in the first the interpretation of what happened due to the addiction experienced is commented and in the second the resignification of it derived from the experienced workshop.

Part One: The Interpretation of What Happened

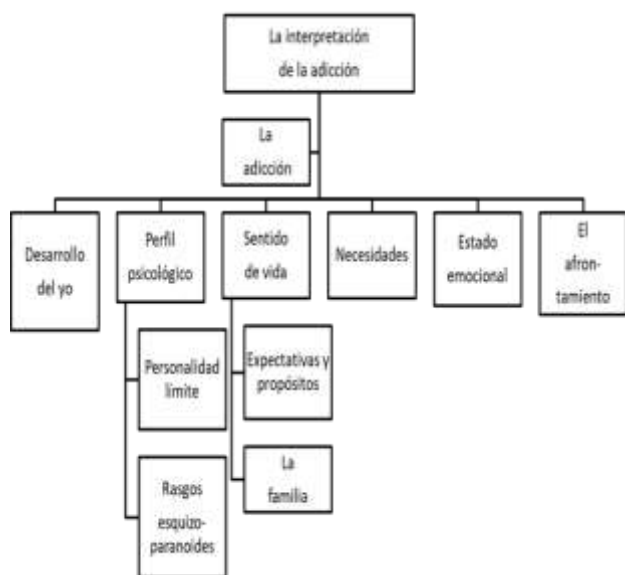


Figure 1 The interpretation of what happened
Source: Own Elaboration (2020)

As an effect of logotherapy, the workshop participants had the opportunity to express their interpretation of what happened in relation to the addiction they have been presenting and its repercussions on the development of their self.

Within its narrative elements were detected that allowed, through triangulation with the theoretical contributions, to identify the psychological profile that characterizes them (borderline personality with mainly schizotypal traits) represented by lack of integration and structure of what is spoken, verbiage, thought magic, narcissism, marasmus and anxiety.

The central point of the narratives revolved around the construction of the meaning that addiction has had in his life (omnipotence, undifferentiation, desire for power and abandonment of dreams), making clear personal purposes and expectations about the relationship with the family, as well as their present needs and the emotions perceived in the moment, which ultimately resulted in a commitment to coping with the situation they are experiencing; for personal transformation and the achievement of their well-being even though they feel it takes a lot of work to maintain success.

The tendency to addictions in the youth of the state of Durango, Mexico; It is growing. This leads to dysfunctional responses in their interpersonal relationships, due to the loss of impulse control and the difficulty to recognize the consequences derived from the same, admitting addiction as a condition that hinders the development of the self and the sense of life, with difficulty in personal relationships.

In the psychological profile manifested in the young participants, traits related to borderline personality disorder with difficulties in aspects of the development of the "self" are identified, as well as the ability to act according to their criteria (autonomy), when trying to establish relationship between what he is and what he would like to be (self-assessment), to control aggression; with little tolerance for frustration, with difficulty elucidating limits and making realistic approaches.

Self-perception about the meaning of life is related to the meaning that addiction takes on in your life, which manifests itself physically and psychologically and hinders basic activities such as work, family and partner relationships, and social relationships (such as friendship), establishing relationships with reduced purposes. All this caused by the loss of impulse control, not taking responsibility for taking control of what corresponds to him and the difficulty to recognize the consequences of the above; with a leading eagerness that can turn into a negative reality that in turn can give them more than one problem in their daily routine and can also get away from others.

Their need to receive affection and love, especially from their mother and family, is distinguished, one of the areas in which there are most difficulties due to addiction.

The central point of logotherapy is in the construction of meaning and the sense of life for the individual, in interaction with the context that includes a positive perception of the world. In itself it is a rebirth that implies a commitment to dreams and goals, it is a commitment to the life project that must be nurtured with one's own resources.

Likewise, among the main postulates of logotherapy are the freedom of will, to make personal decisions and enjoy the necessary freedom to choose one's own destiny and the meaning of life, in short, your well-being. Significant data in relation to the meaning of life and the resources of young people in a situation of annexation due to additions are presented in the following data crossover table.

Means	Sacrifice	0	0	1	0	0	0	0
	Isomorphism	0	1	0	0	0	0	0
	Emotional skills	0	0	0	2	1	1	1
	Consciousness	1	1	0	0	0	0	0
	Change capacity	0	0	0	4	0	0	0
	Sense of life							
	Personal development							
	Achievements of overcoming							
	You fight for your dreams							
	Life Project							
	Be reborn							
	Be happy							
	Succeed							

Table 2 Meaning of life and resources
Source: Own Elaboration (2020)

Realizing what surrounds addiction and its consequences has allowed the workshop participants to realize their capacity for change, through the development of projects that give meaning to their lives.

An important category that emerged in this analysis is repair, which is considered by the stoic posture, as the impulse towards improvement and personal development that beats in the human being and that can restore self-confidence to everyone and thus put in operation all its potentialities to face problems no matter how serious they are (Linares, s / f, p.13). In this sense, young people in a situation of annexation due to addiction, externalize as a result of guilt, the renunciation of damage and the desire to surrender to overcome themselves, to rediscover themselves and to rebuild their self.

Annexes

Workshop: The resignification of addiction

Objective: that the participants reflect on their experiences in addictions and consider the consequences and the achievements that these have brought to their lives, through narrative speech therapy activities, which allow them to reconstruct these experiences and redefine the reality that surrounds them.

Participants: 15 young people in a situation of annexation due to addictions.

Duration: 4 hours

Exercise	Objective	Sequence	Responsible	Means	Time
Welcome and introduction	Establish a climate of trust between the participants and the workshop coordinator.	<ul style="list-style-type: none"> - Write your name on the badge provided. - Presentation: - The first is presented by saying: - Their name and animal with which they identify and why they like it. 	Margarita Duarte Arzola. Laura Gutiérrez Gómez.	Badges and colored markers.	30 min.
The story (first part)	Promote the re-meaning of life experiences in relation to drug use, in those attending the workshop, through the elaboration of individual stories.	<ul style="list-style-type: none"> - Write a story individually. - The tale must carry - Start - Development - Outcome - In the story it should be clear: - Who are the characters. - What they think. - What they feel. - What they do. - Put the name of the author of the story. 	Margarita Duarte Arzola. Laura Gutiérrez Gómez.	Machine blades and pens.	30Min.
Achievement lifeline.	Reflect on your life experiences, the achievements that took place, and the cultural elements that mediated.	<ul style="list-style-type: none"> - Make a line across the press sheet. - Mark a vertical line, (on the line outlined above) for each year they are. - Mark the achievements in your life, placing them on the line that indicates the age at which this achievement occurred. - Once the above is completed, each one comment on their most significant achievements, complementing the information with what is related to the following questions. - 1.- Who helped you achieve this achievement? - 2.- At some point were you about to back down? - 3.-What encouraged you to keep going? 	Margarita Duarte Arzola. Laura Gutiérrez Gómez.	Machine sheets. Question guide.	60 Min.
Break 1 15 Min.					
Reflective team participation.	Share reflections on the information provided by the workshop participants.	<ul style="list-style-type: none"> - Each of the members of the reflective team comments on their deliberations within the team. 	Reflective team coordinated by Dr. Laura Calderón Palencia and Jesús Salvador Villazana Martínez.	Reflections shared by each of the members of the reflective team	30 Min.
The story (second part). Change the ending of the story.	Evaluate the impact of the activities developed with those attending the workshop.	<ul style="list-style-type: none"> - Write a different ending in the story that they wrote in activity two of this workshop. 	Margarita Duarte Arzola. Laura Gutiérrez Gómez.	Second part of the story written by each of those attending the workshop.	15 Min.
Farewell and thanks.	Conclude the workshop activities.	<ul style="list-style-type: none"> - Say with one word what this workshop meant to the attendees. - One of the assistants by the musician profession participated with a group integration percussion. - Farewell and thanks from the group. - As we joined a group to give and receive, the participants came up with the idea of saying goodbye with the double AA prayer. 	Margarita Duarte Arzola. Laura Gutiérrez Gómez.	The word. Writing support tablets.	15 Min.

Source: Own Elaboration (2020)

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Conclusions

Social constructionism is a theoretical stance that poses for group intervention, a therapeutic exercise that invites participants to retell and co-construct their stories.

Existence in itself is more than enough for the individual to achieve changes of great magnitude. This position offers the possibility of finding better alternatives to live and think, recognizes the need for intimate contact between the subject and himself as a way to overcome pain, insecurity and guilt for violent impulses in this case.

In addition, the dialogic stance (logotherapy) and their participation in the creation of their own and community meanings put the accent on rich descriptions of life, as is the case of stories made by young people in a situation of addiction annexation.

For Wittgenstein (s / f), cited in White (2009), the narrative self and the socially and dialogically constructed self are reflective. The narratives they use not only reflect life but rather add something. While the resignification is not a copy, but a new dimension of life.

Likewise, the co-construction, between therapist and consultant, opens new paths and offers the opportunity to grow and change, to have confidence in himself and in his potential to not take more drugs and achieve his well-being.

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Physical therapy: A worldwide overview

Terapia física: Una revision mundial

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Abstract

The current population rate has increasing the number of inhabitants with some kind of disability. In this work a proposal to determining trends, research groups, authors, countries, journals and organizations about Physical Therapy has done. The study is based on the Web of Science (WoS) database, where were found 77,960 documents regarding Physical Therapy; the category with most documents published is Rehabilitation with 13%; the most prolific author is PhD Julie Fritz from the University of Utah with more 10,000 citations; the organization with the greatest number of documents is the University of Toronto; a map of the countries with most documents is presented and shows that United States of America (USA) is the number one. The top 5 of journals is led by Physical Therapy journal. A clustering analysis to find out groups of researchers and main keywords show that there are 38 clusters where there is a high collaboration between authors; the collaboration between organizations shows that the University of Toronto interacted with several organizations; regarding keywords, the most used is Therapy, followed by rehabilitation, physical-activity and quality of life.

Physical Therapy, Disability, Web of Science

Resumen

La tasa de población actual ha aumentado el número de habitantes con algún tipo de discapacidad. En este trabajo se ha hecho una propuesta para determinar las tendencias, grupos de investigación, autores, países, revistas y organizaciones sobre Terapia Física. El estudio se basa en la base de datos de la Web of Science (WoS), donde se encontraron 77,960; la categoría con más documentos publicados es Rehabilitación con un 13%; la autora más prolífica es la doctora Julie Fritz de la Universidad de Utah con más de 10,000 citas; la organización con mayor número de documentos es la Universidad de Toronto; se presenta un mapa de los países con más documentos y se muestra que Estados Unidos de América (USA) es el número uno. La revista Physical Therapy lidera las cinco más importantes. Un análisis de clustering para averiguar los grupos de investigadores y las principales palabras clave muestra que hay 38 agrupaciones en las que hay una gran colaboración entre los autores; la colaboración entre organizaciones muestra que la Universidad de Toronto es la que más interactúa; la palabra clave más utilizada es Therapy, seguida de la rehabilitación, la actividad física y la calidad de vida.

Terapia física, Discapacidad, Web of Science

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Introduction

Physical therapy has demonstrated the versatility of its competencies according to the emergence of new Diseases, as well as the increase in life expectancy, Porterfield (Porterfield, 2018) shows the importance and relevance of measuring and improving the health of the population, especially in the case of chronic diseases, which also determine a prevailing need to save on care costs. (WHO, 1977) also estimated in 2011, that of the 7 billion individuals on the planet, approximately 1 billion live with some form of disability.

It has been found that according to the economic growth of each country the disability varies between 1% y 30% (Bindawas & Vennu, 2018), the United States Census Bureau (Bureau, 2020) in 2012, census that 19% (56.7 million) of the population had a disability, of which 53.9%, had mobility difficulties. Zhao (Zhao, 2019) emphasize the existence of disparity and severity of disability statistics in the same country, according to the level of urbanization and rural area, in addition they make evident the increase of disability, appearing in 61 400 million (25.7%) of the population.

Associated with these socio-economic and geographical differences in disability, Palmer y Harley (Palmer & Harley, 2012) explain the variability in disability rates between and within countries, by attributing it to different definitions, data collection systems, age ranges and included populations.

The above results coincide with those obtained by Zhao (Zhao, 2019), and the USA Census (Bureau, 2020), that the most prevalent disability worldwide is that which affects the function or mobility (*Disability in Mexico / Global Disability RightsNow!*, 2020; Mitra & Sambamoorthi, 2014; Sandoval et al., 2017) and that the more developed countries have a higher prevalence with about 25%. Smith in his study (*«Disability Issues» Everyone Should Consider Urgent In 2017*, 2020) points out needs that require urgent attention within the framework of disability and in the Convention on the Rights of Persons with Disabilities, recognizing that physical rehabilitation is one of the fundamental aspects in the inclusion and improvement of the care and quality of this population.

In response to this need, the physical therapy (*Becoming a Physical Therapist*, s. f.; *Guide to Physical Therapist Practice*, s. f.) deals with the process of developing, maintaining, and restoring an individual's maximum movement and functional capacity to promote not only optimal physical function, but also well-being and fitness, for a better quality of life in relation to movement and health.

Various studies such as those carried out by Mohammed et al. (Mohammed, 2019), Lisa et al. (Brown et al., 2019), or Stein (Stein et al., 2019) demonstrate the universality and versatility that allow physical therapy and White et al. (White et al., 2020) and (Tinetti et al., 1997) patent the ability of the physical therapist to work with patients at any stage of life.

The World Health Organization (WHO) described Rauch et al. [20] aims to achieve universal health coverage and within this, physical therapy is included within the Rehabilitation Intervention Package (RIP) 2030. According to this, it was thought necessary to perform a bibliometric analysis through the Web of Science (WoS) database such as the one performed by Zheng et al. (Zheng et al., 2017), in which he concludes that this platform is established as an important source for sharing research and promoting cooperation between institutions, in addition to supporting the development of cooperative networks between academics from different universities.

In the area related to physical therapy, Brown et al. (Brown et al., 2019), carries out a bibliometric study in 2019 using the WoS database, however this research focuses on occupational therapy and despite having outstanding results on the publications on the subject and the relationship of impact, institutions and collaborations, the results fall more on rehabilitation or physical medicine.

The main objective of the present work is to make known and report through a bibliometric analysis using the Web of Science data base the different groupings among countries, institutions and professionals that develop research around the Physical Therapy, showing leading countries as well as the most prolific authors in the subject of physical therapy, future trends and will also be made known the keywords and the most influential journals on this subject.

Methodology

The bibliometric analysis as proposed (Orjuela, 2010) are created as an effect of the vast amount of scientific information; (Molina-Molina et al., 2020) point out that these types of studies have been highly developed according to their usefulness in research and technology, while Shen and Ho (Shen & Ho, 2020) emphasize the usefulness of this methodology to achieve a comprehensive understanding of a domain in research.

For the search of the articles, the keyword "Physical Therapy" was used, obtaining as a result 77,960 documents.

To avoid confusion in the conceptualization, the search was initiated in the Web of Science platform, using the following structure: BASIC SEARCH ({PHYSICAL THERAPY}), the publications obtained referring to the key word, during the period 1945 and February 2020 were analyzed in categories of subjects, types of publication (research articles, review, editorial, letter, etc.), authors, languages, distribution by country, entities that finance them, titles by associations, as well as the year of publication.

Data extraction:

The bibliometric record obtained was first analyzed using the refining function, in each of the filters in their order Publication years, Web of Science Categories, Documents Types, Organizations-Enhanced, Authors, Source Titles, Titles, Countries/Regions, and Web of Science Index. Figure 1 shows the methodology used for the analysis of the data obtained.

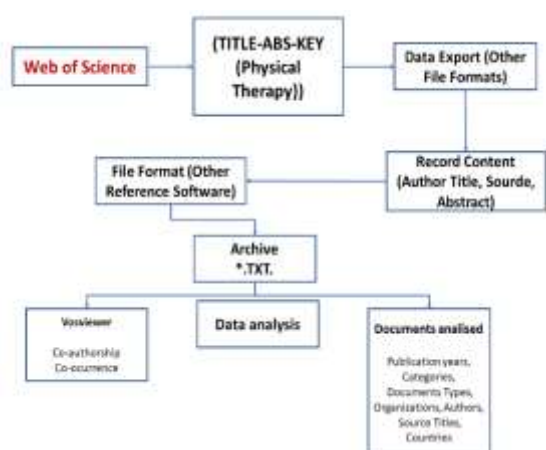


Figure 1 Methodological flowchart

The infrastructure and possibilities offered by the platform allows downloads of up to 500 files per request out of a total of 77,960 or 156 out of 500 the download files are of type *.txt (van Eck & Waltman, 2020).

The software VOSviewer as show Yeung et al. (Yeung et al., 2020) is a very useful tool to be able to relate key aspects of the various articles that are published.

Results and Discussion

The productivity of articles referring to physical therapy has shown a growth trend over the last 23 years, as can be seen in Figure 2. The behavior in the growth of publications year after year has been variable. For example, in 1997 there were 194 (22.6%) more documents than those reported in 1996, while in the year 1998, the development grew by 6.5%, that is, only 69 more documents than those reported in 1997.

Similarly, during 2014, there was a brief delay and even a decrease in production with respect to previous years, represented by -0.1% of 4 199 documents reported in 2013. Although in 2015 there was be another exponential growth of 27.9%, making it the most productive period in two decades.

These data show that, during the period in question, the average growth rate was 9.7% per year. A trend line was drawn, to identify a possible number of publications in the coming years, this line presents an R-square of 0.9922, which suggests that in the coming years the same growth will be maintained.

The five categories or areas of knowledge in which the most documents relationship physical therapy have been developed until 2019 are: rehabilitation, general medicine, neurosciences-neurology, orthopedics, and oncology, in the respective order as shown in figure 2.

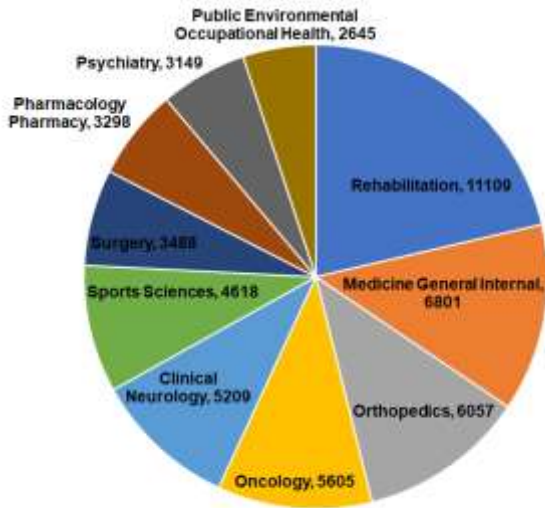


Figure 2 Documents by category

It should be noted that, considering the keyword used for this study (physical therapy) as an autonomous profession, no documents have been found that make up a category in this area. The most productive author, with 118 documents is Fritz JM, physiotherapist and Ph.D in Rehabilitation Science, researcher attached to the faculty of health of the University of Utah, USA, with more than 10,000 citations. In table 1, data of the top 5 most prolific authors and their relationship with Physical Therapy are presented.

Position	Author	Organization	Country	Number of documents in WoS	Times cited
1	Julie M. Fritz	University of Utah	USA	118	10 156
2	Kerry S. Courneya	University of Alberta	Canada	110	26 577
3	Yan Zhang	University Tiajin Medical	China	97	20
4	Joshua A. Cleland	Concord Hospital	USA	92	6 149
5	Yuan Liu	University Jiliang China	China	89	1 078

Table 1 Top 5 of most prolific authors

The University of Toronto, Canada, is the institution that reports more documents in the WoS.

Despite the fact that physical therapy has the possibility of acting in diverse areas and with a plurality of pathologies, the results of the research showed that of the 25 countries that publish the most, five have an outstanding majority, led by the United States as the country that publishes the most, Germany, England, Canada and Australia form the top 5 of publications with 65% of all records, see figure 3.



Figure 3 Ranking according countries

As shown in figure 3, the USA registered 30 315 documents representing 38.8% of the publications reported by the Web of Science, far below with several 6247 records Germany has 8% of publications, pointing out that the development of research is centralized in only one country.

The most widely used journals for the publication of physical therapy found in the registry are headed by The Physical Therapy Journal. The Physical Therapy Journal is supported by the University of Oxford and has an impact factor of 3.043 in the Journal Citation Reports (JCR), where it has maintained an average of the last five years reaching 3.599, in terms of its position within the rehabilitation ranking, it is presented as the magazine number 7 of 65 corresponding to quartile 1, which positions it as a leader in the area.

As shown in Table 2, these three leading journals in the publication of physical therapy, have a solid growth and recognized prestige within the field of global health.

It was observed during the investigation that another relationship shared by the first three places is the JCR Category, which corresponds to the area of Rehabilitation and in the case of the first and third places also correspond to Orthopedics, both areas being recognized as important contributors to physical therapy.

Position	Journal	Number of Documents	Impact Factor 2018	Impact Factor 5 years	JCR Category	Quartile	Country
1	Physical Therapy	1717	3.043	3.599	Rehabilitation 7 of 65	Q1, Q1	USA
2	The Archives of Physical Medicine and Rehabilitation Journal	935	2.697	3.618	Rehabilitation 18 of 65	Q1, Q2	USA
3	Journal of orthopedic sports physical therapy	616	1.858	2.851	Rehabilitation 6 of 65	Q1, Q1	USA
4	Cochrane database of systematic reviews	497	5.755	7.649	Medicine general 11 of 190	Q1	USA
5	Flotran	439	2.778	3.337	Multidisciplinary Science 24 of 66	Q2	USA

Table 2 Journal top 5

SALINAS-SÁNCHEZ, Igor, MENDOZA-GONZÁLEZ, Felipe, DORADOR-GONZÁLEZ, Jesús Manuel and HERNÁNDEZ-ESCOBEDO, Quetzalcoatl. Physical therapy: A worldwide overview. ECORFAN Journal-Republic of Paraguay. 2020

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Introduction

Text in Times New Roman No.12, single space.

General explanation of the subject and explain why it is important.

What is your added value with respect to other techniques?

Clearly focus each of its features

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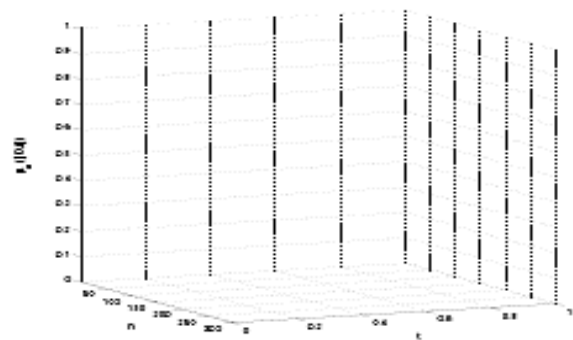
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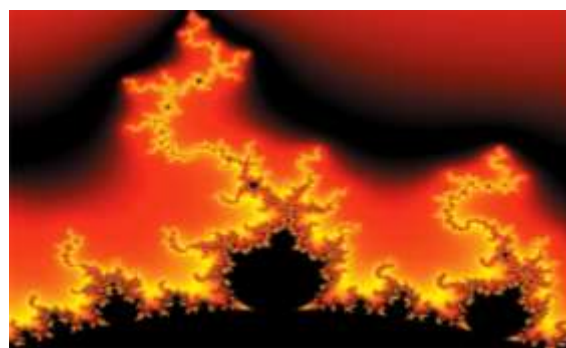


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