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## **Educational-social role of Korean elementary school teachers in Russia in 1860s-1910s**

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### **Abstract**

The aim of the study is to investigate the educational-social role of Korean elementary school teachers in Russia in 1860s-1910s via comparative qualitative research methods. As a result, most of the graduates of schools of Korean nationality were sent to study in the teachers' seminary. In conclusion, the training of Koreans was necessary to increase the number of teachers in rural Korean schools and for the Orthodox mission, but it can be assumed a huge contribution to the achievement of this goal was made by Kazan Foreign Teacher's Seminary.

**Keywords:** Teacher-Training School, Korean Dictionary.

## **Papel educativo-social de los maestros de escuelas primarias coreanas en Rusia en 1860s-1910s**

### **Resumen**

El objetivo del estudio es investigar el papel social y educativo de los maestros de escuelas primarias coreanas en Rusia en los años

1860-1910 a través de métodos de investigación cualitativa comparativa. Como resultado, la mayoría de los graduados de escuelas de nacionalidad coreana fueron enviados a estudiar en el seminario de maestros. En conclusión, la capacitación de los coreanos fue necesaria para aumentar el número de maestros en las escuelas rurales coreanas y para la misión ortodoxa, pero se puede suponer que el Seminario de Maestros de Relaciones Exteriores de Kazan hizo una gran contribución al logro de este objetivo.

**Palabras clave:** Escuela de Formación de Profesores, Diccionario Coreano.

## 1. INTRODUCTION

The reason for the immigration of the Koreans of the Joseon period to the Russian Far East and the historical, social background of the Russian Far East are as follows. The Qing dynasty was in crisis in the 19th century due to confrontation with Great Britain and France, while in Imperial Russia in 1860 after the conclusion of the Beijing Treaty, the province Uda in the north, a part of Manchuria, the Ussuri Cossack region in the north-west, as well as a part of water areas such as the Tatar Strait and Peter the Great Bay, and a huge part of Southern Ussuriysk were included in Primorsky Krai region (Choemun, 1984).

The first official documents which reveal the intention to immigrate to the first Korean settlement of Zhixingho are: September 21, 1864 (October 3): Report of Rezanov (or Ryazanov), Novgorod chief of the Pochatsky district of the Southern Ussuri region to the Navy governor of Primorsky Krai P. V. Kazakevich (Economic situation of the first Korean settlement of Zhixingho). In autumn, the

number of households in the settlement increased to 30 and the number of people to 140. Some Koreans moved along the Sidimi and the Janzhighe Rivers and organized the settlements of Sidimi and Janzhighe (Pak et al., 2013). The governor of Eastern Siberia, M.S. Korsakov, who received a report on the successful resettlement of Koreans in November 1864, wrote to the Navy governor of Pak and Bugai:

Taking into account the special importance of local resettlement and with the hope of strengthening and prospering the Far East, we asked to help the Korean people and provide them with food on the first days of migration (2004: 21).

The purpose of this paper is to study the social and educational situation in the Far East in the years 1860-1910, to define physical processes, such as the cost of education and the goal of obtaining education, the purpose of these schools, as well as to determine the social and educational role of Korean seminaries students after graduation for the Russian and Korean society.

## **2. METHODOLOGY**

A detailed method of investigation is described below. Study period: August 1 to December 31, 2017. Place of research: Russia, Kazan, Republic of Korea, Seoul.

Object of study: the migration of Koreans to the Russian Far East in 1860-1910, materials on migration laws, the economic and social situation, the purpose of the foundation and content of education in teachers' seminaries.

Method of data collection: Bibliographic materials related to the content and purpose of the research, archive materials, articles, primary and secondary Internet data.

Method of analysis: Collection of materials exclusively related to the purpose and content of the study; extracting objective facts important for the study from the collected data; checking for duplicate data and errors.

### **3. RESULTS**

#### *3.1. Study related to the compilers of the dictionary*

##### *3.1.1. The Experience of the Short Russian-Korean Dictionary types and content*

The KFU archive has a manuscript The Experience of the Short Russian-Korean Dictionary that is divided into five notebooks:

1. A rewritten copy of The Experience of the Short Russian-Korean Dictionary (January 27, 1904), 19 pages.

2. Notebook for The Experience of the Short Russian-Korean Dictionary' (January 27, 1904), 24 pages.

3. The Korean-Russian dictionary, 22 pages.

4. Notebook: the ABC (March 19, 1904), 32 pages.

5. Kazan Teachers' Seminary. Notebook for writing down the Japanese numerals by the pupil of the preparatory class Andrey Konstantinov Khan, 8 pages. On page 109, the pronunciation of Japanese numbers is similar to the Korean language.

### *3.1.2. Study of the compiler of the dictionary and their place of training*

The authors analyzed the contents of this dictionary, especially to get an insight into the origin and training of the compiler; for this purpose, sources from the Internet and books about the training of Korean students in Kazan were investigated. After analyzing the Russian-Korean dictionary in the archive of KFU, it was revealed that its compiler was K. F. Khan, a Joseon man who studied for 3 years at Kazan Teachers' Seminary, as well as other students who helped him.

In addition, in the fifth book the pronunciation of the Japanese numbers was written by the pupil of the preparatory class Andrey Kostantinov Khan. In addition, the information about the school shows a compilation of books was part of the educational process, and each graduate student had to write a paper about their native language. No other information was found about the students K. F. Kahn and Andrey Konstantinov Khan in Russian and Korean sources and documents.

The dictionary introduction states K.F. Khan was a third-year student of Kazan Foreign Teacher's Seminary, situated in Kazan, Sh. Mardzhani street, 26E. The school was founded in 1872 (<http://old-kzn.ru/houses/read/kazanskaja-uchitelskaja-seminarija.html>), and until 1918 was attended by 1,000 people. In 1919, the school merged and became The Eastern Academy, and afterward Kazan Pedagogical Institute, which on September 1, 2011, merged with Kazan (Volga) Federal University. Kazan Foreign Teacher's Seminary was created to educate and train teachers for primary rural schools, most of the students were visitors from the Volga region – Bashkirs, Mari, Mordvins, Tatars, Udmurts, Chuvashes, and there was an opportunity for Russian students to be enrolled.

### *3.2. Educational and social role of teachers and the education of teachers for Korean primary schools in the Far East in 1860-1910*

This analyzes the reason for the arrival of Koreans from the Far East to Kazan, the opening of a seminary and a public school in Russia, the purpose of Koreans' arrival in Kazan, the status of foreign students in teachers' seminaries, and the activities of students after graduation.

*3.2.1. The reason for the arrival of Koreans for training in Kazan*

One of the reasons for the opening of teachers' seminaries was the decree of 1870 On Teacher's Seminaries, which stated that the purpose of creating seminaries is to educate primary school teachers to enhance national education, and that the tuition fee rests with the administration of the region or on the student. The first Koreans to go through the necessary procedure and to become teachers in 1885 were Yu Nikolai and Kim Constantine. They graduated from the Korean school in the village of Janzhighe and received sponsorship in the village of Blagoveshchensk for training at Irkutsk Teachers' Seminary. After graduation, they returned to Blagoveshchensk and became teachers. Later it was decided not to send students to distant Irkutsk, but to Kazan Foreign Teacher's Seminary, which was closer (Grave, 1912).

The authors consider erroneous the opinion on Irkutsk being closer than Kazan. The report of the missionaries' committee of

Vladivostok District Russian Orthodox Church in 1913 states Koreans was trained as teachers based on their academic successes. The provincial inspector of the committee of Vladivostok District Russian Orthodox Church V. Antoninov (held the post of 1912-1913) personally reported on this choice:

If you look at the Koreans, pupils of the 1<sup>st</sup> form could not properly speak and read Russian, but of them, two talents were singled out. One was a teacher in Novokievskoye village by the name of T. Ogai, and the second was a teacher in Janzhighe male school, and his name was Al. Ten. On January 21 (admission to the school was in August, 5 months prior to this point), they could already perfectly read 58 pages of Mikheyev's ABC. These two people were of the same nationality as the students who graduated from Irkutsk Teachers' Seminary (Petrov, 2001: 221-222).

*3.2.2. The purpose of opening public and Orthodox schools in Russia and the reason for the arrival of Koreans to study in Kazan*

The Koreans who immigrated to Primorsky Krai made enormous efforts to educate their children, and those who immigrated for missionary purposes sent children to study missionary work for Russian Orthodox churches. Below more detailed information on the educational situation, found in different sources and books, can be found. In 1872, in a Korean village, a Russian priest first opened an Orthodox church a Korean school in the village of Zhixingho

(Janzhighe volost); Korean settlements were formed in Adimi volost (Lower Adimi, Upper Adimi) (Pak et al., 2013).

According to the testimony of Filippovich, the head of the protection of the Suifin district in 1875, 41 children received primary education: 31 in Tizinghe, 10 in Janzhighe, and in 1876, 51 children received primary education. In the village of Tizinghe, among the 1240 inhabitants 20 people were literate; in Janzhighe, among 171 inhabitants 17 people were literate, in Krabbe among 301 inhabitants 7 people were literate, in Adimi among 112 inhabitants 4 people were literate, and in Sidimi among 60 residents 3 people received primary education (Petrov, 2000).

### *3.2.3. The status of foreign students in teachers' seminaries*

Pak (2005) and other authors in a collection of articles published in 2013 *Orthodoxy and Koreans*, mentioned that in 1902 seven Koreans were studying in the seminary. Vadim Ligai in the entry *First Korean Families of the South Ussuri Territory* wrote at the forum on September 19, 2016: Between 1890 and 1909, 5 young men enrolled in the Kazan Foreign Teacher's Seminary, and after graduation, they were taught in local parochial schools. One young man graduated from the law faculty of Kazan University after graduation. Another source provides the following information: After graduating from the Kazan Foreign Teacher's Seminary in April 1912,

Father Basil taught in the Innokentyev church school in Shinhanchon, and Rev. Fyodor Pak, the native of the village of Blagoslovennoye, was in the service of a clergyman in the church of the imperial port and the Intercession Church of Vladivostok (Marques et al., 2017).

Before they began to study at Kazan Foreign Teacher's Seminary, young teachers for elementary rural schools were taught at Irkutsk Teachers' Seminary, as evidenced by the information given below. It says the seminary was founded in 1872 and existed until 1917, and in 1889, two Koreans entered it: one named Kim graduated in 1893, the second retired for health reasons ([http://irkipedia.ru/content/irkutskaya\\_uchitelskaya\\_seminariya](http://irkipedia.ru/content/irkutskaya_uchitelskaya_seminariya)).

Thanks to the work of Petrov (2001), we were able to learn that in 1902 in the village of Novokievskoe there was a teacher, T. Ogai, and in the village of Janzhighe there was a teacher Al. Ten - graduates of Irkutsk Teachers' Seminary (Petrov, 2001). The document of Russian State Historical Archive of the Far East says: Sin Semyon Samsonovich, a teacher, thanks to our support in the amount of 522 rubles 23 kopecks, graduated from the Irkutsk Teacher's Seminary.

#### *3.2.4. Activities of foreign students who graduated from Kazan Teacher's Seminary*

There is information about the graduate of Kazan Teacher's Seminary, Andrey Abramovich Khan (Korean name Khan Myung-Se,

May 15, 1885 - December 10, 1937). He was born in the village of Tizinghe (Janzhighe Volost, now Khasan district) in Primorye. In 1902, to receive further education, he entered Kazan Teacher's Seminary. In 1904 he participated in the Russian-Japanese War, where he was an interpreter, and from 1905 to 1920, he was a rural teacher for poor peasant children in Korean settlements (Pak, 2005).

In the documents of the Ministry of Foreign Affairs of Japan there is information that after the February revolution, since the local autonomous institutions started their work again, Khan Andrey decided to organize a military village community in Primorye. In April 1917, after the meeting in Nikolsko-Ussuriysk, where the executive committee abolished the ordinary civilian system of government and instead split each division into prefectures, districts and volosts, he joined the Socialist-Revolutionary Party and together with Kim Yakov organized the Korean committee which included Pak (2005) and others. The aforementioned data were sorted out and are presented below (Table 1).

Table 1: Educational and social role of teachers and the education of teachers for Korean primary schools in the Far East in 1860-1910

Classification	Contents
Analysis of the dictionary: The experience of a short Russian-Korean dictionary	<ol style="list-style-type: none"><li>1. Date of creation: January 27, 1904. Only 5 books.</li><li>2. Location: Archive of Kazan (Volga) Federal University</li><li>3. Compiled by: K. F. Khan (a student of Kazan Foreign Teacher's Seminary) and others</li><li>4. Application: For use during the Russian-Japanese War (1904-1905)</li><li>5. Other: Further references to two people could not</li></ol>

	be found – K. F. Khan (the creator of the dictionary) and Andrey Konstantinov Khan (his assistant)
Rural public schools and orthodox schools	<ol style="list-style-type: none"> <li>1. The purpose of the foundation: habituation to Russian society, the adoption of Orthodoxy</li> <li>2. Teachers: Initially Russian, but later Korean teachers replaced Russian teachers after training in seminaries</li> </ol>
Kazan Foreign Teacher's Seminary	<ol style="list-style-type: none"> <li>1. Foundation date: 1872</li> <li>2. Purpose: Educating primary rural school teachers</li> <li>3. Students: foreigners and Russians</li> <li>4. Duration of study: Preparatory course (studying Russian) 1 year + 3 years of study (4 years total)</li> <li>5. Curriculum: theology, linguistics, pedagogy, translation (mother tongue)</li> <li>6. Career path: rural primary school teachers, clergymen in the Orthodox Church</li> </ol>
Irkutsk Teacher's Seminary	<ol style="list-style-type: none"> <li>1. Foundation date: 1872</li> <li>2. Purpose: To train teachers of rural primary schools</li> <li>3. Students: Russian</li> <li>4. Curriculum: theology, linguistics, pedagogy</li> <li>5. Career path: rural primary schools teachers, priests of the Orthodox Church</li> <li>6. Korean students: Before 1911 (after 1912, information about Korean students is only in Kazan)</li> </ol>
Reason for studying in Kazan	<ol style="list-style-type: none"> <li>1. Grounds: Legislation related to seminaries. The purpose of the Pedagogical Institute was the training of teachers responsible for primary education. All costs were borne by the regional administration, or covered independently</li> <li>2. Recommendation: The Russian Orthodox Church encouraged all graduates of Korean schools to enter the seminary and provided sponsorship</li> <li>3. Payment: Council of each settlement, Russian Orthodox Church</li> <li>4. Condition: After graduation, teaching in rural primary schools or becoming Orthodox clergymen (a possibility to become an adjunct)</li> </ol>
The purpose of the opening of public schools and Orthodox	<ol style="list-style-type: none"> <li>1. Classification of schools: <ul style="list-style-type: none"> <li>-Russian Public School: There is no educational effect for Koreans</li> <li>- Orthodox school in Russia: No effect in the</li> </ul> </li> </ol>

<p>schools in Russia and the reason for the arrival of Koreans to study in Kazan</p>	<p>beginning due to the absence of the Korean teacher                  - Opening of autonomous Korean schools: Each village has its own school.                  2. Purpose of the visit: Teacher training for Orthodox schools and for Korean schools                  3. Tuition fees: The tuition fees were provided by the councils of Korean settlements, as well as by the Russian Orthodox Church. The condition was working for an established period after graduation</p>
<p>The status of foreign students in teachers' seminaries</p>	<p>1. Kazan Foreign Teacher's Seminary                  - In 1902 there were 7 people                  - In 1809-1909, 5 people graduated, 1 person enrolled in the Faculty of Law at Kazan University                  - In 1912 two people graduated                  2. Irkutsk Teacher's Seminary                  - In 1889 2 people were admitted                  - In 1901 1 person graduated (Sin Semyon Samsonovich: was a school teacher in 1901-1903)                  - In 1902, 2 people graduated</p>
<p>Activities of foreign students who graduated from Kazan Teacher's Seminary</p>	<p>- Andrey Abramovich Khan: In 1917 military representative of Nikolsko-Ussuriysk                  - Kim Yakov Andreevich: In 1917 member of the Nikolsko-Ussuriysk Executive Committee of the Union Army                  - 2 other people: In 1917 members of the Nikolsko-Ussuriysk Executive Committee of the Union Army                  - Chon Aleksey Vasilievich: In 1917 the chairman of the annual executive committee of the Socialist-Revolutionaries                  - Father Basil: In 1912 teacher at the Innokentyev church school of the village of Shinhanchon                  - Pak Fyodor: 1912 priest in the church of the imperial port and the Intercession Church of Vladivostok</p>

**4. DISCUSSION**

This study was conducted to find out why the compilers of the 1904 dictionary *The Experience of the Short Russian-Korean*

Dictionary, which is in the archives of the Kazan (Volga) Federal University, came to Kazan to study, and to find out what their educational and social role was after graduation from the seminary. To achieve this goal, an analysis of different materials presented below was carried out. The reason for the study of the archive of the Kazan (Volga) Federal University Experience of a short Russian-Korean dictionary, written by Kahn and Andrey Konstantinov Khan (students of Kazan Foreign Teacher's Seminary), were the previous studies related to the topic Educational and social role of teachers and the education of teachers for Korean primary schools in the Far East in 1860-1910, which are listed below.

Four mentions of the dictionary written on January 24, 1904, were found. Firstly, in 1951, Kholodovich translated Ramstedt's book *The grammar of the Korean language*, written in 1939. Pashkova edited the book and wrote an introduction to the translation, where she mentioned the information available in Russia about Korea (Ramstedt, 1951).

Second, at Kazan State University in 1958, Radzievskaya analyzed each page of the 1904 dictionary and streamlined its content (Radzievskaya, 1958). Third, in 1971, Shishkin and Shigapov made a complete bibliographic list of all the manuscripts in the archive of Kazan University from 1830-1970, and this list can be found in the collection of Kazan State University (Shishkin and Shigapov, 1971). Fourth, in 2017, a study of the dictionary entitled *Korean language and socio-economic situation of Korea of the Later Joseon Period* on the

basis of the analysis of the Russian-Korean phrase book of 1904 was conducted by (Khajrutdinov and Koyong, 2017).

On the one hand, on the Korean immigrants who moved to Russia at the end of the Joseon period sociocultural studies were conducted by the committee on the compilation of Korean national history Foreign Koreans, and there are general studies by Khan Gui Hwang Koreans Immigration History, Choemun (1984) 100 Years of the History of Russian-Korean Relations, Grave (1912) The Chinese, the Koreans and the Japanese in the Amur region, Anosov (1928) Koreans in the Ussuri region, Petrov (2000) The Korean Diaspora in the Far East of Russia 60-90s of the 19th century, Petrov (2001) The Korean Diaspora in Russia in 1897-1917, Pak and Bugai (2004) 140 Years in Russia – Essay on the History of Russian Koreans, Pak et al. (2013) Collection of Articles.

Orthodoxy and Koreans, Khajrutdinov and Koyong (2017) Korean language and socio-economic situation of Korea in the late Joseon period on the basis of the analysis of the Russian-Korean phrase book of 1904 and others. With all the diversity of research, there is not a single study that reveals the educational and social role of teachers and the education of teachers for Korean primary schools in the Far East in the years 1860-1910.

## **5. CONCLUSION**

The basis for this study is the dictionary The Experience of the Short Russian-Korean Dictionary, stored in the archives of Kazan

(Volga) Federal University and compiled on January 27, 1904, by K.F. Khan, a pupil of Kazan Foreign Teacher's Seminary. This manuscript consists of five books and was created for use in the Russian-Japanese War by the military to understand the dialect of the Korean language and the Koreans who moved to Russia. In addition, this dictionary is a very important basis for studying the topic of primary education and teacher training for regions where Koreans moved in 1860-1910. The resettlement of Koreans to the Russian Far East began actively in the 1860s, as Alexander II, at a meeting of the Siberian Railway Committee on April 27, 1861, issued a decree: a decree: Rules for the resettlement of Russians and foreigners to the Amur Region and Primorsky Krai of the Far East.

Koreans who migrated to Russia cared for the education of their children, so the first schools began to open, and, with the founding of Russian Orthodox schools, village councils and the Russian Orthodox Church were concerned about the problem of training teachers. Therefore, they began to allocate funds for this purpose in Irkutsk and Kazan Teachers' Seminaries. Especially, this chance was given to the graduates of Korean schools, and it was precisely the reason why the growth and prosperity of Korean primary schools in villages began. Together with Koreans, teachers, civil servants, clergymen and others were trained. Thanks to their diligence and outstanding ability, the Korean people began to play an important social and educational role. The training of Koreans was necessary to increase the number of teachers in rural Korean schools and for the Orthodox mission, but it

can be assumed a huge contribution to the achievement of this goal was made by Kazan Foreign Teacher's Seminary.

As a result, the intellectual Korean elite expanded its influence in the Korean and Russian societies of Primorsky Krai and enjoyed equality with other nationalities that went beyond ordinary class and ethnic discrimination and restrictions. Moreover, Koreans could enjoy various rights and benefits, like Russian citizens.

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