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Philosophical reflection drawn from the experience of the design weaknesses of PhD students through research activities

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Abstract

The productivity generated by doctoral research activities requires exclusively laborious work in order to have yields with all the qualities practically satisfactory for these tasks. The implementation of the state of the art and the construction of a "preprint" are among the occupations of capital importance among the conditions necessary to complete a thesis. They need more very specific knowledge, in other words, full of joy, will, passion, intuition, etc. Faced with this circumstance, doctoral students sometimes have often invalid excuses brought by complexes of uncertainties. Subsequently, this paper explains “how can a PhD student appropriate the working methods in order to enable him to manage his thesis work as well as possible? ".

Keywords: *research philosophy, dialectics, mental dynamism, formatting, ethics.*

Introduction

We know that there were sometimes several kinds of excuses coming from young researchers whether they were PhD students and many others through their research (Fielding, M. and S. Bragg, 2003). Surprisingly, until now psychology has paid little attention to what makes an apology effective (Hobson, and Marian, 2008), (H. Kahane, 1965). Previous studies have tended to focus on the simple fact of whether an apology was

made or not. The effectiveness of these different styles of apology depends on how the wronged person perceives themselves. To test this hypothesis, the supervisors measure the way several PhD students and other university researchers perceived themselves and then have them evaluate different forms of apology. Additional researchers express “how they perceive themselves and then rate their acceptance of the various forms of excuses that a fictional researcher presents for not having an expected result (René Descartes, 1637), (N. Goodman, 1994). Researchers find that the emphasis on compensation is highly valued by people who are more task-individualistic (Markovitz and Francine, 2006), (J. Morizot, 2011), (I. Scheffler, 2001). It should be noted that the productivities produced by the doctoral research activities are exclusively serious work in order to have yields and/or products having all the qualities deemed satisfactory for the expected objectives. We will indeed see in these paper guidelines to make the research work of researchers easier. The remainder of this paper is divided into seven sections. Section II represents the process of functioning of the faculties of the mind. Section III briefly recalls the importance of intuition or conception above all of productivities in research. Section IV exposes “how does the scientific mind function throughout research and professional life? ". Section V gives some crucial words that justify the head of a researcher. Section VI manifests itself on the dialectic or ethics of a researcher. Section VII defines a Doctoral School. Section VIII briefly introduces scientific writing. Section IX concludes.

Functioning Process Of The Faculties Of The Mind

In this section, we will see some components of the mental faculties necessary to function the human works extracted from the sets of biological, pathological and therapeutic studies.

2.1. Spirit

The word spirit comes from the Latin "spiritus" (derived from spirare = to blow) which means breath, wind. He also notably gave the words to inspire (lat. inspirare) and to expire (lat. expirare). Spirit, or spiritus, is also the translation of the Greek pneuma and the Hebrew ruach. Subsequently, the mind is the totality of phenomena and mental faculties: perception, affectivity, intuition, thought, concept, judgment, morality. In many religious traditions, it is a principle of the incorporeal life of the human being. In philosophy, the notion of spirit is at the heart of so-called spiritualist traditions. In this sense, we oppose body and spirit (more readily called consciousness by philosophy and soul by certain religions).

2.2. idea

The term idea evokes “what the mind conceives or can conceive, [...] all that is represented in the mind, as opposed to phenomena concerning affectivity or action”. It generally came out because of the emergence of problems that we would like to resolve. Here are various expressions for example in the French language:

- An idea pops into my head.
- Ideas are the champagne bubbles of the mind.
- Ideas are life aids.
- “We can live without water, drinking only wine, but we cannot do without ideas. »

- "When two men exchange two objects, they each leave with an object; when they exchange two ideas, they each leave with two ideas. »

2.3. Know

Knowledge is the discovery of the definition, whether axiomatic or descriptive, of an object that we want to keep. Knowledge is usually defined as an element of reproducible knowledge or skills, acquired by study or discovery. It is indeed the building block of knowledge.

2.4. Awareness

Knowledge is the set of knowledge grasped. It results from experience or experimentation. It is like a concept with multiple meanings, both used in everyday language and the object of extensive study by cognitive sciences and contemporary philosophers. Nosology accumulates knowledge in general, just as science accumulates scientific knowledge. Knowledge, its nature and variety, the way in which it is acquired, its process of acquisition, its value and its role in human societies, are studied by a diversity of disciplines, including philosophy, epistemology, psychology, cognitive sciences, anthropology and sociology.

2.5. Relationship between Knowledge and Knowledge

In French, the terms of knowledge and knowledge are used while, for example, English uses knowledge in all cases. This discrepancy has an ancient origin since the word comes from the Latin "sapere", a verb which used intransitively indicated an entity which possessed a flavor. There was therefore no reference to the slightest cognitive process. It was only in the middle Ages that the current meaning emerged after passing through a figurative form designating a person who was somehow "informed". From that time on, knowledge was seen as an attestation or guarantee of wisdom, an association that we find today in the form of the traditional confusion between knowledge and intelligence; oppositions such as "full head" and "well-made head" reminding us those things are not so simple. Just as savoir and savoir are not used in the same contexts, we distinguish between savoir and savoir:

- Knowledge: For Littré (1877), this term was only used in the singular and was defined as "Knowledge acquired through study, through experience". The computerized Treasure of the French language
- (TLFi) amplifies this definition: "All the knowledge of a person or a community acquired through study, observation, learning and/or experience. »
- Knowledge: knowledge of a language, a discipline. This term is generally used in the plural: usual knowledge, practical knowledge, knowledge base, etc.

2.6. Thought or Doubt

Descartes had confused the meaning of two words. He defines it as the rational or affective act of the waking mind that forms one's personal opinion to support ideas. It is also the seat or field of reflection and consciousness. The thought or Doubt then represents the mental image which manifests the interest or attention paid to someone or something. It forms the written or oral expression of short and penetrating reflections that make up the theoretical system or organization or mental disposition specific to someone or to a field. Descartes also describes it as the faculty of using the rational mind and which constitutes

the use of the capacity to know by the mind and the mental representation of something or someone. Thought is invested in someone's real intention or conviction devoid of any concealment or obscurity

2.7. Intelligence

Intelligence is the set of processes found in systems, more or less complex, living or not, which make it possible to understand, learn or adapt to new situations. The definition of intelligence as well as the question of a faculty of general intelligence has been the subject of many philosophical and scientific discussions. Intelligence has been described as a faculty of adaptation (learning to adapt to the environment) or, on the contrary, the faculty of modifying the environment to adapt it to one's own needs. In this general sense, animals, plants or computer tools (automatic learning) show intelligence. Intelligence can also be seen as the ability to process information to achieve goals. Intelligence is studied, among others, by cognitive psychology, developmental psychology, anthropology (evolution), cognitive ethology (animal intelligence), neurosciences (biology) or genetics. In animals, for example, it is the endocrine or neural communication systems that produce intelligence. In a very summarized way, it represents as stimulating material of knowledge.

2.8. Reasoning

Reasoning is a cognitive process that makes it possible to pose a problem in a thoughtful way in order to obtain one or more results. The objective of reasoning is to better identify (understand) a fact or to verify its reality, by appealing alternately to different "laws" and to experiments, this whatever the field of application: mathematics, judicial system, physics, pedagogy, etc. We conduct reasoning for different objectives, which can be combined:

- decision-making;
- test of an argument;
- conducting a demonstration of a theorem, the “confirmation” of a hypothesis;
- while avoiding error and illusion.

The individual is said to make inferences and the mechanism of making these inferences is called reasoning. We will represent below (Figure 1.) the mechanisms existing between the seven faculties of the mind.

2.9. Reason

First, the word reason is polysomic. We remain in his sense that man and a reasonable animal. So, in this state of things, it defines knowledge that is properly human and excludes all revelation and represents the faculty of discerning good from evil. It is the set of intellectual capacities or properly human faculty to establish relationships between things or ideas and to distinguish the true from the false which could have confidence in faith force prevails over common sense or intelligence which allows oneself to overcome and/or support someone's resistance or something and someone's point of view. Finally, it forms knowledge. We will represent below (Figure 1.) the mechanisms existing between the seven faculties of the mind.

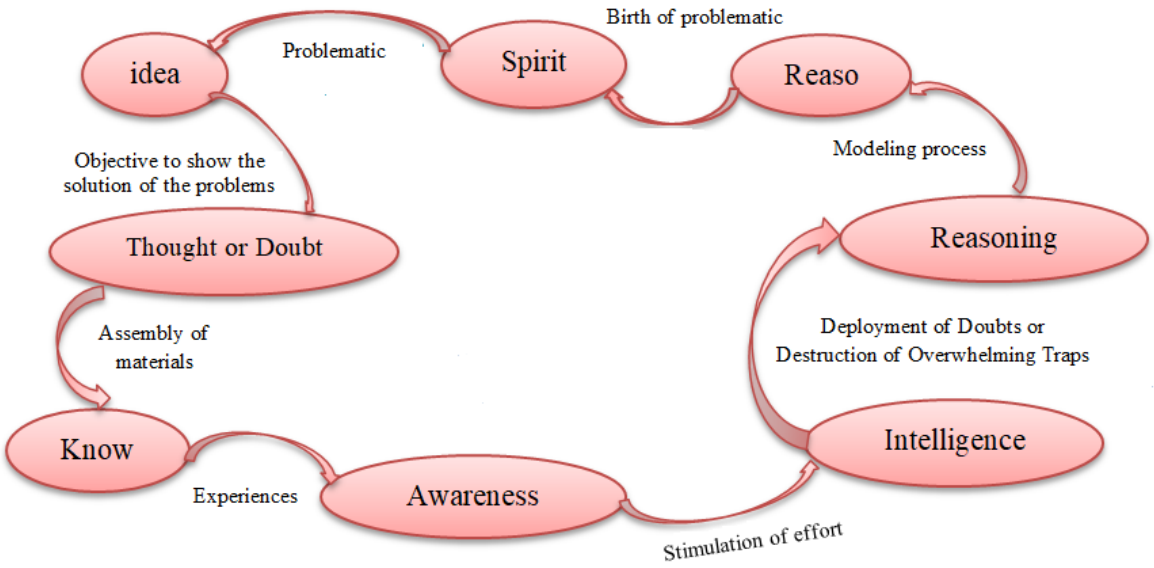

Figure 1. – Functioning mechanism of the mental faculties

Research Productivity

Sincerely, in all research, productivity measures the degree of contribution of one or more factors of production (material factors consumed or immaterial factors implemented) to the variation of the final result released by a transformation process. It is linked to the notions of performance, effectiveness and efficiency. It also has a key role in understanding how human actions contribute to the progress, development and growth of research. Historically, the strongest productivity gains have coincided with periods of very high concentration of researchers. These gains are measured as the difference between two productivities on two given dates. They can be evaluated in absolute value or in relative value, giving rise to the creation of a surplus which can be distributed to employees of the company, to shareholders, to consumers or to the State.

The Principles Of The Spirit Of Researcher Or Scientist

Definition 1. "*Determinism" is the conceptual and/or spiritual construction of a doctrine that all human action is dependent on the events that precede it, and therefore refuting any notion of free will or the scientific principle that nothing happens without cause and which refutes the notion of chance or even the definition of the causes and effects of something, (A. Anne-Braun, 2016), (Giocanti and Sylvia, 2002), (R. Pouivet, 1997), (Gaston Bachelard, 1934).*

On this subject, in front of nature and the universe and in particular on a given problem, the scientific spirit is intrinsic to the following principles:

- **nothing goes without saying;**
- **nothing is obvious;**
- **nothing happens without a cause;**
- **nothing happens without a reason;**
- **nothing comes from nothing;**
- **nothing is nothing;**
- **nothing returns from nothing;**
- **nothing comes of nothing;**
- **the same causes produce the same effects under the same conditions;**
- **nothing is lost, nothing is created, everything is transformed;**
- **Nothing is obvious, nothing is in doubt, and everything is built.**

A priori, all nature and/or creature has its own determinisms, and only human capacity and/or design is likely to discover them.

Some Fundamental Vocabulary Of A Researcher

Note that the philosophical meanings of the following groups of words should be permanently present in the minds of researchers before carrying out their research:

- **to philosophize:** to wonder and to reason eternally in a general and practically theoretical way on the World or on reality and especially in front of nature and the creature afterwards, to deal in a theoretical and methodical way with the relations between thought and the World by means of " determinisms" or unifying concepts;
- **seek:** constantly take spiritual and/or conceptual steps to discover or obtain something new in front of nature or through a problem to find the "determinism" acting on said nature;
- **to question:** to aspire the existing problems so that they have ambition or desire, to ask a series of questions to this concern which comes from an unsatisfactory state of things to find the "determinism" that they act;
- **to think:** to conceive the material or practical realization, by means of "determinism", of a problem with the aim of eliminating the doubts existing in the said problem, therefore to discover the real reason for its content;
- **intuit:** seize as far as possible the direct and complete knowledge of an object to be investigated which presents to the mind or to the senses independent of reason and sustained experience to bring out its "determinisms";
- **interrogate:** inspire the problems at or through nature to consider something carefully in order to learn or understand or even design its scientific laws;
- **analyze:** determine the different constituent elements of the objects to be disentangled in order to carry out a detailed examination of these given problems in front of nature;
- **investigate:** philosophically speaking, this word takes on the same value as research;
- **elucidate**: stimulate and/or awaken a creative force in the given problem to clarify it or explain it through research;
- **produce:** provide after having formed naturally in order to have the cause, the origin or the source of a phenomenon of an event;

- **observe:** carefully examine a problem to construct its determinisms through new minds;
- **globalize:** present in such a way as to see all the issues;
- **reason:** develop a thoughtful argument on a subject;
- **to doubt:** to think, in all probability, that something is happening;
- **explore:** study prospectively;
- **discover:** make known in a manifest way something that is hidden from a problem.

Note that from a search point of view, all these words have roughly the same objectives. Philosophically speaking, their senses converge uniformly towards a goal of making known in a manifest way new results expected for the World on a given subject.

Dialectic: Also Called Method Or Dialectic Art

Since the ancient period, the dialectic, price in various forms, constitutes one of the bases of approaches of philosophical reasoning and even of researcher in prevention of speculation. This term is popularized by Plato, it comes from the Greek: "dialegesthai" meaning "to converse", and dialegein meaning "to distinguish" "**legein**" meaning "to speak". It is a movement of thought that can provoke good new ideas and/or doctrines, which occurs through opposition or constructivist criticism, confrontation or the multiplicity of ideas allowing new determinisms or truth to be reached. It takes various forms depending on the approaches of different philosophers.

6.1. At Socrate (Maieutics: the art of inhabiting souls)

Socrates had a reasoning based on an interrogation (reminiscence), logically aiming to make the interlocutor "give birth" to an acquaintance, which he unconsciously possessed. The purpose of this process is to discover a truth or a definition, through a succession of questions: the Socratic dialogue. Socrates also had a particular method of refutation (Socratic elenchos), which consisted of pushing his opponent's thesis to its ultimate consequences in order to show its implausibility, the contradictions arising from this thesis.

6.2. At Platon (dialectic: the art of discussion, dialogue)

Plato's dialectic is a science or knowledge that is based on the confrontation of several positions so as to go beyond opinion (doxa), in order to access real knowledge (the truth). It is a means of raising the World of appearances or of the sensible, towards intellectual or intelligible knowledge, up to the most general concepts, up to the first principles. The individual must leave the obscurantism of the cave to seek the light (knowledge), and then return to the cave to enlighten those who remained in the dark (ignorance).

6.3. At Aristotle (the art of reasoning on probable or contrary opinions)

Aristotle defines dialectic in his Topics and the book of his Metaphysics, as an indispensable method for finding a legitimate proof of the principle (it is a question of the law of non-contradiction, considered as a fundamental pre-condition of being and of the truth). If we tried to give a demonstration of the principle, we would inevitably fall on a circular reasoning, which Aristotle rightly calls, "Petition of Principle". According to Aristotle, it is to those who believe they refute the proof of the principle or rational principles that falls the obligation to establish non-hypothetical principles.

6.4. At Hegel (The syllogism)

For Friedrich Hegel in his work "The Absolute Idea", the dialectic expresses the contradictory structure of reality. The progression of thought recognizes the interweaving of contradictions (thesis and antithesis), then reveals a principle of union (synthesis) which goes beyond them. The dialectic is identified with the syllogism and its three moments: the thesis, the antithesis and the synthesis (position, opposition, composition or decomposition).

6.5. At Karl Marx (Dialectical Materialism)

Marx is opposed to the Hegelian dialectic, he considered that the material conditions of existence of human beings (in particular their place in their relations of production) are the determination of their conscience and not the reverse. It is not the conscience of men that determines their existence, it is on the contrary their social existence that determines their conscience. At a certain stage of their development, the material productive forces of society collide with the existing relations of production.

6.6. At Schopenhauer (eristic dialectics)

It is defined by Arthur Schopenhauer in his book “The Eristic Dialectic”. It is a method of persuasion, insofar as the arguments are considered for their sole effectiveness (i.e. for the sole purpose of persuading). Schopenhauer calls this artifice “the art of always being right”. He establishes a collection of about fifty rules, intended to make an interlocutor or an audience believe that one is right, regardless of who holds the formula of truth. This dialectic only aims to cultivate an image of his character as a scholar or to defend an opinion.

Concerning A Doctoral School

A doctoral school is an internal body of public higher education and research establishments authorized to award the doctorate, implementing doctoral training. Under the responsibility of accredited institutions, doctoral schools or doctoral colleges organize the training of doctoral students and prepare them for their professional activity at the end of doctoral training. They bring together research units and teams from one or more establishments (Ernest, P., 1991), (Fielding, M. and S. Bragg, 2003).

- **Assignment**

A Doctoral School:

- ✓ implement a policy for the admission of Doctoral students within them, based on explicit and public criteria, inform students about the conditions of access, the skills required, the financing likely to be obtained, the nature, the quality and rates of professional activity after obtaining the Doctorate. It participates in the search for funding, by proposing the allocation in order to allow doctoral students to prepare and defend their thesis in the best conditions;
- ✓ organizes scientific exchanges between PhD students and with the scientific community; offer doctoral students training activities that promote interdisciplinary and the acquisition of a broader scientific culture, including knowledge of the international research framework;

- ✓ ensures that each PhD student receives training in research ethics and scientific integrity;
- ✓ ensures a quality approach to training, in particular by setting up individual doctoral student monitoring committees and offers the doctoral student's supervisors specific training or support;
- ✓ defines and implements support systems for the pursuit of a professional career after obtaining a doctorate in the public and private sectors and organizes, in conjunction with the services of the establishments concerned, the monitoring of the professional careers of trained doctors;
- ✓ contributes to international openness, within the framework of cooperation actions carried out with foreign higher education establishments or research centers;
- ✓ formulates an opinion on requests for the attachment of research units or teams.

The accreditation decree of a public institution of higher education carries the authorization of the latter to issue the Doctorate degree in the specialties concerned, alone or jointly. This same decree mentions, after periodic evaluation of each doctoral school, carried out or validated by the High Council for the Evaluation of Research and Higher Education, the list of doctoral schools authorized to welcome doctoral students for their doctoral training. , as well as the disciplinary field(s) concerned.

Remark 1. *The Doctorate is a title sanctioning research experience, of variable duration depending on the country, as well as the writing and defense of a dissertation or thesis (PhD thesis). Access to a doctoral research project is granted after obtaining a master's degree or a level deemed equivalent. During his Doctorate, the Doctoral student or novice researcher, the term "PhD" being sometimes understood as pejorative, carries out a research project supervised by an experienced researcher, the thesis director (often a Professor, or the holder of an authorization in the where this diploma exists).*

In principle, the supervising researcher defines, sometimes with the doctoral student, the subject of the thesis and discusses with him regularly to take stock of the progress of his project and to make him benefit from his experience. In the exact sciences, the thesis includes a bibliographical part (study of articles already published on the subject or on a related subject) and can be accompanied by the writing of a literature review, a theoretical reflection part and a realization part: definition of a problem, establishment of a protocol, performance of experiments. This sequence can be observed more or less well depending on the nature of the research work (in terms of innovation, field of application, a rather theoretical or experimental leaning, etc.). In the human sciences or law, the thesis can be a bibliographical research, a case study or a reflection on a subject. A history thesis, for example, is most of the time the result of research in archives that had never been used before. In any case, “the thesis shows the scientific methodology used throughout the work”

Remark 2. *It must be said that all the training acquired from the nursery class until the end of university studies is essentially based on objective knowledge of the works of others. The teacher, like the teacher-researchers, proposes the choice of the subject to be submitted to the formative evaluations; he already knows well the answer to the subject he proposes. This approach is one of the reasons why some students have an uncertainty complex or predominance of uncertainties or even a lack of self-confidence, that is to say that they no longer feel confident in the fruits of their own research. The barycentric average of the marks in the evaluation of each discipline taught at school constitutes a*

favorable or unfavorable factor for the passage of class or grade of a pupil or student. Each exam is subject to a rule that must be respected, such as the prohibition to consult a document during the tests or to commit fraud by looking over the shoulder at the duty of others. Thus, each student must deal with the subject based on his own knowledge except that the responsible teacher grants a special favor to them.

Some Behavioral Factors That Must Be Mastered To Have Good Productivity

In fact, we often forget throughout epistemological treatises that the scientific mind is located and works in a particular contact in which it is torn by a multitude of factors such as human factors, religion, morality, economy, the social problem, politics, the problem of financial economy, historical factors, etc. We can also say that before any form of discovery or invention, or knowledge that makes the researcher a scholar recognized As such, the researcher, like all his predecessors through innumerable "moments", tries above all to have self-control. This attempt has taken different forms throughout the history of mankind and has evolved according to the contact while creating other contacts. Let's see how this attempt evolves through history from prehistory to us.

8.1. Hearth Mastery

As its name suggests, a home is a place where a family lives or lives, or a central place for the propagation or development of something intended for a certain category of people, offering certain services and making certain equipment available. . Without its control, many constraints would prevent productivity. These constraints could be physical or moral, and also depend on geographical conditions and even on the economic and in particular technological power of the State. For example, in Madagascar, they are practically linked to the problems of:

- stewardship of children;
- financial resource;
- separate work;
- "blocking of others" (indeed, it could be a major blockage of a continuation of good productivities and constitute a very difficult obstacle to avoid. Moreover, we, the scientists and many others, are often subjected to the orders of a financial power. We do not then have free spirits (all categories combined). The said power often diverts our desires towards their needs, and the facts of the relevance of our research follow reluctantly another path; and these orders lead exclusively to the inadequacy of a real development project in all areas combined);
- passion ;
- lack of motivation ;
- lack of internet connection;
- inattention;
- Swiss knife ;
- bad habits ;
- lack of methodology;
- laziness;
- lack of initiation;
- lack of self-confidence ;
- disorganization;

- Facebook ;
- bad choice ;
- multitasking;
- the alcohol ;
- narcotics;
- material resources ;
- lack of mastery of the concept;
- load shedding;
- mobile phone and/or the abundance of excuses;
- lack of communications;
- feeling ;
- Boyfriends or Girlfriends;
- Procrastination;
- complexes of... (characteristics caused by the domination of bad habits and sometimes leading to malicious spirits).

It should also be noted that everyone has their own method for the proper management of an administration of their priority despite the various theories proposed. Example, for the management of children, presumably the best solution could be the reduction to the minimum possible of the numbers of children raised in each household. However, this solution is not possible in poor countries. To tell the truth, I am not a psychologist to know this social phenomenon, but all the same, I could only say that the control of these constraints depends essentially on the professional conscience of each one.

8.2. Time control and/or time management

Before the hour it is not yet the hour, and after the hour is no longer the hour, the hour is then the hour. It is only out of amazement that people say 'better late than never', but don't forget that in reality 'latecomers are always wrong', so in general 'nothing will stop finish early. Rigorous respect and/or knowing how to manage and even good control of time then constitute a foundation of productivity. This is therefore the most difficult phase, especially in a developing country. Obviously, despite the abundance of arguments incorporated in the brains of intellectuals, everyone has the same rank before that, but unfortunately many people use it for other purposes and not for the object of their priorities. Thus, a question naturally arises for all of us "what are the constituent elements to be productive?" ". Good productivity could then be obtained from the disposition of the mind of (e)

- **strong sense of urgency;**
- **positive competition;**
- **rigor or logical argumentation;**
- **will in a very practical way;**
- **good concentration;**
- **professionalism;**
- **ability to filter;**
- **ability to listen and above all do not forget to analyze and synthesize from time to time all those who are listened to in order to structure new objective ideas;**
- **challenge and/or minimizing (even zero) the number of apologies;**

- **positivity;**
- **planning ;**
- **self-congratulation;**
- **motivation ;**
- **Good organization ;**
- **good point of departure and arrival;**
- **perfectionism;**
- **In a very summary way, it is a question of knowing how to set up and/or to control the administration of planning's adequate to the productivity in force via the chronological order of the following points:**
- **priorities;**
- **intellectual need;**
- **chronic-phase;**
- **knowing how to say no, but not yes yes constantly or unable to say no to others.**

8.3. Mastery of hands

Apart from the sensory organisms, whatever the materials that accompany them, the hands were and are and in particular will always be the first tools to manufacture the manual instruments used to carry out a particular task and the means used to carry out a process or of a task. Therefore, without mastering them, your works will risk constantly being damaged. The animals devastate all, with his hands. But men all educate with their hands.

8.4. Mastery of speech language then the birth of all languages

Speech is a thought expressed in a few words in a memorable or sentimental way or also a right or possibility to express oneself orally in a meeting or an assembly constituting a formal commitment given verbally to someone. It constitutes a faculty of expressing one's thoughts and feelings through articulate language. In many cases, it is prudent not to leave a written record of promises or opinions that may have been uttered by L'animale crie. The man speaks. Review and analyze the birth and/or formation of 1st word (onomatopoeia i.e. the relationship between noise and consonance).

8.5. Mastery of concepts

Concepts are the general principle or guiding idea of something. The first words certainly reflect a "realistic" spirit that we find until today, for example to give a name to a village we observe the geographical context or the surrounding vegetation (review in science, how the units of measurement and weight are defined).

8.6. Mastery of fire

This is a lively combustion which produces a release of light and heat in the form of flames and/or the regulatory light used to see and be seen. Production, conservation and energy used. It is the regulatory light for seeing and being seen. Thus, we never forget that there is a pseudo-fire in your body which can cause several impulses which can cause the destruction of your service of professional activity.

8.7. Master of Arts

The arts constitute sets of human activities aimed at practical application or the improvement of living conditions and/or sets of disciplines relating to non-literary aesthetic

creation (the arts are too neglected in education). As art is the set of aesthetic works representative of a civilization, a country, an era, a current or a particular creator, its construction requires a mastery of very great reflection.

8.8. Master of Literature and Writing and Poetry

Literature is the set of written works in which we recognize an aesthetic value or intention, relating to a particular era, culture or genre, the means of language. Also, she formulates bodies using the means of language, written or oral, and in which we recognize an aesthetic value or intention. Thereafter, the writings value secretarial work (in the broad sense) requiring little accounting skills. Eloquent writing is one of the founders of the consistencies of the necessary understanding of research (reviewing Egyptian Sumerian writing, Arabic writing, etc.). Moreover, Poetry is an art of language translating feelings, emotions and images through cadences, sounds and figures of speech; it measures the ability of something to elicit often romantic visual representations.

8.9. Mastery of numbers, calculation of geometry

Numbers are generally symbols used to denote quantities. They indeed highlight the implementation to indicate properties of what is likely to be measured. To deepen the research, the mastery of numbers is very important (review for example the works of Thales, Ptolemy, etc.).

8.10. The control of our passions and our desires (in morals)

The passions define the marked taste that monopolizes the mind, an energy that supposes a vital commitment, loving exaltation, excess of emotion that distracts from reason, feeling or opinion not rationally motivated resulting from affectivity alone, object of loving exaltation or of intense enthusiasm, intense and exclusive affection. It is for this reason that morality is the purification of the spirit "catharsis = purification of the spirit". In general, the rule abstains from certain pleasure to enhance intellectual abilities providing the difference between.

a- Esoteric research in which new disciplines are taught (especially for neophytes) who do not yet understand exactly what it means to philosophize (in general for the general public);
b- Exoteric researches in which all those who are beyond the phase of initiation are taught. Note that these two types of school had developed by Pythagoras.

Remark 4. *Discipline is the rule that binds all sets of rules common to all Master thinker members. The same is true of education. At one point in history, society confused the wise and the learned (wisdom and science). As if to ensure the success of a research, it was necessary to respect a certain restrictive morality (with the limitations of the various forms of food, sexual behavior and even religion). From there was born the spirit of principle, that is to say the respect of certain rules (review the story of Pythagoras).*

8.11. Mastery of logic

Logic is the natural and necessary sequence of facts or events, a science that studies the laws of reasoning, in accordance with reason and common sense. This conception normally starts from the existence of the "logos" in the World. It is this logos that we must try to understand, explain, make known and later that we strive to "master". It is the existence of

these logos that makes the World comprehensible, explicable and predictable. At the beginning of logos takes the form of "reason of intelligence of science but also of law". The control of the World and of nature passes by the knowledge, the observation of the laws which govern the phenomena and all the facts.

- The philosopher Wittgenstein said "The World is the set of all the facts that happen".
- "World scientist has not stopped improving this basic tool"

8.12. Mastery of faith

Faith guarantees the trust that we have in someone or something respecting the given promise of which honor is the guarantor. He adopts the conviction of the existence of God. Subsequently, the mastery of Faith has preoccupied the Western World has generated series of schisms (of religions), murderous, bloody and bloody conflicts with the extreme parameters: fanaticism, the will of a single universalized religion, each advocates the Holy war. Thus, throughout time the effort of the scientific mind is perpetually confronted with various forms of dogmatism. The divergence is evident at the level of the objectives:

- religions give priority to the Salvation of souls and post-mortem happiness;
- the sciences prioritize the search for truth and the mastery of the laws of the Universe to transform the World and make it habitable and suitable for development, except that the series of industrial transformations on the contrary lead to enormous catastrophes, namely pollution water, air, urban environments, atmosphere, cosmic space, nuclear pollution with all the risks of radioactive contamination or exploration of nuclear and/or atomic energy for purposes conflicting.

8.13. Mastery of experimentation

Experimentation is the set of experiments and operations intended to study and test. It also demonstrates the systematic use of scientific experience to observe phenomena and verify hypotheses. On this subject, the conservation in which we have in the World a determinism. Meaning mastery of experimentation

- in physics (control of forces, pressures, etc.);
- in chemistry (substance control);
- in biology (control of healthy organisms);
- biochemistry (control of biological substances);
- medicine (master's degree in Therapeutics) etc..

Currently, she openly displays the difficulty of exhaustive experimentation in the humanities.

8.14. Control of urbanization

As fields of real application of all scientific and technological knowledge, it supports a place

- explanation of all the sciences (see the city department,
- Inductively:
  - ✓ in the Middle Ages for example, the lords chose the mountain peaks;
  - ✓ Kings are concerned about security, the idea of an impregnable city);
  - ✓ the modern city is concerned with the planning of tons (industrial, etc.);

- ✓ the city involves an important science.

8.15. Mastery of power

Since the first forms of gerontocracy then the various versions of monarchies or aristocracy and then after the multiple revolts and revolutions leading to a republic taken and established as a democratic regime, we note that moreover we aspire to a political experience considered as a real governance science. The essential question is "how to govern effectively?" ". Plato suggests to the future leaders of the city to first deepen the philosophy before governing. He already remembers knowing “How to train leaders? ". Since in reality, one comes to power by chance through facts and promising events that are seized by opportunistic minds.

Victor Hugo said "nothing has more power than an idea that comes at its time".

Nicolas Mach Italian philosopher will meet the question so you have to know "how to stay in power? ". He analyzes the cases through his work: the Prince.

Research Methodology & Scientific Writing

As this work aims to direct new researchers in mathematics and many others, it is indeed appropriate to give some parts concerning scientific writings as to the procedure to follow and / or to do during the realization of doctoral thesis. In other words, “how does a PhD student appropriate the work methodology in order to enable him to manage his Thesis work as well as possible? ".

9.1. Representation of part containing the state of the art on the theme of the article or the dissertation

The state of the art on the theme of the article or the dissertation can be found in the part containing the material and method. Moreover, the State of the art consists in making the bibliographical collection allowing to position the research to be explored in relation to the intellectual activity which tends to the discovery of new knowledge already experienced in the literature on a given theme, and to exploit the knowledge acquired from works consisting of an assembly of texts or documents to properly implement the research in question.

9.2. Order **to start reading an article or a scientific communication in order to quickly perceive its interest without going deeper**

Indeed, an article or a scientific communication and/or even a research work is generally practically structured in a long way. What makes reading this document somehow defines a kind of spiritual discourse that can cause migraine. Therefore, to save reading time, try to start it by reading its summary which will be able to give more clarification of all the contents of the scopes of the writings which can serve as a reference in this work.

9.3. Organization of thesis subject

Definition 2. *A thesis topic is nothing more than a modest project concerning a specific problem likely to be solved with the help of a deep spiritual idea that has never been the subject of scientific research. Thus, it must be attached to its beginning, intermediate phase and its end. It is a document*

of a scientific nature that will cover all the very important material that is discussed and/or adopted for a defense before a jury.

9.4. The best way to build the thesis topic

For the Doctoral School, as a school like all the others, it must be made up of the different levels of study, namely the 1st year, 2nd year and 3rd year located in a University. It has its own administrative management which is ensured by a natural person. As for the doctoral student-school relationship, we can say that it is a ghostly relationship. The condition for entering the 1st year of doctoral studies requires a research Master's degree or equivalent, i.e. passing at the end of university studies with a doctoral subject and the related accessory documents.

Indeed, in the context of the development of a thesis subject, there is a priori no good or bad subject. However, it is important that this subject meets at least two conditions:

- it must be part of a realistic and achievable project, in particular regarding the surrounding geological condition. That is, it must be scientifically treatable;
- the thesis must represent a contribution to the scientific field in which it falls.

Preliminary research and dialogue with the Thesis Director are crucial steps in defining a subject that meets these two conditions. As far as possible, choose a subject that is also of interest to the said Director and/or Thesis Director, as it could be offered multiple advantages in terms of supervision. As there is neither a good nor a bad subject, then in spite of the existence of two components in relation to duality, all the same, the choice of subject orientation must necessarily be adequate.

On this subject, my personal conception would affirm that the elaboration of a PhD subject could be carried out in three very similar ways but with the following delicacies:

- or the PhD student himself has an optical illusion, following his daily "utopia", which would be able to establish it. This initiative is not the right choice since the utopian knowledge of a PhD student recently out of university is still practically doubtful to make caricatures of a discovery. Indeed, the elaboration of a subject essentially requires the mastery of the thing of which one wants to justify and continue the discovery on a planetary scale. Admittedly, the work of the first year of the thesis consists of developing states of the art concerning the tasks to be carried out of the work of the doctoral student for one year. But, still, one year is not enough, given several constraints providing the insufficiency of time favoring several often invalid excuses brought by the complex of ignorance frequently causing the change of Subject. Too bad, about 78.63% of a PhD student fall into it either;
- or it consists in asking University Professors nobly considered as capable of working with the same person, to propose a subject to him. This approach is also not the best, since such an intrinsic spirit of ideological dependence is not conducive to research; it always generates a complex of uncertainties provoking expressions of regret vis-à-vis a new discovery of a new result. In fact, not every Professor has the slightest time to have fun with his PhD student to explain very explicitly the way to investigate his research, even if he proposes the subject; in any case, this is not a reason for research.

- this third and which could be the last choice consists in taking a perspective in the heart of the brains of the research works of University Professors for a few years with a good curiosity of a PhD student applied to this research. Let us recall in passing that the words "the heart of the brains of the research works of University Professors" could be "problems concerning the setting up of an Industry or something else of which you had already worked and/or lived ". In all sincerity, said industrial issues would be favorable to opportunities in all specialties. This initiative is the best choice since the PhD student is already supposed to have, in a concrete way, studied and known to the smallest detail the research carried out by a Professor. He knew very well the reason why he opted for this perspective in his field of research, wanting to continue an unfinished work of this Professor.

In fact, in my personal opinion, as far as possible (even necessary), the thesis subject is to be designed under the good initiative of the Candidate with the agreement of the Thesis Director, but not according to or at the request , nor to the begging of a third person

9.5. How to structure a thesis topic?

We note that the elaboration of a thesis subject can be done in three ways among which the third choice proves to be the best. Thus, we will adopt this third choice for the structuring of the thesis subject. First of all, we must not forget that "a problem well posed is half solved". This assumes that the thesis subject must be well structured to avoid controversy in search of a solution. It should also be noted that the subject of the thesis is not a subject like all the others which are dealt with in examinations of different levels, but it is a conceptual and/or spiritual project which had never been the subject of scientific research. Indeed, it must be attached to it from its beginning, during its intermediate phase and at the end of its realization. Here is a formal example of structuring a thesis topic.

- Thesis project
- Names of the Supervisor and Co-supervisor (not necessarily both at the same time at first. But, if he remains alone until the end, he must be a Professor of
- Universities) followed by their professional addresses.
- Name of Doctoral student followed by the presentation of the obtaining of his last diplomas (DEA or Master of research) and immediately after introducing the theme or the idea of Title of research that will be framed.
    - ✓ Keywords
    - ✓ Context and Issue
- That is to say that it is necessary to give the context in which one works, and to reveal in a very summary and very clear way all the contents of the research carried out around this problem which one wants to consider pursuing.
- Significant challenges constitute the main part of this context, we will say which challenge we are working on without forgetting in particular to clearly summarize the research already carried out and the instruments used. Then we problematize the subject to affirm that it is only the result of a work or other not completed or to be elucidated.
- Progress or chronograms of the research It should not be forgotten that the contract with the Thesis Director only lasts three years. The detailed program for the

realization of this project must then be informed to him, respecting the schedule for (e)(a): at the beginning ;

a- intermediate phase;
b- end;
c- Management.

The academic capacity of the supervisors with whom we would like to carry out this thesis must be offered in a noble and/or respectful way.

9.6. Bibliographic reference

It should be noted that the problem of a subject must be raised from reflection on in-depth research already carried out by your predecessors, otherwise, according to the third choice; the subject is not the subject of a good structuring. The bibliographical reference must then be under-mentioned to confirm that in-depth and/or preliminary readings of books or others had taken place before problematizing the subject.

Example 8. *Below is a model of the organization of a Research Topic.*

THESIS PROJECT

Dr. ... or Pr. ...*, Dr. ... or Pr. ...**

*Department of ... École Normale Supérieure or Faculty of ... or Institute (or others) of ...

University of ... B.P... - City and Country; Postal code and city his email address

The same goes for the second

Name of doctoral student: ... holder since (Date, Month, Year of a BACC + 5 research Master's degree) of the new LMD system, Mention: ...; Course: ... and since... (year of another diploma strengthening your Master's degree if it exists)...

Theme or Idea for a Research Title: ...

1. 1.Keywords: ...
2. Contexts and Issues (see page vii)
   A- In the context of ... the(a) ... is rich in results that should be exploited in our daily life (Challenge). Its involvement concerns the field of... (if it is a problem involved in the enrichment of results in a given theme);
   B- In the context of ..., the problem of ..., although treated quite extensively in the scientific literature, still remains an unresolved subject. We know the existence of certain ... already found by .... Parallel to this, we note the presence of ... which have not yet been able to be resolved by any ..., nor by . ... However, their resolution is visibly necessary to tackle the resolution of the targeted problem which is a task to be fulfilled or explored, etc. ;
   C- In the context of ..., etc.

3. Research progress or timelines

   In order to properly articulate the activities to be undertaken in this research, the theme here undertakes to take as its mission

Year ... - ... (one year 1st year of Thesis)

A- Bibliographic collection to establish the state of the art regarding studies on ... in order to be able to recommend "how to involve them in the resolution of many problems.
B- Bibliographic collection to position....
C- Design and development of an experimental protocol for the initiation to..., etc.

Year ... - ... (2 years 2nd year of Thesis)

A- Bibliographic collection allowing the current research to be positioned in relation to... already experienced in the literature of... and to exploit the knowledge acquired from the bibliography to search for a... which could...
B- Design and development of an experimental protocol for the initiation to..., etc.

Year ... - ... (3 years 3rd year of Thesis)

A- Publication of articles containing the methodological approach as well as the results obtained in international journals and proceedings of international conferences;
B- Support the doctoral thesis publicly.

4. Framing

   The research work will be supervised by the thesis director, in this case Mr..., Full Professor of Higher Education and Research, HDR, working on..., University of... + Country (also for the co-supervisor).

5. Bibliographic References

   To clearly confirm that the problem of a subject is raised by reflection on in-depth research already carried out by predecessors, the bibliographical reference must then be sub-mentioned.

9.7. Relationship between the thesis director and the doctoral student

As we have already said, it should be noted that a PhD student must be supervised by at least one Professor and that the Supervisors are not exclusively capable of knowing the result of this research. In any case, the name "Supervisor" here is pejorative, in other words, in the field of doctoral research, it takes on the meaning of "Certifier" or "Enricher", but above all not a "Creator" of the new results found by the PhD student in the process of

modeling and/or already well modeled. Indeed, this time, we are contrary to the system of evaluation methods for pupils and/or students not beyond the University. On this subject, the complex of uncertainties never has its raison d'être in this approach. In the subject, we raise a problem with which we wish to create a new reality. Indeed, the Doctoral Student is the grand master of this work and the Supervisor is the second in a hidden position. But be careful, during the realization of the thesis work, the Grand Chief must marry intimately with a third person, in particular the Masked Chief! You should never detach a notebook, pens or other in your pocket regardless of where you are. For good reason, as long as the subject matter is registered in the head, and the thought is intrinsic to that problem, interesting new ideas may come or be revealed suddenly. You don't have the slightest knowledge of when these ideas come in, and when they're gone, they never come back. But, on the contrary, if they are well rated, even if in the local language first, then it is part of good cakes to strengthen the relationship between you and the masked chef and especially on the progress of the expected work. It remains, for the doctoral student, to awaken and/or permanently stimulate the pleasure of learning and/or the efforts. Note that you should never hide the new ideas discovered with the masked chef and many others. Otherwise, the thesis work will risk falling into the trash. The great chef proceeds to modeling as soon as he conceives a great globally recognizable value on the new result of his research. He declares to have found a new thing, and after his modeling, although his realization does indeed deserve to be certified, the result must have the approval of the second masked chief since he has a great experience in research. This one says his last word to validate the new thing brought by the big chief. Once properly certified, the new result is the subject of a report drawn up by the grand chef himself and the latter then sends it to the Doctoral School whose Director will finally proceed, with the second masked chef, to the evaluation allowing the great chief to move up to a higher class.

Definition 3. *Modeling is the technique of creating a standard written representation with the aim of predicting the evolution of a newly discovered phenomenon or result to form or enrich the writing of the work of this dissertation and at the same time the item. All of this must be done so that all recently invented work can be stored in a ubiquitous international electronic journal or conference proceedings library. It is a question of knowing how to use and exploit the architecture of reasoning to master the logical links articulating the sequence of arguments in accordance with what is expected linked and leading to a new conclusion (R. Dilao and T., 2000), (Bourdieu, P, 1989), (Dewey, J., 1916).*

9.7. IMRAD or IMRED

These two abbreviations have the same meanings. Except that IMRAD is the abbreviation used by English-speaking countries which means "Introduction, Method, Results and Discussion". But, the IMRED is that of the French-speaking countries which means that "Introduction, Method, Results and Discussion". These are famous acronyms practically necessary to follow in an effective way the algorithm of the descriptions of the methods to conform the modeling of the new contributions brought by a researcher for the publication or even the writing of a new work to be published or to be supported in order to have a new grade and/or academic capacity expected

9.8 Structure of a Thesis article

Definition 3. A researcher's article is a particular type of object offered by himself as a commodity of spiritual constructions and/or new ideas to be published and/or submitted in scientific journals of which the principle is to draw up an inventory of the situation in a particular field of research and to identify the particular directions taken in this field. Its form, like all scientific articles, can range from extremely specialized theoretical or technical writing, or towards some form of popularization. Indeed, it should be structured by its Summary, Introduction, Material and Method, Result and Discussion (IMRED).

- A summary is organized by:
  - ✓ the presentation of a context to be worked on;
  - ✓ the presentation of a challenge in this context on which you will want to work;
  - ✓ exposure of other people's solutions already experienced through this challenge followed by constructive criticism;
  - ✓ the proposal of your solution further qualifying the solutions already experienced.
  - ✓ All of this should be done in 120 to 250 words.
  - ✓ Introduction: sub-paragraph 7.5 explains the establishment of the Introduction.
  - ✓ The Materials and Methods, or Tools and Technique used to bring out a new Result: in this step, try to expose the materials (it is not necessarily physical materials such as cars, etc., but they could be mathematical tools) involved in your work;
  - ✓ offer the results of work already done by researchers working on the challenge in question that you want to pursue. As they have already had new results established from their methods, then
  - ✓ explicitly indicate the methods and/or materials, and even the steps for solving their problems followed by criticisms of the weaknesses of the said methods so that we can offer your new proposal for a better solution, mentioning their effectiveness compared to those above.
  - ✓ develop your experience in the field (in the broad sense) using the tools that are fully compliant at your disposal by entering all the new components necessary to realize the expected results;
  - ✓ bring out the Expected Results. Results and discussion. Note that the two words are inseparable in a given article, except when they can be interpreted by Results or Findings or Comprehension or Official recording of the mind, and Discussion or Commentary or Valiant remark:
  - ✓ this step obviously presents the presentation of your new, very convincing contributions expected by the whole world. Indeed, as new results, they must be presented with the help of some Discussions or Comments or even Valiant Remarks.
- Conclusion and Perspective: Truly, the whole process of modeling a work must end with a Conclusion. This is a text summarizing all the ideas arising from said work to put them in relief. If possible, it would be better to make this more detailed than the introduction. Moreover, in the conclusion, the verbs are practically conjugated in the past tense. Given that an article is a modeling of new results and/or analyzes

of findings revealed by new research resulting from the construction of the work of others, then these productivities are still relative. It is then necessary to direct the rest of your work towards a future line of research. In research, this statement is called a Perspective.

Remark 5. *As an article with an eminently scientific vocation, the journal article is subject to the same requirements as more traditional articles, in particular the control before publication by a reading committee. It is also published in scientific journals or series.*

9.9. Some Results to discover for mathematicians

Indeed, a scientific result, even if it bears the name of a scientist who found it, each one has come from a long line of research and is always drawn by different contributions from the work of its predecessors. Certainly and which cannot be doubted, several kinds of results expected in the literature are to be revealed after the experiment, whether using an experimental device or otherwise. For us mathematicians, for example, as far as possible, our mission is to bring out at least one new mathematical tool involved in solving human problems, namely:

- a new definition: is the bringing into being and/or existence for the first time of the body of what is newly discovered. Before defining the being of this body, above all don't forget to state the context to be worked on, and then begin the sentence with: "We call...", or state the body of a few things to be defined, and then end your sentence with "is called...";
- new characteristic elements and/or necessary condition: given a definition, are there in this newly defined or predefined body any necessary elements strengthening its existence and/or distinctive essential trait;
- a formulation: trying to bring out the determinism existing in this body. It is about a construction of the spirit (for example a homogeneous body launched in space undergoes a force of gravity $\vec{P}=m\vec{g}$. This relation is called determinism and/or construction of the spirit resulting of this phenomenon);
- a new expression and/or relations: reveal using the mathematical symbol (for example) the law existing on this body in the Universe.
- a new property: are there particular characteristics of something newly defined from the Physical, Chemical or Mathematical point of view drawn from its determinism which make it easy and/or save the time of operation of the demonstration of a result drawn from this determinism with respect to the original. In fact, these tools flow directly into the definition and/or in particular into the newly structured formulation, and it must be put in place as much as its original by playing the role of facilitator of the Morals inducing to its novelty.
- a new characterization of things to discover: seeing new characteristic elements and/or necessary conditions;
- a new theorem or a new law: based on this discovery, does there exist a formula and/or expression of a theory whose truth value is always proven by a formal demonstration which is presented in the form of a equality or inequality and allowing to perform a calculation or to illustrate a mathematical or physical theory.

Before stating this tool, don't forget to state the context to be worked on, and then start the sentence with: "For everything..., then...", or "If..., then ...";

- a new corollary: is the direct consequence of a theorem (in a way, it is a sub-theorem);
- a new lemma: is the direct consequence of a corollary;
- a new proposition: is the same nature as a theorem. This is not a logical proposition that always expects the two truth values "true or false";
- a new axiom: is practically the same nature as a theorem;
- a new remark: in the course of your research, each time try to find if there is an opinion expressed orally or in writing aimed at attracting someone's attention;
- a new algorithm: when the result is well implemented, establish the sequence of operations necessary to perform the resolution of which the solution of this result is obtained by a necessary and finite sequence of chained operations;
- a new morality: you carry out some studies in your work. On this subject, try to conform them to the rules of conduct and the values of morality;
- a new possibility of existence of the resolution of an inverse problem: this step is even less known in the literature. The inverse problem is still a very efficient solution method description algorithm but still difficult to explain. It is necessary to have enormous experience in research.
- a new figure explaining and/or simulating the phenomena to be analyzed: in each explanation, the provision of a capacity and/or an endowment for constructing a figure is necessary. Indeed, she will realize the enrichment of the clarification of something to explain.

Remark 6. *In general, theorem, property, corollary, proposition, lemma, have practically the same way of expressing. We start with the presentation of the context, and then don't forget the words "if..., then" or "for all..., we have: whatever your intelligence in eloquence.*

Remark 7. *Caution! Each of these objects has its own way of exhibiting. The definition remains a definition; the theorem remains a theorem etc. In other words, one cannot say the definition of a theorem, the property of a corollary etc. But presumably, the body of some newly undone things will have to be carried properties of characteristic elements etc.*

Remark 8. *For you, the non-mathematicians, there is a similarity between all these results expected by mathematicians and yours. It is up to you to comply with the appropriate terms in your specific areas.*

Remark 9. *Let us recall in passing that even if mathematics is qualified as an exact science, we mathematicians are practically playing at the level of condition necessary for the very spectacular evolution of current technology. In other words, consumers do not see us.*

Remark 10. *Let us recall in passing that even if mathematics is qualified as an exact science, we, the mathematicians, play practically at the level of condition necessary for the very spectacular evolution of current technology. In other words, consumers do not see us.*

Definition 3. *A Template of a journal or conference proceedings is a "template" or model or the proper layout that is offered specifically by each journal publication in which the article is adopted.*

Remark 11. *Note that before publishing an article, it must be written in several international languages and in several word processing software, namely Word, Latex, etc. while waiting for the Template of the journals or conference proceedings that we want to submit as soon as the articles are published. This is why Descartes says that above all, you have to learn the language. Moreover, whether in fundamental research or in applied research in teaching-research, it is impossible to work in research without knowing how to read, speak and write English!*

Remark 12. *Note that before publishing an article, it must be written in several international languages and in several word. Let us recall in passing that a researcher must have a doubtful mind through his result. Indeed, even if there is a determinism through the construction of new results, it is only relative.*

9.10. How should the title of an article be chosen?

The title is important because it will certainly be the most read part of the article with the abstract (directly, in the journal, or indirectly, in a bibliographic database). By definition, a good title must give the best possible overview of the article in a minimum of words: it must be specific.

- Avoid useless words like "Study of...", "Contribution to...", "Observations on...", etc..
- Pay attention to correct syntax!
- The title is a label and not a sentence (you can give up the subject-verb complement construction),
- The meaning and the order of the words are important (this is also important for the "on line" search by keywords on the title),
- Never use abbreviations or any jargon in the title, or only as additional information in a parenthesis (chemical formulas, names of species or any objects),
- Avoid publications with titles by series (main title and subtitle for different publications): this complicates access to information, generates information redundancy and complicates searches by keywords.

In some journals, the publisher requires us to provide him with a running title that will appear on each page to make it easier for the reader to find it. In a report, a cover page precedes the writing. It must include the date, the issuing body, the author, the title of the writing and the addressee.

9.11. Role of the introduction in an article or a scientific communication

The introduction locates the problem, exposes it, insists on its importance and indicates the way in which it is envisaged. The introduction is associated with a preliminary presentation of how to deal with the question (method). The introduction must also present the state of research in the specific field concerning the article (source of information, judicious choice of bibliographical references) and highlight the need for additional research such as that which is the subject of the article. Some editors recommend to deliver to the reader already in the introduction the main results and conclusions of the work.

Attention! The introduction and the object of research are sometimes confused. To this end, the object of research for its part presents the report and indicates in a few lines but precisely what is the problem, the objective, what motivated it. It allows the uninformed reader to understand why the report was written. If the subject can fit in a few lines in a small report, it becomes a fuller introduction in a major piece of writing such as a publication.

These two quantities must be particularly careful, since they constitute '' bait". In particular, they must raise questions or reveal a paradox that justifies the rest of the writing. When the scientific approach has provided for it, the working hypotheses must be indicated at the end of the introduction. The bait can also be a particular "climate" related to the study (terrain, landscape, etc.), highlighted for example in a preliminary quotation or a foreword! It may be beneficial to complete the introduction after the development and the conclusion, that is to say once the writer has mastered the subject perfectly.

9.12. Steps to follow to successfully publish an article in a scientific journal or a communication in the proceedings of an international conference.

One of the very important necessary conditions for doing the thesis defense is the publication of an article in a scientific journal or a communication in the proceedings of an international conference. But, this task is not so easy to realize. First, the new expected result must be fallen and well grasped in the head. Moreover, it must be modeled in a template of this scientific journal or of a communication in the proceedings of an international conference that one wants to submit, respecting as far as possible IMRED or IMRAD. Also, go to the internet to open the link or quote of aforementioned journal or act for the purpose of submitting this article. In general, even if there are similarities between all the reviews existing in the literature, each review has its own approach to submitting to it. The ease of these steps depends mainly on your computer experience.

9.13. Relations between researchers specializing in the field of a scientific article or communication responsible for its proofreading and judgment (evaluation)

The proofreading and judgment of an article are generally occupied by a few specialized people who never know each other. Indeed, an article is necessarily validated and/or accepted by respecting their positive opinions concerning this very work. Moreover, they must not know each other to avoid the influence of their judgments and/or to have the neutrality of mind which allows them to discern and appreciate through the necessary reasoning.

Conclusion

And finally, this modest work has convinced us that research activities need nobly serious work. As a result, ensure that you have all the materials, whether metaphase or physical, used to prepare the efforts of the mind to achieve the targeted objectives. Indeed, the weaknesses and/or incompetence could carry several kinds of ideas destroying the future of the approaches of investigation of the projects of the sets of the operations intended to

identify an exploitable deposit. These circumstances would sometimes lead to various kinds of excuses among researchers with uncertainties complexes. In fact, do not forget that in general, all excuses denounce the signs of taking someone for an ass and / or weaknesses in the skills acquired from what they have declared. Too bad, they sometimes claim that the victims submitted on their under-controls by their poor excuses. It is indeed necessary to pre-know what the victim expects and/or is interested in the apology, which is particularly important when victims and offenders have divergent worldviews, they added. Acknowledgment of breaking rules as a kind of apology was found to be more effective by people who see themselves as part of a larger group or system (for example, those who agree with "I feel very proud when my team wins"). These models worked regardless of the severity of the offense, as tested using different versions of the disk crash, and scenarios where the value of the data that was lost was either an hour or several weeks of work. The lesson, the researchers say, is that when you apologize to someone, you need to consider who you are talking to. Of course, when in doubt about the character of your victim or victims, the researchers said that "detailed apologies with multiple components are in general likely to better touch on what's important to the victim, rather than simple apologies." «for form ". Offenders should therefore, whenever possible, offer multi-component apologies. The longer the excuses and the more learned words are embroidered, the less effects come from the sense hearts.

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