



ISSN: 1987-6521; E-ISSN:2346-7541, DOI prefix: 10.23747
AUGUST – SEPTEMBER 2017 VOLUME 36 ISSUE 04

Info base index 2017 – 2.40
General Impact Factor 2016 – 2.3492
IARC Impact Factor 2016 – 1.830
(ICR) Impact factor – 1.026
Global Impact Factor 2016 – 0.791
C.J. Russian Impact factor – 0.171

© **GULUSTAN**



BLACK SEA

SCIENTIFIC JOURNAL OF ACADEMIC RESEARCH

MULTIDISCIPLINARY JOURNAL
REFEREED & REVIEWED JOURNAL



AGRICULTURAL, ENVIRONMENTAL & NATURAL SCIENCES
SOCIAL, PEDAGOGY SCIENCES & HUMANITIES
MEDICINE, VETERINARY MEDICINE, PHARMACY AND BIOLOGY SCIENCES
TECHNICAL AND APPLIED SCIENCES
REGIONAL DEVELOPMENT AND INFRASTRUCTURE
ECONOMIC, MANAGEMENT & MARKETING SCIENCES
LEGAL, LEGISLATION AND POLITICAL SCIENCES



<http://sc-media.org/>

"An investment in knowledge always pays the best interest." Benjamin Franklin

ISSN: 1987-6521; E-ISSN:2346-7541; DOI prefix: 10.23747

AUGUST – SEPTEMBER 2017 VOLUME 36 ISSUE 04

© **GULUSTAN**



BLACK SEA

SCIENTIFIC JOURNAL OF ACADEMIC RESEARCH

MULTIDISCIPLINARY JOURNAL
REFEREED & REVIEWED JOURNAL

JOURNAL INDEXING

Info Base Index 2017 – 2.40

General Impact Factor 2016 - 2.3492

IARC Impact Factor 2016 – 1.830

International Citation Report Impact factor – 1.026

Catalogue of Russian Journals Impact Factor – 0.171

Global Impact Factor 2016 – 0.791



SOUTHERN CAUCASUS 2017

Editors-in-chief:

Historical and Natural Sciences

Lienara Adzhyieva

Tubukhanum Gasimzadeh

Social, Pedagogy Sciences & Humanities

Eka Avaliani

Sevinj Mahmudova

Medicine, Veterinary Medicine, Pharmacy and Biology Sciences

Mariam Kharashvili

Technical, Engineering & Applied Sciences

Nikolay Kurguzov

Regional Development and Infrastructure

Lia Eliava

Economic, Management & Marketing Sciences

Badri Gechbaia

Translation

Elmira Valiyeva

EDITORIAL BOARD LIST SEE PAGE 33

ISSN: 1987-6521; E-ISSN: 2346 – 7541; UDC: 551.46 (051.4) / B-64

©**Publisher:** Representation of Azerbaijan International Diaspora Center in Georgia. SCSJAR.

Head and founder of organization: Namig Isayev. Academic Doctor in Business Administration. PHD. RIDCAG

©**Editorial office:** 0165 Georgia. Marneuli municipality. Village Takalo.

Tel: +994 55 241 70 09; +994 55 241 70 12.

E-mail: gulustanbssjar@gmail.com, caucasusblacksea@gmail.com

Website: <http://sc-media.org/>

©**Typography:** Representation of Azerbaijan International Diaspora Center in Georgia. SCSJAR.

Registered address: 0165 Georgia. Marneuli municipality. Village Takalo.



Representation of Azerbaijan International Diaspora Center in Georgia registered by Public register of Georgia, on 28/05/2013,
R/C 434161097. <http://public.reestri.gov.ge>

© The Southern Caucasus Media. NGO RAIDCG. All rights reserved. Reproduction, store in a retrieval system, or transmitted in any form, electronic, mechanic photocopying of any publishing of Southern Caucasus Scientific Journals permitted only with the agreement of the publisher. The editorial board does not bear any responsibility for the contents of advertisements and papers. The editorial board's views can differ from the author's opinion. The journal published and issued by The Southern Caucasus Media.

TABLE OF CONTENTS

Vladimer Papava, Tamar Didbaridze APPROACH CONSIDERATIONS OF SUCCESSFUL TREATMENT CHRONIC BACTERIAL PROSTATITIS	04
Vladimer Papava, Tamar Didbaridze RELATIONSHIP OF NON-SPECIFIC BACTERIA AND SEMEN PARAMETERS	07
Roman Kotsur THE CONTRIBUTION OF PROFESSOR V.F. NIKOLAEV (1889–1973) TO THE STUDY OF BOG VEGETATION IN PEREYASLAV AND RELATED AREAS	10
E. Buhnikashvili; M. Tsintsadze; N. Abashidze; Manana Iverieli; Kh. Gogishvili; N. Didbaridze THE PREVALENCE OF ORAL MANIFESTATIONS AMONG THE HIV-INFECTED PATIENTS CO-INFECTED WITH VIRAL HEPATITIS B OR/AND C OR WITHOUT THEM IN GEORGIA IN 2014	16
Sevinj Mahmudova, Gulnara Aslanova, Konul Eliyeva BRUSHING UP THE LISTENING SKILL IN MULTICULTURAL CLASSES	19
Aygun Telman Hasanova THE PROBLEMS OF SPOKEN ENGLISH	21
Mariya Fadyeyeva, Vladislav Fadyeyev THE ANALYSIS OF THE PSYCHOLOGICAL SECURITY OF THE FIRST-YEAR STUDENTS IN THE EDUCATIONAL ENVIRONMENT OF THE YEVPATORIYA INSTITUTE OF SOCIAL SCIENCES (BRANCH) V.I. VERNADSKY CRIMEAN FEDERAL UNIVERSITY	23
Melaike Khudaverdiyeva, Gulnara Aslanova, Shahnaz Mammadova THE TYPES AND IMPORTANCE OF ESP IN HIGHER EDUCATIONAL INSTITUTIONS	26
Ketevan Goletiani THE NECESSITY TO IMPROVE THE LOGISTIC PROCESSES OF THE TRANSPORT SYSTEM	28
Zita Huseynova ADJECTIVES ENDING IN -ed AND -ing	30

APPROACH CONSIDERATIONS OF SUCCESSFUL TREATMENT CHRONIC BACTERIAL PROSTATITIS

Vladimer Papava¹, Tamar Didbaridze²

¹TSMU Department of Urology, assistant-professor. MD, PhD (Tbilisi, Georgia).

²Microbiologist. TSMU the First University Clinic. MD, PhD (Tbilisi, Georgia).

ABSTRACT

Chronic prostatitis (CP) is one of the most prevalent conditions in urology and represents an important international health problem. The prevalence of prostatitis is approximately 5 to 9% in the general male population. Of the types of CP, chronic bacterial prostatitis (CBP) is rare, accounting for only 5% of such patients. This condition is often triggered by an infection of the urinary tract. The pathogen spectrum includes that of complex urinary tract infections, with gram-negative and gram-positive bacteria, although the latter often occur only transiently. Animal experiments have shown that chronic infection leads to the formation of a biofilm in the prostatic acini, leading to pathogens forming colonies with enhanced growth conditions. The diagnosis and treatment of this disorder presents numerous challenges for urologists, most notably, a lack of specific and effective diagnostic methods. Chronic bacterial prostatitis is successfully treated with appropriate antibiotics that penetrate the prostate and kill the causative organisms.

We reported the clinical evaluation, diagnostic work-up and successful management of chronic bacterial prostatitis.

Keywords: Bacteria, prostatitis, treatment.

რეზიუმე

ქრონიკული პროსტატიტი უროლოგიაში საკმაოდ გავრცელებული დაავადებაა, აქედან გამომდინარე იგი საერთაშორისო ჯანდაცვის სერიოზული პრობლემაა. ქრონიკულ ბაქტერიულ პროსტატიტზე ქრონიკული პროსტატიტების დაახლოებით 5% მოდის. მისი გამომწვევი ძირითადი მიზეზია შარდგამომყოფი სისტემის ინფექციები და ამიტომაც მის პათოგენეზში გრამდადებითი და გრამუარყოფითი უროპათოგენები მნიშვნელოვან როლს თამაშობენ. ცხოველებზე ჩატარებულმა ექსპერიმენტებმა აჩვენა, რომ ქრონიკული ინფექცია იწვევს ბაქტერიების მიერ ე.წ ბიოფილმის ფორმირებას პროსტატის აცინუსში და შესაბამისად ინტენსიური ზრდის უნარის მქონე ბაქტერიული კოლონიების ჩამოყალიბებას.

ქრონიკული ბაქტერიული პროსტატიტის დიაგნოსტიკის და მკურნალობის სპეციფიური და ეფექტური მეთოდების შემუშავება სერიოზული პრობლემაა უროლოგიაში.

ქრონიკული ბაქტერიული პროსტატიტის მკურნალობაში მნიშვნელოვანია ისეთი ანტიბიოტიკის გამოყენება, რომელსაც აქვს პროსტატის ჯირკვალში მაღალი შეღწევადობის უნარი და შესაბამისად შეუძლია ბაქტერიოციდულად იმოქმედოს გამომწვევ ორგანიზმზე.

ჩვენ განვიხილავთ ქრონიკული ბაქტერიული პროსტატიტის კლინიკურ შეფასებას, კლინიკო-დიაგნოსტიკურ კვლევებს და წარმატებულ მკურნალობას.

საკვანძო სიტყვები: ქრონიკული ინფექცია, ანტიბიოტიკები, მკურნალობა.

INTRODUCTION

Prostatitis is a prevalent, confusing and frustrating presentation for both patients and clinicians. It is an inflammatory condition of the prostate that presents with urethral symptoms, prostatic symptoms and sexual dysfunction. Up to 25% of men receive a diagnosis of prostatitis in their lifetime, but <10% have a proven bacterial infection (1, 2). The causes and treatment of nonbacterial prostatitis are largely unknown, but bacterial prostatitis is caused by infection with uropathogens, especially aerobic gram-negative bacilli, *E. coli* cause 50%–80% of cases; other pathogens include Enterobacteriaceae (eg, *Klebsiella* and *Proteus*, which account for 10%–30% of cases), *Enterococcus* species (5%–10% of cases), and nonfermenting gram-negative bacilli (eg, *Pseudomonas* species; <5% of cases). Some debate the role of gram-positive organisms other than enterococci, but most accept *Staphylococcus* and *Streptococcus* species as pathogens (3). The increasing prevalence of gram-positive pathogens may represent changing disease epidemiology (perhaps related to fluoroquinolone therapy) or acceptance of their pathogenicity by health care providers. Acute bacterial prostatitis is easily diagnosed (by abrupt urogenital and often systemic symptoms, along with bacteriuria) and treated (by systemic antibiotic therapy). Chronic bacterial prostatitis is characterized by prolonged or recurrent symptoms and relapsing bacteriuria; diagnosis traditionally requires comparing urinary specimens obtained before with specimens obtained after prostatic massage (5, 6). Of patients diagnosed with prostatitis syndrome, 5 to 10% are suffering from chronic bacterial prostatitis (CBP). This condition is often triggered by an infection of the urinary tract. The pathogen spectrum includes that of complex urinary tract infections, with gram-negative and gram-positive bacteria, although the latter often occur only transiently. Animal experiments have shown that chronic infection leads to the formation of a biofilm

in the prostatic acini, leading to pathogens forming colonies with enhanced growth conditions (7, 8, 9).

Prostatitis is chronic when symptoms have been present for at least 3 months. Chronic bacterial prostatitis is a clinical syndrome, defined primarily on the basis of urologic symptoms and/or pain or discomfort in the pelvic region. It is a common condition among men of a wide age range, with detrimental effects on quality of life. The etiology, pathogenesis, and optimal treatment of CBP still remain relatively unknown, although significant progress has been made in the last few years in the understanding and management of this disorder (10, 11).

Antibiotics are the most common therapy used to treat chronic bacterial prostatitis (CBP). Eradication of bacteria is associated with clinical success in the short and long term with CBP caused by both traditional and nontraditional bacteria. Antibiotic therapy can be used in an attempt to cure CBP but relapses are common. CBP in men with prostatic calculi is more difficult to cure (12).

Fluoroquinolones are the mainstay in the treatment of CBP. Fosfomycin has been shown to have good activity against extended-spectrum beta-lactamase producing organisms. Azithromycin may be more effective for *Chlamydia* infections. Most other antimicrobial agents are unlikely to eradicate the infection.

Although bacteria are cultured in only 5%-10% of prostatitis cases, bacteria may still be the cause of the chronic prostatitis in many patients with the syndrome (13, 14).

We reported the clinical evaluation, diagnostic work-up and successful management of chronic bacterial prostatitis.

MATERIAL AND METHODS

This study consists of 105 patients (age 27to 50 years) with diagnosis of CBP who visited at TSMU the First University Clinic Urology Department from 2017 january – until august 2017 with compliance of lower urinary tract symptoms: dysuria, pain in lower back and perineal area radiating to the testicle. The following analysis were performed:

- 1) International prostate symptom score(IPSS);
- 2) Uroflowmetry (Mediwatch);
- 3) Ultrasound of urinary system with waste urine (MINDEY DC-N3);
- 4) Prostate-specific antigen(PSA) for patients older 40 years;
- 5) Bacteriology of prostate fluid;
- 6) Bacteriology of first steam urine after prostate massage;
- 7) Digital-rectal examination;
- 8) Safe blood analysis: Anti-HCV, Anti-TP, Anti-HIV, HBsAg.

Bacteriological examination of prostate fluid demonstrated significant growth of bacteria ($>10^5\text{ml}^{-1}$). The microorganisms were identified by gram stain, oxidase, catalase and other biochemical tests using Bio-Mérieux products (API Staph, API 20E, API20 Strep, API 20 NE, Bio-Mérieux). The cultures which grew only rare coagulase-negative staphylococci or diphtheroids were interpreted as negative, as these organisms were considered non-pathogenic and probably represented contaminants.

Sensitivity of microorganisms to antibiotics was defined with Kirby-Bauer disc-diffusion method using standard discs (EUCAST guidelines 2017). Antibiotic susceptibility test was done on following antibiotics: Amoxicillin+Clavulanic acid, Ampicillin+Sulbactam, Amikacine, Norfloxacin, Ciprofloxacin, Levofloxacin, Moxifloxacin, Fosfomycine, Doxycycline, Azithromycine, Nitrofurantoin, Thrimethoprim-Sulfamethoxazole.

RESULTS

After getting a result of appropriate analysis we subdivided three groups according to patient age:27-30 years (35 patient), 30-40year (55 patient), 40-50year (15patient) (Table1).

Table1

	27-30 year	30-40 year	40-50 year
IPSS	8-19	20-30	20-30
Prostate mass	22-27 gr	24-31 gr	30-80 gr
Residual urine	15-20 ml	15-40 ml	15-60 ml
Qmax	15-20	15-20	10-18

Safe blood analysis results were negative for all patients.

Bacteriological investigation of prostatic fluid yielded in 56 patients *Enterococcus faecalis* (53,3%), *Staphylococcus aureus* 32 (30,5%), *Streptococcus anginosus* 5 (4,8%), *Enterobacter cloacae* 6(5,7%), *Escherichia coli* 5 (4,8 %), *Klebsiella pneumonia* 1 (0,9%). Only two patients had positive urine culture with same bacterial isolate which were in prostatic fluid (*Enterococcus faecalis*). Polymicrobial growth was observed in 6 cases with *Enterobacter cloacae* and *Escherichia coli* (3cases), *Enterococcus faecalis* and *Staphylococcus aureus* (2 cases), *Enterococcus faecalis* and *Escherichia coli*(1 case). Both gram positive and gram negative organisms were sensitive to ampicillin-sulbactam,

amoxicillin-clavulanic acid and amikacin. There was a total of 82% resistance to ciprofloxacin and levofloxacin and only 56% was resistant to moxifloxacin, 94% resistant to co-trimoxazole, only 5% were shown resistance to fosfomycin and nitrofurantoin. 59% were resistant to doxycycline. Urine culture were negative in most patients (98%).

Antimicrobial monotherapy was initiated depends on the local susceptibility test results. 27-30 year patient underwent two week course of antibiotic with significant improvement of IPSS, subjective complaints were reduced, uroflowmetry results were improved. Q max were increased (25ml/sec).

30-40 year patients were treated with appropriate antibiotics from 3 to 4 weeks, at the same time antifungal drugs with prophylactic dosage were administered despite this in 4 patients were developed dysbacterioses. After treatment IPSS were normal, Q max were 20-25ml/sec

40-50 year patients were treated with antibiotics 3-4 weeks course, urine flow by uroflowmetry were improved. In this age group use of alpha- blockers after two weeks with combination of antibiotics were highly effective rather than antimicrobial monotherap. Q max were 18-24 ml/sec

CONCLUSION

Our study show current views on effective diagnostic approach and successful treatment of chronic bacterial prostatitis with antibiotic monotherapy depends on local susceptibility pattern and determination of effective treatment duration in different age groups.

REFERENCES

1. Shoskes DA, Nickel JC, Rackley RR, Pontari MA. Clinical phenotyping in chronic prostatitis/chronic pelvic pain syndrome and interstitial cystitis: a management strategy for urologic chronic pelvic pain syndromes. *Prostate Cancer Prostatic Dis.* 2009;
2. Shoskes DA, Nickel JC, Kattan MW. Phenotypically directed multimodal therapy for chronic prostatitis/chronic pelvic pain syndrome: a prospective study using UPOINT. *Urology.* 2010;
3. Nickel JC, Narayan P, McKay J, Doyle C. Treatment of chronic prostatitis/chronic pelvic pain syndrome with tamsulosin: a randomized double blind trial. *J Urol.* 2004;
4. Yang G, Wei Q, Li H, Yang Y, Zhang S, Dong Q. The effect of alpha-adrenergic antagonists in chronic prostatitis/chronic pelvic pain syndrome: a meta-analysis of randomized controlled trials. *J Androl.* 2006;
5. Nickel JC, Krieger JN, McNaughton-Collins M, Anderson RU, Pontari M, Shoskes DA, et al. Alfuzosin and symptoms of chronic prostatitis-chronic pelvic pain syndrome. *N Engl J Med.* 2008;
6. Chuang YC, Yoshimura N, Wu M, Huang CC, Chiang PH, Tyagi P, et al. Intraprostatic capsaicin injection as a novel model for nonbacterial prostatitis and effects of botulinum toxin A. *Eur Urol.* 2007;
7. Kiyota H, Onodera S, Ohishi Y, Tsukamoto T, Matsumoto T. Questionnaire survey of Japanese urologists concerning the diagnosis and treatment of chronic prostatitis and chronic pelvic pain syndrome. *Int J Urol.* 2003;
8. Pontari MA, Joyce GF, Wise M, McNaughton-Collins M. Prostatitis. *J Urol.* 2007;
9. Krieger JN, Riley DE, Cheah PY, Liang ML, Yuen KH. Epidemiology of prostatitis: new evidence for a world-wide problem. *World J Urol.* 2003;
10. Yoo YN. Prostatitis. *Korean J Urol.* 1994; 35:575–585.
11. McNaughton Collins M, Pontari MA, O'Leary MP, Calhoun EA, Santanna J, Landis JR, et al. Quality of life is impaired in men with chronic prostatitis: the Chronic Prostatitis Collaborative Research Network. *J Gen Intern Med.* 2001;
12. Staud R. Fibromyalgia pain: do we know the source? *Curr Opin Rheumatol.* 2004;
13. Dababhoj D, Clauw DJ. Fibromyalgia: progress in diagnosis and treatment. *Curr Pain Headache Rep.* 2005;
14. Diatchenko L, Nackley AG, Slade GD, Fillingim RB, Maixner W. Idiopathic pain disorders--pathways of vulnerability. *Pain.* 2006

RELATIONSHIP OF NON-SPECIFIC BACTERIA AND SEMEN PARAMETERS

Vladimer Papava¹, Tamar Didbaridze²

¹TSMU Department of Urology, assistant-professor. MD, PhD (Tbilisi, Georgia).

²Microbiologist. TSMU the First University Clinic. MD, PhD (Tbilisi, Georgia).

ABSTRACT

Acute and chronic infections and consequent inflammation in the male reproductive system may compromise the sperm cell function and the whole spermatogenetic process, causing qualitative and quantitative sperm alterations. Recent studies have shown that the simple presence of bacteria in semen samples may compromise the sperm quality. The bacteria responsible for semen contaminations generally originate from the urinary tract of patients or can be transmitted by the partner via sexual intercourse. Microorganisms can affect the male reproductive function directly, causing the agglutination of motile sperm. The most frequently isolated microorganism in male patients with genital tract infections or semen contamination are non-specific (facultative) bacteria, mainly Enterobacteriaceae e.g. Escherichia coli, Staphylococcus spp, Streptococcus spp, Klebsiella spp, and yeast-like cells. The aim of this study was to investigate the semen quality in the presence of different facultative bacterial species. Semen samples were processed for bacteriological analysis and examined to evaluate sperm concentration and motility and to verify the prevalence of semen bacterial contamination and whether the contamination could decrease sperm quality. Sperm motility and count were reduced in all infertile men with positive bacteriological results and were significantly improved after adequate therapy.

Keywords: semen parameters, infertility, non-specific bacteria.

აბსტრაქტი

მამაკაცთა რეპროდუქციულ სისტემაში მწვავე და ქრონიკულ ინფექციებს და შესაბამისად ანთებას შეუძლია გამოიწვიოს სპერმის უჯრედების ფუნქციის და მთელი სპერმატოგენეზის პროცესის კომპრომიზაცია. სპერმის ბაქტერიებით კონტამინაცია ძირითადად ხდება შარდის სისტემიდან ან სქესობრივი გზით. მიკროორგანიზმებს უშუალოდ შეუძლიათ დააზიანონ მამაკაცთა რეპროდუქციული სისტემა, რადგან იწვევენ სპერმის აგლუტინაციას. სპერმაში ყველაზე ხშირად გვხვდება არასპეციფიური (ფაკულტატიური) ბაქტერიები, ძირითადად Enterobacteriaceae - ს ოჯახის ბაქტერიები Escherichia coli, Klebsiella spp, ასევე გრამდადებითი კოკები Staphylococcus spp, Streptococcus spp.

ჩვენი კვლევის მიზანი იყო სპერმის ხარისხის კვლევა მასში არასპეციფიური ბაქტერიების არსებობისას. უნდა აღინიშნოს, რომ ყველა უშვილო მამაკაცის სპერმის პარამეტრები იყო დაქვეითებული და მნიშვნელოვნად გაუმჯობესდა მკურნალობის შემდეგ.

საკვანძო სიტყვები: სპერმის პარამეტრები, უშვილობა, არასპეციფიური ბაქტერიები.

INTRODUCTION

The negative influence of bacteria on sperm motility is well known. Microbial genital tract infections could be specific (Chlamydia caused by *Chlamydia trachomatis*, gonorrhoea caused by *Neisseria gonorrhoea*, ureaplasmosis caused by *Ureaplasma urealyticum* and trichomoniasis caused by *Trichomonas vaginalis*) and non-specific (facultative) aetiology (mainly by: *Enterobacteriaceae* e.g. *E. coli*), *Staphylococci*, *Streptococci*, *Klebsiella spp.*, and yeast-like cells (a fungus) (1, 2). Infections of the male genitourinary tract account for up to 15% of cases of male infertility (3). Acute and chronic infections and consequent inflammation in the male reproductive system may compromise the sperm cell function and the whole spermatogenetic process (4, 5), causing qualitative and quantitative sperm alterations. Recent studies have shown that the simple presence of bacteria in semen samples may compromise the sperm quality. The bacteria responsible for semen contaminations generally originate from the urinary tract of patients or can be transmitted by the partner via sexual intercourse. Mehta et al. (6) reported that aerobic cocci are present in about 62% of semen samples of male partners in infertile couples. Enterococcus faecalis was isolated from 53% of patients, micrococci from 20% and alpha-haemolytic streptococci from 16% of the infected samples. Increased prevalence of genital tract infections caused by *E. faecalis* is associated with compromised semen quality in terms of sperm concentration and morphology. The presence of micrococci and alpha-haemolytic streptococci does not appear to exert any detrimental effect on sperm quality (7, 8). Bacterial flagella and pili could be an important determinant of pathogenicity. Bacteria isolated from the site of infection are more likely to be piliated, while when they are simple bystanders they are not; this is the case of bacteria colonizing the urethral tract of human beings (9, 10). Although no significant depressor effect of enterococci on sperm motility was observed, some researchers described, in an in vitro study, a negative influence on membrane integrity of human sperm head, neck and mid-piece (11), probably mediated by hemolysin, a well-known virulence factor of enterococci. The presence of leukocytes in the semen often complicates the interpretation of results of sperm analyses and alterations of sperm parameters (12, 13).

Genital ureaplasmas and mycoplasmas may colonize male urethra and contaminate the semen during ejaculation. However, these microorganisms and particularly *Ureaplasma urealyticum* are potentially pathogenic species playing an etiologic role in both genital infections and male infertility (14). *U. urealyticum*, one of the most frequent causes of the male infertility (15), due to its ability to reduce semen quality and the fertilizing potential of sperm, negatively influences the sperm motility, density and morphology and reduces the oxidoreductive potential of the ejaculate, which makes sperm more vulnerable to peroxidative damage. The mechanisms of sperm damage caused by bacteria passes through the expression of the adhesive properties of the flagella and pili to mannose receptors (16). The fact that receptors to mannose have been demonstrated also at the surface of human spermatozoa (17) suggests that flagella and pili could play a considerable causative role in sperm damage. The gram-positive organisms are concerned, the production of pili is not a characteristic present in all clones of the same species, pili could possibly constitute a putative determinant of pathogenicity in gram positive cocci, too (18, 19).

The cause-effect relationship between bacterial infections and semen contamination and male infertility is still being debated. To complicate the problem even more, the presence of bacteria in semen samples of infertile men has a similar prevalence to that observed in fertile males (20). The clinical significance of bacteria in semen is still unclear (21).

The aim of this study was to investigate the semen quality in the presence of different facultative bacterial species. Semen samples were processed for bacteriological analysis and examined to evaluate sperm concentration and motility.

MATERIAL AND METHODS

We retrospectively have studied the medical records of the 90 patients who visited TSMU The First University Clinic Department of Urology from 2017 January - until June 2017 with diagnoses of infertility. Standard analysis was performed: 1. Spermogram by using Sperm Quality Analyzer (SQA IIC-P). Semen was collected after 3-4 days of sexual abstinence in aseptic condition in clean dry, sterile container at least twice. 2. Ultrasound of scrotum (to excepted varicocele). 3. Analysis following hormones: Testosterone, FSH, LH, Prolactin (PRL). Analysis of HbsAg, Anti – HCV, Anti TP, Anti-HIV in all patients were negative. We also studied Analysis bacteriology of seminal fluid. Among these patients we studied only 58 who had bacteriologically positive culture in seminal fluid and no other risk factor for infertility. Patients were asked to urinate and wash the hands, penis and scrotum before ejaculation to avoid possible contamination from the urine or external genitalia. The sample was taken to the laboratory for further analysis without any delay. Samples were seeded using a calibrated loop on agar plates, which were incubated overnight at 37°C in normal air with 5% CO₂. The microorganisms were identified by gram stain, oxidase, catalase and other biochemical tests using Bio-Mérieux products (API Staph, API 20E, API-20 Strep, Api Caux, Bio-Mérieux). Spermicocultures were considered positive when the number of colonies was $\geq 10^4$ CFU ml⁻¹ in case of gram positive cocci and $\geq 10^5$ CFU ml⁻¹ in case of gram negative rods. Semen volume, sperm concentration, progressive motility and leukocyte concentration were evaluated according to WHO guidelines.

RESULTS

Spermicoculture in the 58 patients yielded *Staphylococcus aureus* in 19(32,8%, 15 men were oligoasthenospermic, 4-azoospermic), *Enterococcus faecalis* in 13 samples (22,4%, 10 men were oligoasthenospermic, 3-asthenospermic) *Staphylococcus epidermidis* in 10 samples (17,2%, 10 men were oligoasthenospermic), *Streptococcus anginosus* in 6 specimens (10,3%, 6men were oligoasthenospermic), *Escherichia coli* 6 in samples (10,4%, 5 were asthenospermic, 1-oligospermic), *Enterobacter cloacae* in 4 samples (6,9%, 4 men were oligospermic).

CONCLUSION

Sperm bacterial(facultative) contamination according our study were in 64,4 %(58 patients) infertile men. They had not other risk factor for infertility. These bacteria contributed to the deterioration of the sperm quality. Gram-positive cocci were prevailed. In our study, sperm motility and count were reduced in all infertile men with positive bacteriological results. *All patient underwent 21 day antibiotic therapy depends on local susceptibility test and vitamins and minerals were added to the treatment for 3 month. After appropriate therapy sperm quality (morphology, quantity, also spermagglutinatio) were significantly improved.*

REFERENCES

1. Pellati D, Mylonakis I, Bertoloni G, Fiore C, Andrisani A, Ambrosini G, et al. Genital tract infections and infertility. Eur J Obstet Gynecol Reprod Biol 2008
2. Sanocka-Maciejewska D, Ciupińska M, Kurpisz M. Bacterial infection and semen quality. J Reprod Immunol 2005;67:51–6. doi:10.1016/j.jri.2005.06.003.
3. Qiang H, Jiang MS, Lin JY, He WM. Influence of enterococci on human sperm membrane in vitro. Asian J Androl 2007

4. Fraczek M, Kurpisz M. Inflammatory mediators exert toxic effects of oxidative stress on human spermatozoa. *J Androl* 2007;
5. Collodel G, Moretti E. Morphology and meiotic segregation in spermatozoa from men of proven fertility. *J Androl* 2008;
6. Mehta RH, Sridhar H, Vijay Kumar BR, Anand Kumar TC. High incidence of oligozoospermia and teratozoospermia in human semen infected with the aerobic bacterium *Streptococcus faecalis*. *RBM Online* 2012;
7. Tremellen K. Oxidative stress and male infertility—a clinical perspective. *Hum Reprod Update* 2008; 14: 243–58. doi:10.1093/humupd/dmn004
8. Fraczek M, Szumala-Kakol A, Jedrzejczak P, Kamieniczna M, Kurpisz M. Bacteria trigger oxygen radical release and sperm lipid peroxidation in in vitro model of semen inflammation. *Fertil Steril* 2007;
9. Fanibunda SE, Velhal SM, Raghavan VP, Bandivdekar AH. CD4 independent binding of HIV gp120 to mannose receptor on human spermatozoa. *J Acquir Immune Defic Syndr* 2008;
10. Nallapareddy SR, Singh KV, Sillanpää J, Garsin DA, Höök M, Erlandsen SL, et al. Endocarditis and biofilm-associated pili of *Enterococcus faecalis*. *J Clin Invest* 2006;1
11. Kiessling AA, Desmarais BM, Yin HZ, Loverde J, Eyre RC. Detection and identification of bacterial DNA in semen. *Fertil Steril* 2008;
12. Ochsendorf FR (2008) Sexually transmitted infections: impact on male fertility. *Andrologia* 40: 72–75.
13. Domes T, Lo KC, Grober ED, Mullen JB, Mazzulli T, et al. (2012) The incidence and effect of bacteriospermia and elevated seminal leukocytes on semen parameters. *Fertil Steril* 97: 1050–1055.
14. Madupu R, Szpakowski S, Nelson KE (2013) Microbiome in human health and disease. *Sci Prog* 96:
15. Cox MJ, Cookson WO, Moffatt MF (2013) Sequencing the human microbiome in health and disease. *Hum Mol Genet* 22: R88–94
16. Lbadin OKal, I N. (2008) Bacteriospermia and sperm quality in infertile male patient at University of Benin Teaching Hospital, Benin City, Nigeria *Malaysian Journal of Microbiology* Vol 4(2): pp. 65– 67.
17. De Francesco MA, Negrini R, Ravizzola G, Galli P, Manca N (2011) Bacterial species present in the lower male genital tract: a five-year retrospective study. *Eur J Contracept Reprod Health Care* 16: 47–53.
18. Moretti E, Capitani S, Figura N, Pammolli A, Federico MG, et al. (2009) The presence of bacteria species in semen and sperm quality. *J Assist Reprod Genet* 26: 47–56.
19. Hou D, Zhou X, Zhong X, Settles ML, Herring J, et al. (2013) Microbiota of the seminal fluid from healthy and infertile men. *Fertil Steril* 100: 1261–1269.
20. Bertkas M, Aydin S, Yilmaz Y, Cecen K, Bozkurt H (2008) Sperm motility changes after coincubation with various uropathogenic microorganisms: an in vitro experimental study. *Int Urol Nephrol* 40: 383–389.
21. Mandar R (2013) Microbiota of male genital tract: impact on the health of man and his partner.

THE CONTRIBUTION OF PROFESSOR V.F. NIKOLAEV (1889–1973) TO THE STUDY OF BOG VEGETATION IN PEREYASLAV AND RELATED AREAS

Kotsur Roman Volodymyrovych

SHEE «PereyaslavKhmelnitskiy Gregory Skovoroda State Pedagogical University», Master's degree

SUMMARY

V. F. Nikolaev worked as an Intern in the Poltava Natural and Historical Museum.. In 1912, on the petition of the local Country Council the Department of agriculture has seconded an agronomy specialist with two assistants for arrangement of demonstration plots in Pereyaslav and Zolotonosha counties. Among the assistants of the agronomist-specialist, who implemented the research in a 1912 on survey of the vegetation of boggy valley of the Trubizh River, was V. F. Nikolaev, who worked for the second time as an Intern in the Poltava Museum. Later, he was engaged as an assistant of the expert on the vegetation of bogs and grasslands of the Department of Agriculture, P. V. Spesivtsev (1885-1922). He was commissioned to survey the flora of the wetlands of the rivers Trubizh and Supii in Pereyaslav district of the Poltava province, where the Country Council had started land reclamation. Thus, the young scientist joined the massive work that eventually became the basis for a new research station. This work was carried out quite successfully. According to the developed methodology in different parts of the floodplain they were laid plots, where they were studied all the plants, their species composition, and growth characteristics. Considering the previous achievements, P. V. Spesivtsev invited V. F. Nikolaev in June-September 1914 as the botanist with the developed methods to join the further work on the examination of the marshland of the rivers Supoi and Zolotonosha (left tributary of the Dnieper, flowing within Drabiv and Zolotonosha districts of Cherkasy region), which were not previously covered. Subsequently, all the obtained results V. F. Nikolayev outlined in the research paper "The vegetation of the swampy rivers in the Western part of Poltava province". For it he was awarded a diploma of the 1st degree. The paper was published in the Yearbook of the Poltava Museum (1919) under the headings "The Vegetation of bogs of the Western part of Poltava region" and "Personal description of the rivers and bogs". On 5 November, 1915, at the meeting of the Commission on the experimental work in Poltava Country Council it was finally decided to lay a permanent research facility for studying bog vegetation on-site located in the center of the drained marshes along the Supii River next to the village Pidstavky of Zolotonosha district.

ABSTRACT

OBJECTIVE: The aim of this article is to explore the main results of scientific activity of Professor V. F. Nikolaev on the study of bog vegetation in Pereyaslav-Khmelnitskiy and Yagotin districts of Kyiv region and Zolotonosha district of Cherkasy region, as well as to explore the contribution of the scientist to the formation of Pidstava experimental boggy field.

METHODS: The methodological basis of the research is based on the general principles of historical knowledge, historicism, objectivity, consistency, complexity, comprehensiveness and scientific and historical fact (concrete - historical, comparative and problem-chronological analysis).

RESULTS: V. F. Nikolaev worked as an Intern in the Poltava Natural and Historical Museum.. In 1912, on the petition of the local Country Council the Department of agriculture has seconded an agronomy specialist with two assistants for arrangement of demonstration plots in Pereyaslav and Zolotonosha counties. Among the assistants of the agronomist-specialist, who implemented the research in a 1912 on survey of the vegetation of boggy valley of the Trubizh River, was V. F. Nikolaev, who worked for the second time as an Intern in the Poltava Museum. Later, he was engaged as an assistant of the expert on the vegetation of bogs and grasslands of the Department of Agriculture, P. V. Spesivtsev (1885-1922). He was commissioned to survey the flora of the wetlands of the rivers Trubizh and Supii in Pereyaslav district of the Poltava province, where the Country Council had started land reclamation. Thus, the young scientist joined the massive work that eventually became the basis for a new research station. This work was carried out quite successfully. According to the developed methodology in different parts of the floodplain they were laid plots, where they were studied all the plants, their species composition, and growth characteristics. Considering the previous achievements, P. V. Spesivtsev invited V. F. Nikolaev in June-September 1914 as the botanist with the developed methods to join the further work on the examination of the marshland of the rivers Supoi and Zolotonosha (left tributary of the Dnieper, flowing within Drabiv and Zolotonosha districts of Cherkasy region), which were not previously covered. Subsequently, all the obtained results V. F. Nikolayev outlined in the research paper "The vegetation of the swampy rivers in the Western part of Poltava province". For it he was awarded a diploma of the 1st degree. The paper was published in the Yearbook of the Poltava Museum (1919) under the headings "The Vegetation of bogs of the Western part of Poltava region" and "Personal description of the rivers and bogs".

CONCLUSION: It can be argued that after the successful studies of the above-mentioned marshlands, the authority of V. F. Nikolaev as a botanist began to grow. This is confirmed by the proposal made by V. I. Vernadsky to a scientist on the organization of the society of researchers of Poltava, which in 1918 was transformed into Poltava society of nature researchers. As the Chairman of the Board of the society was elected V. I. Vernadsky, and the Secretary became V. F. Nikolaev. A general conclusion is that V. F. Nikolaev's research of swamplands of Pereyaslav and related

areas not only contributed to increasing the credibility of the young scientist at the regional level, but were prerequisite for creating the swamp experimental institution.

Keywords: V. F. Nikolaev, bog vegetation, Pereyaslav-Khmelnitsky district, Yagotin district, Zolotonosha district, Pidstava experimental boggy field.

INTRODUCTION

Ukraine is famous for its fertile soils, among which of particular importance are boggy ones. The feasibility of agricultural use of these lands is proved by many scientists, both domestic and foreign. A significant proportion of meadow and boggy soils occupy the territory of Pereyaslav-Khmelnitsky district of Kyiv region. The study of bog vegetation along the Trubizh River in Pereyaslav County began in 1884; the active development of scientific bases of agricultural use of the drained soils of the region took place in the early twentieth century. To this study joined while still a student, and later well-known botanist, area studies specialist and conservationists Professor V. F. Nikolaev (1889-1973). Certain aspects of the above problems are reflected in the works by V. M. Samorodov [14] devoted to the biography of V. F. Nikolaev, and by V. A. Vergunov [1], which illuminated the formation and development of bog vegetation in the creative heritage of P. V. Spesivtsev. Analysis of the historiographical developments of the predecessors points to the fact that V. F. Nikolaev's work on this issue still requires the further research.

The aim of this article is to explore the main results of scientific activity of Professor V. F. Nikolaev on the study of bog vegetation in Pereyaslav-Khmelnitsky and Yagotin districts of Kyiv region and Zolotonosha district of Cherkasy region, as well as to explore the contribution of the scientist to the formation of Pidstava experimental boggy field.

MAIN MATERIAL OF THE RESEARCH

Valentin Fedorovich Nikolayev (in some sources – V. F. Nikolayiv, V. F. Mykolaev) was born on the 20 (7) of August, 1889, in Sloviansk, Kharkiv province (now Donetsk region) in the family of the pharmacist. He began his studying in Bakhmut gymnasium and continued in the 1st Kharkiv classical gymnasium, from which he graduated in 1908. [7]. In 1909, he enrolled at the Imperial Kharkiv University to the Department of Natural Sciences of the Physics and Mathematics Faculty. While studying at the University, the future scientist was a member of various community organizations – “The Society of Naturalists”, “Kharkiv Community”, “Club of Nature Lovers”, and many times presided over a secret student meetings [14].

After the first year of University, during four months of vacation V. F. Nikolaev worked as an Intern in the Poltava Natural and Historical Museum (now the Poltava regional Museum named after Vasyl Krychevsky) at the invitation of his brother Mykola, who at that time was in charge of the institution. The duties of the Intern included the streamlining of exhibits, writing labels of the samples of soils and rocks collected by the expedition of V. V. Dokuchaev in 1888-1894 on the territory of Poltava province. For the purpose of collecting scientific collections the researcher made trips mainly in the vicinity of Poltava [14].

In 1912, on the petition of the local Country Council the Department of agriculture has seconded an agronomy specialist with two assistants for arrangement of demonstration plots in Pereyaslav and Zolotonosha counties. Among the assistants of the agronomist-specialist, who implemented the research in a 1912 on survey of the vegetation of boggy valley of the Trubizh River, was V. F. Nikolaev [1], who worked for the second time as an Intern in the Poltava Museum. Later, he was engaged as an assistant of the expert on the vegetation of bogs and grasslands of the Department of Agriculture, P. V. Spesivtsev (1885-1922). He was commissioned to survey the flora of the wetlands of the rivers Trubizh and Supii in Pereyaslav district of the Poltava province, where the Country Council had started land reclamation. Thus, the young scientist joined the massive work that eventually became the basis for a new research station. This work was carried out quite successfully. According to the developed methodology in different parts of the floodplain they were laid plots, where they were studied all the plants, their species composition, and growth characteristics.

In his memories V. F. Nikolaev wrote that this area was subjected to drainage and there had already worked a Country Council land reclamation party, which conducted the main channel. The researcher needed to fix the composition of the flora and to describe the vegetation of this area before drainage, and then to determine the effects produced by drying on changes in flora and vegetation. Among the selectively surveyed plots, most of all he remembered a small swamp near Baryshivka village, located on the second river terrace. Surrounded by nothing but overgrown willow, it was extremely interesting for its floristic composition. On its surface in abundance there was floating water fern (*Salvinia natans*), and all the swamp was overgrown with sphagnum moss, which swept its original leaves were they were placed insectivorous sundew (*Drosera rotundifolia* L., *D. Longifolia* L., *D. Intermedia* Hayne). In the wet sands surrounding the swamp they were met a lot of pyrola (*Pyrola rotundifolia* L.) and heather (*Calluna vulgaris* (L.) Hull) [7].

In 1891 geobotanical studies of meadows near the town of Pereyaslav was also made by a botanist Yi. K. Pachosky (1864-1942), the results of which he outlined in the work “Essay on the flora of the environs of Pereyaslav, Poltava province”, published in 1893. That was he, to whom in 1913 the Director of the Natural and Historical Museum of Poltava Country Council M. F. Nikolaev sent the herbarium botanised by his brother, the Intern V. F. Nikolaev,

which consisted of 432 representatives of the flora of the valley of the Trubizh River [10]. Professor Yi. K. Pachosky gave them a high rating and found that marsh found by the Intern became the southernmost point of the spread of sphagnum mosses and was postglacial relic complex.

The herbarium botanised by V. F. Nikolaev consisted of about 1,000 specimens of 550 species of plants, and greatly added to the Museum funds. The herbarium of the Museum at that time consisted mainly of the collections of A. M. Krasnov (participant of the Poltava expedition of V. V. Dokuchaev) and consisted of 862 herbarium sheets.

The report on Botanical research in the floodplain of the rivers Trubizh and Supoi was made by V. F. Nikolaev in Kharkiv University at the meeting of the students' club of nature lovers.

In 1913, during the session of the Poltava Country Council it was set a challenge of establishing the types of boggy soils, conducting preliminary boggy soil studies of swamps, and depending on these studies to establish areas of distribution of bogs of various types [13]. The meeting decided to conduct a survey in 1914 for the purpose of solving the above problems using existing staff, sufficient time and proper funding of the whole work cycle. For the last they were financed 725 rubles from the local budget and the Department of Agriculture. To perform these studies, P. V. Spesivtsev was invited, whose program for the study of wetlands included the following issues: 1) vegetation of bog; 2) the power of the bog and its construction; 3) the origin and history of the bog; 4) the water regime; 5) water-physical properties; 6) the nature of the bottom of the swamp; 7) the conditions and nature of the operation of the swamp at the present time; 8) evaluation of its suitability for agricultural and industrial use; 9) forms and subjects of bog study and its dimensions; 10) the degree of fodder needs and the general condition of cattle breeding in the area of wetlands, and 11) characteristics of meadows and pastures of the area [2].

Considering the previous achievements, P. V. Spesivtsev invited V. F. Nikolaev in June-September 1914 as the botanist with the developed methods to join the further work on the examination of the marshland of the rivers Supoi and Zolotonosha (left tributary of the Dnieper, flowing within Drabiv and Zolotonosha districts of Cherkasy region), which were not previously covered [15]. For these studies it was provided a proper compensation in amount of 75 rubles per month and compensation of expenses on travelling and traffic around the areas [6].

Subsequently, all the obtained results V. F. Nikolayev outlined in the research paper "The vegetation of the swampy rivers in the Western part of Poltava province". For it he was awarded a diploma of the 1st degree. The paper was published in the Yearbook of the Poltava Museum (1919) under the headings "The Vegetation of bogs of the Western part of Poltava region" and "Personal description of the rivers and bogs" [8]. Among other things it noted that, using the method of P. V. Spesivtsev, V. F. Nikolaev collected samples of peat and vegetation every three days with the help of soil sampler from depths of 25, 50, 70, 100 cm and a width of 25x25x10 cm. In the Poltava Museum of Regional Studies Named after Vasily Krichevsky they are retained 21 herbarium sheets of meadow grasses, selected by V. F. Nikolaev in June, 1914, Among them: koeleria from Pereyaslav County, oak-leaf goosefoot from Zolotonosha district, white willow from the village of Dziubivka of Pyriatin County, and hawkweed oxtongue (*Picris hieracioides*) from the valley of the Trubizh River near Vovchkove village, etc.

In the preface to the edition of "The boggy soils of Poltava region and organization of their experimental study. Report of the provincial Commission for experienced case" [15] P. V. Spesivtsev thanked V. F. Nikolaev and technologist on the grassland ecology of the Poltava province Country Council O. Ya. Konoval for their work on the collection of herbarium and soil material. As the author points out, all the collected plants were identified by students of Kharkiv University V. F. Nikolaev and A. F. Lepchenko, and checked by Professor A. F. Flerov.

So, while still a student V. F. Nikolaev was a keen observer, analytical and critical thinker. All these gave him the opportunity to deliberately, comprehensively and thoroughly study the plant communities of the different counties of Poltava province, in particular Zenkivtsi, Zolotonosha, Konstantinograd, Pereyaslav and Pyriatin counties. As the Chairman of the Poltava branch of the Ukrainian Botanical society V. M. Samorodov states, more than 100 years ago V. F. Nikolaev was able to predict the effect of the transformation of the main environmentally-frame nature elements of Poltava region, namely the bogs and riverbeds, with their different vegetation [14]. These studies have allowed P. V. Spesivtsev to be the first who drew attention to lime salinity of gypsic-meadow bogs of Poltava region [4].

The results of his research in 1914 P. V. Spesivtsev reported at the meeting of the Commission on the experimental work of the Poltava Country Council on 5 December 1914, and during 1915 he published them in a series of articles for the weekly of Poltava society of agriculture "Khutorianin". They basically popularized the rational use of 167 thousand acres of wetlands in Poltava province. Among them: "Our bogs" [16], "On the marshes, their drainage and plowing" [17], "On peat fuel" [18] and "Trial sowings on drained wetlands" (they are given the results of the trial sowings during 1914-1915 on Supii swamps) [19]. The last two scientific papers played a crucial role in creating of the marsh experimental station in this region.

On 5 November, 1915, at the meeting of the Commission on the experimental work in Poltava Country Council P. V. Spesivtsev read a report "On the improvement of marsh experienced field near the village Pidstavky of Zolotonosha district". At the meeting it was finally decided to lay a permanent research facility for studying bog vegetation on-site located in the center of the drained marshes along the Supii River next to the village Pidstavky of Zolotonosha district. This area belonged to the estate of the State Land Bank and had to be destroyed [1].

On 2 January 1916, at the 51st session of the Poltava Country Council Assembly it was decided to assign in 1916 one-time costs of 500 rubles for furnishing a research field to study boggy soil vegetation, and 1700 rubles for the

purchase of inventory. In addition, the provincial Council was mandated to come up with a petition to the Department of agriculture regarding the additional allocation of 4500 rubles for the construction and of 850 rubles for the purchase of inventory [3]. Thus, it was organized the “simplified experimental field” [5], which was the only one in Ukraine at that time [12].

As it was noted by the researcher of national agricultural experimental work, academician of NAAS V. A. Vergunov, P. V. Spesivtsev personally planned to build a marsh experimental field in the head of the river Supii near the town of Yahotyn in the village Panfili. Despite the war, deployment of the studies for the needs of the bog vegetation was promoted by proper support of the Poltava community.

At the beginning of 1916 the Poltava provincial Country Council invited P. V. Spesivtsev to lead Pidstava marsh experimental field. Together with the summer interns-students of the Petrograd Stebutskie’s courses, N. P. Pasinkova and O. V. Spesivtseva, and construction technician V. S. Shusharin, the new leader undertook to arrange the experimental field [1]. In 1916 they were laid out experimental plots, investigated the level of groundwater, carried out meteorological observations and studied the wild flora. During 1916-1917 it was built a house for workers and stables, bought provided by the estimates mobile and stationary equipment. In 1918 and in the subsequent 1919-1921 complete research work was not conducted. Under these circumstances, P. V. Spesivtsev was engaged in the processing of accumulated material and published the above mentioned collection “Marsh soils of Poltava region and the organization of their experimental study” that was published in Poltava in 1919. [15]. In 1922, P. V. Spesivtsev was tragically died, and his position was occupied by A. Vares. In the first quarter of the twentieth century under his leadership, Pidstava marsh experimental station, which was on the contents of the local budget of the Shevchenko district and on subsidies of the people’s Commissariat of the USSR (12 thousand rubles per year), conducted a Botanical study of Zasulske plateau, geobotanical research of the valley of the Supii River (swamp formations) and related vegetative and field experiments with agricultural crops on marsh soils [11]. Unfortunately, these materials were not published. In the late 20-ies of the last century to perform duties of the Chairman was requested to P. S. Kozel.

Because of failed attempts to join a new full program of the proposed research on the study of the norms of mineral fertilizers, the management of the station in 1935 appealed for help to the head methodical center – the Ukrainian scientific-research Institute of agricultural reclamation. A special Committee of the Institute decided to abandon the location of the institution near the village Pidstavky, and to move the stationary experiments to places offered by the first Director of the Pidstava swamp experimental fields, P. V. Spesivtsev, namely to the village of Panfili of Yahotyn district of Kiev region.

According to the order of the people’s Commissariat of the USSR № 35 of 1936, it was created Panfilo-Yagotynskiy Central marsh reference point. Scientific Director of the entire spectrum of research became the future corresponding member of Academy of Science of USSR M. O. Tiulenev [20]. The operation of the station during this period was headed by Professor S. O. Palianychko, and the overall coordination was assigned to Kiev Hydrotechnological Institute.

After the Second World War the name of the institution was changed again to Panfili marsh experimental field, under which it operated until 1963 and was subordinated to the Ukrainian scientific-research Institute of hydraulic engineering and land reclamation. After that and until today Panfili research station is a part of the net of institutions that are subordinated to National scientific center “Institute of agriculture of NAAS”. In recent years, activities of the station expanded. First and foremost, it was started an extensive research on agriculture and agricultural chemistry in mineral field soils, and initiated research on technologies of creation of highly productive bioenergy plantations of woody and herbaceous communities on withdrawn from cultivation drained peatlands and selection of grain crops. Annually the station grows and sells to agricultural enterprises of Ukraine more than 800-900 tons of seeds of high reproductions of cereals, legumes and industrial crops selected in the institutions of the National Academy of agrarian Sciences of Ukraine [9].

CONCLUSION

V. F. Nikolaev himself after graduation, considering a successful practice at the Poltava Museum, in 1915 was invited to this institution for the position of a head assistant. In 1916, having successfully passed a competition, he headed the Museum, having worked in this position until 1923. It can be argued that after the successful studies of the above-mentioned marshlands, the authority of V. F. Nikolaev as a botanist began to grow. This is confirmed by the proposal made by V. I. Vernadsky to a scientist on the organization of the society of researchers of Poltava, which in 1918 was transformed into Poltava society of nature researchers. As the Chairman of the Board of the society was elected V. I. Vernadsky, and the Secretary became V. F. Nikolaev.

A general conclusion is that V. F. Nikolaev’s research of swamplands of Pereyaslav and related areas not only contributed to increasing the credibility of the young scientist at the regional level, but were prerequisite for creating the swamp experimental institution.

REFERENCES

1. Vergunov V. A. Bog vegetation in Poltava region: formation and development in the light of creative heritage of P. V. Spesivtsev / V. A. Vergunov ; NAAS, Nats. nauk. s.-h. b-ka, In-t ist. Agrar. nauky, osvity ta tehniky, Poltavskiy kraeznavch. muzei im. V. Krichevskogo. – K., 2016. – 160 p. – (Historical-bibliographical series "Agrarian science of Ukraine in the people, documents, bibliography", vol. 92).
2. Journal of the meetings of the Commission on the pilot case of the Poltava province Country Council in 1914, Morning session, May 10 // The Poltava agricultural news. – Poltava : Elektrich. typ.-litogr. I. L. Frishberga, 1915. No. 3, 1 Sep. – P. 93.
3. Journal of meetings of the Commission on the pilot case of the Poltava province Country Council in 1915, Morning session, November 6 // The Poltava agricultural news. – Poltava : Elektrich. typ. litogr. I. L. Frishberga, 1916. – № 1 (10), 15 Feb. – P. 65.
4. Zerov D. K. Swamps of USSR. Vegetation and stratigraphy / D. K. Zerov, Academy of Sciences of USSR, In-t botaniky. – K. : Vyd-vo AN USSR, 1938. – P. 6.
5. To the question about the structure of the experimental fields for the study of the vegetation of bog soils // The Poltava agricultural news. – Poltava : Elektrich. typ.-litogr. I. L. Frishberga, 1916. – P. 60.
6. The scientific archive of the Poltava regional Local History Museum named after Vasyl Krichevsky, spr. 11-1565, P. 95-96.
7. Nikolaev V. F. From the history of the Poltava Museum of regional studies : Memories / V. F. Nikolaev ; edited by A. B. Suprunenko. – Poltava, 1991. – P. 10.
8. Nikolaev V. F. The vegetation of bogs of Western part of Poltava region (work of the Intern of the Poltava province Country Council) / V. F. Nikolaev // Yearbook of the Poltava National Museum of Natural History. – Poltava : Typ. D. N. Pozemskogo, 1914. – P. 33-59.
9. Panfilii research station [Electronic resource] / Site of SRI "Institute of agriculture of NAAS". – Access mode: http://zemlerobstvo.com/?page_id=3927
10. Pachoslii I. Materials for the study of the flora of the valley of the river Trubizh. List of plants collected in the Pereyaslav district, Poltava province in 1912 / I. Pachoskii // Yearbook of the Museum of the Poltava province Country Council. 1913. – Poltava, 1913. – P. 21-44.
11. Podstava marsh experimental station // Scientific institutions and organizations of the USSR, the State planning Commission of the USSR. – Kharkiv : Vyd. Derzh. Plan. Comissii USRR, 1930. – P. 97.
12. Podstava marsh experimental field // Report of the Poltava province Country Council for the 1916. First edition. – Poltava, 1918. – P. 39.
13. The survey and the experimental study of wetlands in 1914 // the Poltava agricultural news. – Poltava : Elektrich. typ. I. L. Frishberga, 1915. – № 3, 1 Sept. – P. 92.
14. Samorodov V. M. Figures of natural Sciences and museums of Poltava region (XIX–beginning of XX centuries) / V. M. Samorodov, S. L. Kigim ; edited by V. M. Samorodov. – Poltava: Divosvit, 2016. – 144 p.
15. Spesivtsev P. V. Marsh soils of Poltava region and the organization of their pilot study. Report of the provincial Commission for experienced case / P. V. Spesivtsev. – Poltava, 1919. – P. 6.
16. Spesivtsev P. V. Our bogs / P. V. Spesivtsev // Khutorianin. -1915. – № 10, 8 March. – P. 231-234.
17. Spesivtsev P. V. On the marshes, their drainage and plowing / P. V. Spesivtsev // Khutorianin. -1915. – № 15, 12 Apr. – P. 345-349.
18. Spesivtsev P. V. On peat fuel / P. V. Spesivtsev // Khutorianin. -1915. - № 34, 23 Aug. – P. 733-736.
19. Spesivtsev P. V. Trial crops on drained swamps / P. V. Spesivtsev // Khutorianin. – 1915. – № 49, 6 Dec. – P. 1023-1024.
20. Shtakal M. I. To the 100th anniversary of the draining and development of wetlands of the Forest-Steppe Zone / N. I. Shtakal, V. N. Virivka, V. O. Tkachov, V. M. Shtakal // Zb. nauk. prats NNTS "Institute of agriculture of NAAS". – 2015. – Vol. 2. – P. 174.

BIBLIOGRAPHY

1. Вергунов В. А. Культура боліт на Полтавщині: становлення та розвиток у світлі творчої спадщини П.В. Спесивцева / В. А. Вергунов ; НААН, Нац. наук. с.-г. б-ка, Ін-т іст. аграр. науки, освіти та техніки, Полтавський обл. краєзнавч. музей ім. В. Кричевського. – К., 2016. – 160 с. – (Історико-бібліографічна серія «Аграрна наука України в особах, документах, бібліографії», кн. 92).
2. Журнал засіданий комісії по опытному делу при Полтавской губернской земской управе в 1914 г. Утреннее заседание 10 мая // Полтавские агрономические известия. – Полтава : Электрич. тип.-литограф. И. Л. Фришберга, 1915. – № 3, 1 сентября. – С. 93.
3. Журнал засіданий комісії по опытному делу при Полтавской губернской земской управе в 1915 г. Утреннее заседание 6 ноября // Полтавские агрономические известия. – Полтава : Электрич. тип.-литограф. И. Л. Фришберга, 1916. – № 1 (10), 15 февр. – С. 65.

4. Зеров Д. К. Болота УРСР. Рослинність і стратиграфія / Д. К. Зеров, АН УРСР, Ін-т ботаніки. – К. : Вид-во АН УРСР, 1938. – С. 6.
5. К вопросу об устройстве опытного поля по изучению культуры болотных почв // Полтавские агрономические известия. – Полтава : Электрич. тип.-литогр. И. Л. Фришберга, 1916. – С. 60.
6. Науковий архів Полтавського обласного краєзнавчого музею ім. Василя Кричевського, спр. 11-1565, арк. 95–96.
7. Николаев В. Ф. Из истории Полтавского краеведческого музея : Воспоминания / В. Ф. Николаев ; под. ред. А. Б. Супруненко. – Полтава, 1991. – С. 10.
8. Ніколаєв В. Ф. Рослинність багниць західної частини Полтавщини (справоздання практиканта Полтавського губерніяльного земства) / В. Ф. Ніколаєв // Щорічник Полтавського Народного Природничого Музею. – Полтава : Тип. Д. Н. Подземского, 1914. – С. 33–59.
9. Панфильська дослідна станція [Електронний ресурс] / Сайт ННЦ «Інститут землеробства НААН». – Режим доступу: http://zemlerobstvo.com/?page_id=3927
10. Пачоский И. Материалы для изучения флоры долины р. Трубежа. Список растений, собранных в Переяславском уезде Полтавской губернии в 1912 г. / И. Пачоский // Ежегодник музея Полтавского губернского земства. 1913 год. – Полтава, 1913. – С. 21–44.
11. Підставська болотяна досвідна станція // Наукові установи та організації УСРР ; Державна планова комісія УСРР. – Харків : Вид. Держ. План. Комісії УСРР, 1930. – С. 97.
12. Подставское болотное опытное поле // Отчет Полтавской губернской земской управы за 1916-й год. Выпуск первый. – Полтава, 1918. – С. 39.
13. Программа обследования и опытного изучения болот на 1914 год // Полтавские агрономические известия. – Полтава : Электрич. тип. И. Л. Фришберга, 1915. – № 3, 1 сент. – С. 92.
14. Самородов В. М. С 17 Постаті природознавства та музейництва Полтавщини (XIX–XX ст.) / В. М. Самородов, С. Л. Кигим ; за наук. ред. В. М. Самородова. – Полтава: Дивосвіт, 2016. – 144 с.
15. Спесивцев П. В. Болотные почвы Полтавщины и организация их опытного изучения. Доклад губернской комиссии по опытному делу / П. В. Спесивцев. – Полтава, 1919. – С. 6.
16. Спесивцев П. В. Наши болота / П. В. Спесивцев // Хуторянин. –1915. – № 10, 8 марта. – С. 231–234.
17. Спесивцев П. В. О болотах, их осушении и распашке / П. В. Спесивцев // Хуторянин. –1915. – № 15, 12 апр. – С. 345–349.
18. Спесивцев П. В. О торфяном топливе / П. В. Спесивцев // Хуторянин. –1915. – № 34, 23 авг. – С. 733–736.
19. Спесивцев П. В. Пробные посеы на осушенных болотах / П. В. Спесивцев // Хуторянин. – 1915. – № 49, 6 дек. – С. 1023–1024.
20. Штакал М. І. До 100-річчя осушення і освоєння заплавних земель Лісостепу / М. І. Штакал, В. Н. Вільовка, В. О. Ткачов, В. М. Штакал // Зб. наук. праць ННЦ «Інститут землеробства НААН». – 2015. – Вип. 2. – С. 174.

THE PREVALENCE OF ORAL MANIFESTATIONS AMONG THE HIV-INFECTED PATIENTS CO-INFECTED WITH VIRAL HEPATITIS B OR/AND C OR WITHOUT THEM IN GEORGIA IN 2014

E. Buhnikashvili¹; M. Tsintsadze²; N. Abashidze³; Manana Ivereli⁴; Kh. Gogishvili⁵; N. Didbaridze⁶.

¹Dental clinic "NGM-Innovation Dental". The doctor-stomatologist. MD (**Georgia**),

²Infectious Diseases, AIDS & Clinical Immunology Research Center. MD. Doctor of Medical Science (**Georgia**),

³Tbilisi State Medical University. Department of Periodontology and Oral Mucosal Diseases. MD. Associate Professor. Doctor of Medical Sciences.. Head of Dental Clinic & Georgian-German implantation center "HBI-dentimplant" (**Georgia**),

⁴Tbilisi State Medical University. Department of Periodontology and Oral Mucosal Diseases. Head of the Department. MD. Full - Professor. Doctor of Medical Sciences (**Georgia**),

⁵Tbilisi State Medical University. Department of Periodontology and Oral Mucosal Diseases. Associate Professor. MD. PhD (**Georgia**),

⁶Tbilisi State Medical University. Department of Immunology. Assistant-Professor. MD, PhD⁵ (**Georgia**)

e-mail: etobukhnikashvili@yahoo.com¹

ABSTRACT

The number of reported HIV/AIDS cases are quite small in Georgia, but the trend is growing. It's notable that recently among the HIV-infected people, the most common type of co-infection is viral hepatitis B and C.

Practice has shown that the probability of development of terminal stages of liver disease among HIV-infected patients with chronic hepatitis B and C is 3-5 times higher than in HIV-infected patients with mono-infection. So, these patients need special attention to ensure timely detection of the disease and included in the course of treatment

As a clinical practice has shown, oral manifestations represent, a very important indicator since they indicate not only the existence of HIV/AIDS, but some of them are an early clinical marker of HIV-infection, as well as some are considered as a predictor of the transition of HIV infection stage in AIDS and recommend patient to make HIV-test.

Keywords: HIV/AIDS. Candidiasis. Oral Hairy Leukoplakia. Viral hepatitis B and C. Oral manifestations.

INTRODUCTION

Purpose of the research is to study prevalence and cases of oral manifestations among HIV-infected patients and also co-infected with viral hepatitis B or/and C in Georgia in 2014 and without it.

METHODS AND MATERIALS

The research was conducted at the base of the Research Center of Infectious Diseases, AIDS & Clinical Immunology. The research is Retrospective. The electronic datas of patients were studied from the database of the AIDS Center, which was registered in 2015. Data statistical processing has occurred according to statistical software packages SPSS 22.0 and Excel.

- The criteria for including patients in this program were as follows:
- Patients with HIV/AIDS registered at the AIDS Center in 2014.
- The age range is from 18 to 52 years.
- Patients who had not previously been included in the antiretroviral therapy program,
- And of course, the consent of each patient to participate in this study.

RESULTS

According to the Research Center of Infectious Diseases, AIDS & Clinical Immunology in Georgia, during the 2014 were registered 564 new cases of HIV/AIDS.

504 (89,54%±0,34%). We distributed these patients into group 4:

- I group - included HIV-infected patients with co-infection viral hepatitis B. They were 77 (15,28%±2,35%)
- II group – HIV-infected with co-infection viral hepatitis C. They were 101(20,04%±2,0%)
- III group - HIV-infected with both co-infections, hepatitis B and C. They were 100(19,84%±2,01%)
- IV group - HIV-infected with other co-infections or without it. The number was 226 (44,84%±1,11%)

Patients in all group were identified at the different stages. (see Tables 1-4):

Table 1. I group.

Stage of disease	Number (%)
Primary (acute)	7 (9,09%±3,16%)
Asymptomatic	11 (14,29%±2,45%)
Symptomatic HIV	32 (41,56%±1,19%)
AIDS	27 (35,06%±1,36%)
Total	77

Table 2. II group.

Stage of disease	Number (%)
Primary (acute)	0
Asymptomatic	14 (13,86%±2,49%)
Symptomatic HIV	30 (29,70%±1,54%)
AIDS	57 (56,44%±0,88%)
Total	101

Table 3. III group.

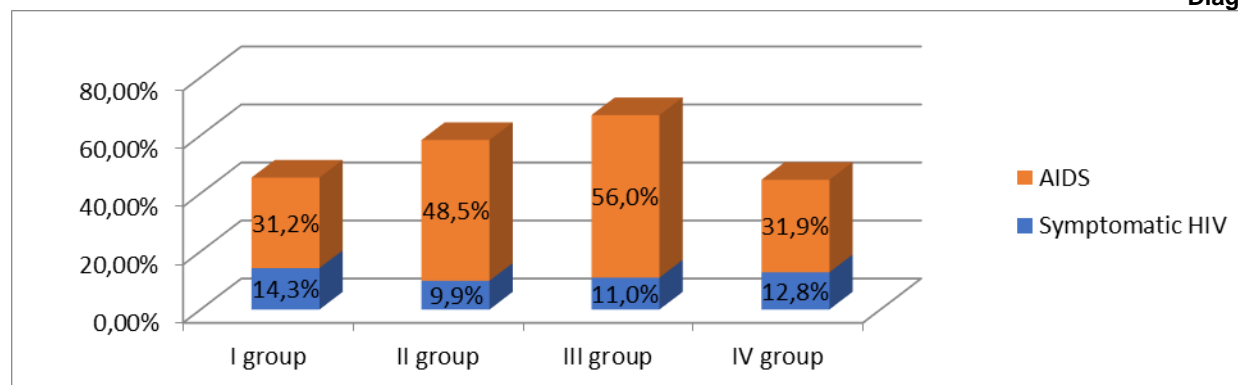
Stage of disease	Number (%)
Primary (acute)	
Asymptomatic	
Symptomatic HIV	
AIDS	
Total	

Table 4. IV group.

Stage of disease	Number (%)
Primary (acute)	9 (3,98%±2,0%)
Asymptomatic	40 (17,70%±4,65%)
Symptomatic HIV	83 (36,73%±1,31%)
AIDS	94 (41,59%±1,19%)
Total	226

The diagram 1 shows the frequency of detected oral manifestations in the stages: Symptomatic HIV-infection and AIDS in all groups.

Diagram 1.



The Table 5 shows the most common types of accompanying oral manifestations in groups.

Table 5.

Types of accompanying oral manifestations	I group	II group	III group	IV group
Candidiasis	56,05%	64,53%	85,46%	57,88%
Herpes Simplex Virus	38,87%	30,17%	9,15%	24,08%
Gingivities	1,61%	3,27%	4,12%	12,3%
Oral Hairy Leukoplakia	3,47%	2,03%	1,27%	5,4%

CONCLUSION

The study shows statistical data on the stages of the disease in patients with HIV / AIDS and the ways of transmission of the virus in these three groups. The study of the question showed peculiar features of these groups and this confirms some correlation between these infections. Specifically, in the first group of detected HIV-infected patients, in most cases it was at the pre-AIDS stage, while in the remaining two groups the majority was at the stage of AIDS.

As for the statistics of the ways of transmission of the virus, in the first group this situation: in the majority of patients, infection was associated with unprotected sex and very rarely with the use of injecting drugs. In the second and third group the situation is the opposite. There was a very frequent infection with injecting drugs and, less often, infection with unprotected sex.

It should also be noted that concomitant oral manifestations in patients with HIV / AIDS and with co-infections of viral hepatitis B and C were more frequent than in patients with a mono-infection. In addition, these manifestations are

predominantly observed in patients of the third group and with a greater frequency this was found among those who were at the stage of AIDS.

This indicates that there is a very large problem in the country due to the late detection of this infection. It is necessary for the system of primary and secondary health care institutions, including dental clinics to be informed well about the HIV infection, which will improve the situation in the country due to the timely detection of HIV-infected people and the decrease of the epidemic.

REFERENCES

1. WHO (2003). World health report: 2003: shaping the future. Geneva. ISBN 92 4 156243 9.
2. Modi AA, Feld JJ. Viral hepatitis and HIV in Africa. *AIDS Rev* 2007; 9(1): 25-39.
3. Wasley A, Alter MJ. Epidemiology of hepatitis C: geographic differences and temporal trends. *Semin Liver Dis* 2000; 20: 1-16.
4. Thio CL, Seaberg EC, Skolasky R Jr, Phair J, Visscher B, Munoz A, Thomas DL. Multicenter AIDS Cohort Study. HIV-1, hepatitis B virus, and risk of liver-related mortality in the Multicenter Cohort Study (MACS). *Lancet* 2002, 360:1921-1926
5. Jesse A. Otegbayo¹; Babafemi O Taiwo²; Titilola S Akingbola³; and others. Prevalence of hepatitis B and C seropositivity in a Nigerian cohort of HIV-infected patients. *Annals of Hepatology* 2008; 7(2): April-June: 152-156
6. Miriam J. Alter. Epidemiology of viral hepatitis and HIV co-infection. *Journal of Hepatology* 44 (2006) S6–S9
7. Cindy M. Weinbaum, Keith M. Sabin and Scott S. Santibanez. Hepatitis B, hepatitis C, and HIV in correctional populations: a review of epidemiology and prevention. *AIDS* 2005, 19 (suppl 3):S41–S46
8. T.cercvaZe, f.gabunia, m.cincaZe, o.CokoSvili “aiv infeqcia/Sidsi” 2013/2016.
9. Leão JC, Ribeiro CMB, Carvalho AAT, Frezzini C, Porter S. Oral complications of HIV disease. *Clinics*. 2009;64(5):459-70.
10. Maeve M. Coogan, John Greenspan, Stephen J. Challacombe “Oral lesions in infection with human immunodeficiency virus” *Bull World Health Organ*. 2005 Sep;83(9):700-6. Epub 2005 Sep 30. <http://www.ncbi.nlm.nih.gov/pubmed/16211162>
11. Hoffman; Rockstroh; HIV 2015; medizinFokusVerlag, HAmberg; www.hivbook.com
12. <http://www.who.int/hiv/en/>
13. http://aidscenter.ge/epidsit_world_geo.html
14. Oral lesions in infection with human immunodeficiency virus Maeve M. Coogan,¹ John Greenspan,² & Stephen J. Challacombe³ *Bulletin of the World Health Organization* | September 2005, 83 (9) p.700-706.
15. <http://aidscenter.ge/> Accessed May 2017
16. <http://www.ncdc.ge/> Accessed May 2017
17. WHO. The world health report <http://who.int/hepatitis/en/> Accessed May 2017.
18. WHO. The world health report <http://www.who.int/hiv/en/> Accessed May 2017
19. John S. Greenspan, D. Greenspan. “Oral complications of HIV infection”. *HIV/AIDS medicine medical management of AIDS* 2012.
20. Maeve M. Coogan, John Greenspan, Stephen J. Challacombe “Oral lesions in infection with human immunodeficiency virus” *Bull World Health Organ*. 2005 Sep;83(9):700-6. Epub 2005 Sep 30.

BRUSHING UP THE LISTENING SKILL IN MULTICULTURAL CLASSES

¹Mahmudova Sevinj, ²Aslanova Gulnara, ³Eliyeva Konul
¹Head teacher, ^{2,3}English teacher, Department of Languages
Azerbaijan State Agrarian University (**Azerbaijan**)
e-mail: ¹ sevinc.020ss@gmail.com, ² eshginnnnn@mail.ru

ABSTRACT

"If you want to live a happy life, tie it to a goal, not to people or things."

Today in our country, Azerbaijan, English as a foreign language has the grates motion, learning the English language has got the high motivation. When you know the English language it means that you have the chance to get a good job. For this reason the motivation in multicultural groups while teaching / learning the English language becomes higher and higher. If you know English it means that you can collaborate effectively in a global business reality, adapt quickly to change, be flexible in working with people from diverse cultures towards a common goal, you can realize the global implications of their actions.

Keywords: monolingual, bilingual, multilingual diverse classes, different background, listening comprehension, language teaching, comprehensible input, second language acquisition, a major boost to listening.

INTRODUCTION

Knowing about the people who use the language-understanding their thoughts, feelings, behaviors, customs – provides an important context for using the language appropriately and for interacting more effectively with native speakers. In order to help students to integrate into other people's cultures and avoid awkward situations, a student has to get acquainted from the very beginning with the peculiarities of the elements of culture different from them, though considered a norm in the person's culture. They have to find out from the beginning to concrete resemblances and differences. Knowing about the people who use the language-understanding their thoughts, feelings, behaviors, customs – provides an important context for using the language appropriately and for interacting more effectively with native speakers. While teaching the English language teachers will create a classroom environment that fosters respect and welcomes diverse viewpoints and approaches to learning supports, the growth and development of all learners in the classroom.

RESEARCH

Survey included tests, questionnaires among monocultural, bicultural and multicultural students with 60 students who attended listening classes and it has been observed that they did better in speaking and reading than others. Although they were really not beginners and had learnt English at their secondary and higher secondary level, they had no exposure to authentic English speaking and listening. They had been practicing listening in the EFL lecture using headphones, using audio and video for six month. The purpose of the survey was convincingly explained to them and they took 45 minutes to think on the questions to answer them. After observing, I came to the conclusion, that in culturally diverse classes students: Azerbaijanians, Russians, Georgians, Russians, Jews, Osetians could brush up their skill in a better way than those who learn English in mono cultural classes.

CONCLUSION

Multiculturalism is very fruitful and beneficial in order to contribute to the understanding of different cultures and development of students' insight.

While teaching elements of culture through the listening skill it was used different methods to encourage the students study better and gain the better results. It was also used experiment, interviews, observations, enquires. For the teaching process the very important mission was to create such kind of exercises, cultural listening texts, which would help students to study the English language and brush up their listening skill as well.

Teaching listening skill in multicultural classes isn't new, but new days this item is more important. Mother languages and national and international languages are more than just means of communication. They also serve to facilitate understanding and appreciation of one-self and openness to differences. Hence, they allow a dialogue with others and contribute to peaceful conflict resolution.

The above mentioned problem is very important for a small and multicultural country – Azerbaijan. Where people of different nationalities (Azerbaijanians, Russians, Georgians, Russians, Jews, Osetians) live and work together. When a person lives among people who has got different backgrounds, who come from different cultures and he can be successfully communicate among them, it means that he respects the culture of these people.

To my mind in every lecture of teaching foreign (English) Language it is very important to teach some elements of culture of the people whose language you are studying with the help of four skills: listening, speaking, reading and writing.

Almost every EFL student who is far from home, experience a degree of culture shock. It is the situation in which the person's identity is challenged and various emotional and sometimes even physical symptoms begin to occur. Teaching the elements of culture of different countries at home country will help them easily to overcome problems and misunderstandings. Language and culture are very close and we may say that they are viewed as synonymous. Languages are one of the main symbol systems through which people live in, it means the world around them. Thus, language is the primary component, a vehicle for explaining or expressing culture. People's conception of the world is expressing through language, although it is also expressed in many nonverbal forms such as cuisine, art, music, and dance. "To study a language without studying the culture of native speakers of the language is a lifeless endeavor" (Crowford – Lange and Lange 1987).

Language without culture can degenerate into a study of forms and vocabulary; in short, it can become completely boring for most of the students in the class. For many students, particularly those who are learning the language for reasons of integrative motivation, culture instruction is what brings life to language learning. For almost all EFL students, increased cultural understanding promotes greater personal interest in the language and culture. Often, the more EFL students understand, the more they want to understand. In culturally diverse language learning groups, miscommunication very often occurs. Culturally diverse language groups are ideal language groups because of the nature of multiculturalism that enables to get involved in all language teaching and learning activities in the target language. While teaching in the multicultural classes, teachers will take into consideration the age, gender, ethnicity, race, intellectual ability, socio – economic level, language, culture, education, religion, birthplace, where students grew up, learning styles, multiple intelligence preferences, personality types, hobbies and interests, career paths, values, etc.

REFERENCES

1. Harmer J. (2005). The practice of English Language Teaching. Longman. Malaysia.
2. Harmer. J. (2007) How to teach English. England: Longman.
3. Scott Thornbury, series editor: Jeremy Harmer, (2008). How to teach Listening. Edingurgh Gate, England and Associated companies throughout the world. Malaysia.
4. Mittelstraas, J. (2001). New challenges to educational and research in a global economy. Prospects, vol. 31, no. 3, September.

THE PROBLEMS OF SPOKEN ENGLISH

Aygun Telman Hasanova
English teacher, Department of languages (higher educated)
Azerbaijan State Agrarian University (**Azerbaijan**)
e-mail: aygun_kulieva@mail.ru

ABSTRACT

Even though a growing number of students, including people are eager to learn English as a second language more than half of this figure fail both speaking and understanding spoken variant of the language. We teachers always instruct our learners to feel quite free while speaking the language. "If you want to swim you should swim"-says the wisdom. And we transfer this saying like "if you want to speak you should speak". Azerbaijan Republic has excess number of English medium educational institutions and English at least as one subject at school and college levels, but majority of the students, management, Teaching and Non-teaching Faculties do not have required global quality and quantity of communicative skills in English resulting in low employment opportunities nowadays, as modern companies and firms, as well as the state establishments require fluent English. There is no proper idea with the majority of teaching faculties about what, which and how are the foundations of Spoken English. As such, in this research paper the basic foundations which the non-native and second language speakers need for acquiring excellent Spoken English has been the focal point.

Keywords: Spoken English; Communicative skills; Foundations; Faculty; Students; Engineering; Management; Colleges

INTRODUCTION

Globalization and Liberalization motivated Azerbaijani students to acquire communicative skills. Spoken English has become the international language for communication. When we talk about the communication skills, we mean Business English and spoken English for communication. In some situations nonverbal communication skills and body language may serve as an alternative to spoken English, but in the scientific environment we need to use a perfect spoken English language. A perfect communication in International Business situations requires excellent speaking skills, Listening skills, writing skills and reading skills. English Language Teaching has a lot to say about how to learn English as a spoken language in order to understand people and yet allowing people to understand you. Speaking fluent English is a common problem in region as well.

DATA ANALYSIS

120 students of Engineering and Business management were selected randomly and grouped into two namely Team-A and Team-B, and then started conducting three hours daily training for 40 days separately. Team –A was trained without foundation of spoken English and Team-B was first trained for 3 days with foundations of spoken English prior 40 days intensive training, only after that both the teams were given 40 days spoken English training together. Eight Scientific Learning Foundations Of Spoken English

1. Try to speak in English even if it is hard, slow and a bit wrong: Every human being in trying to do a new thing which was not done before finds it hard and slow. So in the same way, in the initial stages of learning to speak English, the Non-native English speakers and second language English speakers like Azerbaijanis always find the same difficulties, because they do not have the habit of speaking in English. In trying to speak English, many mistakes always do happen because the learners are not yet perfect in initial stages. It natural for every human being to speak a bit wrong in trying to speak in a new language that not yet mastered. New language Learning Human beings are not computers or soft-wares to perform accurately, speedily and without committing mistakes.

2. Try to think in English, dream in English and Understand in English even if it is hard, slow and a bit wrong: Our Intelligence quotient - IQ and Emotional Intelligence quotient-EQ must be in English medium instead of Mother tongue language, this transformation in Nonnative and second language speakers is possible only by thinking, understanding and dreaming in English itself, only then the mouth automatically utters speech sounds in English habitually.

3. Do not translate English into your mother tongue: More time is wasted in translating into English into mother tongue. When we look at the grammar, the Tenses of Azerbaijani language are not totally equal to Tenses of English, for example in the sentence "He has written the letter" (Present perfect tense sentence in English) is generally translated into Azerbaijani as "O, məktubu yazıb" which corresponds to the past simple tense form in English. These kinds of inequalities between Azerbaijani and English language confusion result imperfect acquisition of spoken English.

4. Do use only sentences instead of single words: When the learners use single words, then no mistakes are committed during speech production, but in trying to speak new language sentences, many mistakes are committed, when mistakes are committed, only then they can be corrected in the learning stage itself, so that next time onwards care is self taken, normally humans correct themselves by two or three times until they get habituate to speak correctly and above all, vocabulary is built in usage of sentences in place of single words.

5. Make use of mouth, ears, mind and heart simultaneously in spoken English Training: When learners speak using mouth, then they themselves hear their own speech sounds transmitted to mind having co-relation with heart to check if what is intended to speak is spoken properly or not. This type of learning facilities result in habitual speaking of English, especially if we try to live in society of people who speak only English.

6. Use American grammar and American English instead of British English: American English is quick, easy; hassle free with flexible grammar rules. Americans use more auxiliary verbs like DO, DID and DOES . The American English past form of verb is expressed as “Did write” instead of “Wrote “and “Did see” instead of “saw”. When the subject is in the third person singular the verb form is expressed as HE DOES WRITE /MARY DOES WRITE instead of HE WRITES/ MARY WRITES The stair case intonation pattern of speech used by Americans can be easily acquired.

7. Use Creative Eclectic method of English language Teaching and Learning: The word Eclectic means “choosing freely from various sources” such as SOS Method, communicative method, role play method, CALL method, suggestopedia method and direct methods as there is no right method of teaching English. Do not feel shy to habituate to speak in English. Group learning is to be adopted.

8. Try to imitate Americans: Remember how you have learnt to speak mother tongue in early childhood days without reading and writing. Elementary Education, reading skill and reading skill may not be pre-requisites for acquiring spoken English skills. Even now, Australia and South America has many uneducated nomadic tribes who speak only English but cannot read and write. Constant imitation and drilling the speech patterns results in habit formation in the same way. Grammar must learn in creative deductive and inductive method like Americans [1].

FINDINGS

The important research findings have been identified in the spoken English Training conducted for 120 students and they are as follows

1. Team A consisting of 60 students who were trained without the foundations found the spoken English training difficult, displayed fluctuating confidence levels and some were confused, unawareness of foundations was the root cause of slow learning. Some thought that spoken English training is academic English subject which requires no practice. Team- A learners were slow in both acquiring and retaining the spoken English skills in spite of being well trained in new scientific methods of English language teaching.

2. Whereas Team B consisting of remaining 60 students who were trained in foundations found the spoken English training easy, creative and interesting, awareness, inspiration and motivating foundations played an important role acquiring and retaining the spoken English skills. 71% the Team B learners quickly acquired spoken English and are able to habitually speaking English [2].

CONCLUSION

In order to build a building, as first we need to lay foundation, which has to be strong and firm, if the foundation is weak then the building is also weak. Otherwise it cannot add more number of floors above, the strength of the building depends on the foundation, on which it stands. In the same way if non-native speakers, second language speakers and Azerbaijani people want to acquire excellent communicative skills in English, then first proper organized foundation is need , without being aware of Learning foundations if adults Non-native speakers learn to speak English, it takes much time and finally leads to confusion. The above described eight scientific foundations serve best in learning to acquire spoken English skills in a short period [3].

REFERENCES

1. N. Thinan, Identifying language needs of ESL students in a Canadian University Based Intensive English Language Program; Master's Thesis, Ontario University, Canada, 2009.
2. Sten 1963:455
3. Suad Ahmed, A. Lamees, "Investigating student's attitudes and preferences towards learning English at Kuwait University"; College Student Journal. 2009, Vol. 43, Iss. 2; Part A. pp. 454.

THE ANALYSIS OF THE PSYCHOLOGICAL SECURITY OF THE FIRST-YEAR STUDENTS IN THE EDUCATIONAL ENVIRONMENT OF THE YEVPATORIYA INSTITUTE OF SOCIAL SCIENCES (BRANCH) V.I. VERNADSKY CRIMEAN FEDERAL UNIVERSITY

Fadyeyeva Mariya Vladimirovna¹, Fadyeyev Vladislav Ivanovich²

^{1,2}Department of social pedagogics and psychology of the Yevpatoriya Institute of social Sciences of Federal state educational institution of higher education V.I. Vernadsky Crimean Federal University, Associate Professor (**Russian Federation**)

e-mail: Mary245@yandex.ru

OBJECTIVES. To make the analysis of the level of psychological security of first-year students to the educational environment of the Yevpatoriya Institute of social Sciences.

METHODS. To identify the attitude of the students to the educational environment of the Yevpatoriya Institute of social Sciences following methods have been used:

1. The questionnaire for students (adapted) "Diagnosis of psychological conditions of the educational environment" (I. A. Bayeva) [3];
2. The questionnaire for students "Psychological diagnosis of the educational environment" (I. A. Bayeva) [1];
3. The questionnaire "Evaluation of psychological atmosphere in the team" (A. F. Fiedler).

RESULTS: In terms of the contemporary processes related to the modernization of Russian education the problem of studying of the educational environment being studied quite actively and fruitfully. High school is a complex organization that operates according to the specific laws and regulations, and solves very important task – the training and educating of qualified and competitive specialists.

The analysis of the researches of many authors shows that the efficiency of the educational process will depend on the indicator of psychological safety of the educational environment (I.A. Bayeva, G.V. Grachev, T.S. Kabachenko, etc.).

In the higher education the content and the structure of the information environment is complicated that seriously enhances its impact on the psyche of the student. There is a change of mode of study: the duration of lessons is modified – from the 45 minutes at school up to the 90 minutes at the Institute. There is new "semester" session that includes different kinds of practices, research activities. The students will learn about the new types of independent work, such as term papers and diploma, they also are facing the new forms of control of their work – seminars, colloquiums, tests and examinations.

According to N. V. Kozlova, S. A. Gulyayeva, in the case when the students cannot cope with the loads, they are in a passive position in life; prefer a conventional and stereotypical activity. They are avoiding the new ideas and projects, and easily allow others to take the initiative and responsibility for decisions; they have a low level of psychological safety and, consequently, low health level, which threatens the low productivity in the future.

The Issues related to the definition of "educational environment", its structure and indicators researched such scientists: V. V. Kovrov, G. S. Kozhukhar, O. S. Lebedev, V. V. Rubtsov, V. I. Slobodchikov, V. A. Yasvin etc. A number of authors such as N. Aminov, E. F. Zeer, A. K. Markova, T. I. Ronginskaya etc. note that the educational environment is characterized by high emotional stress, is stressful.

The problem of psychological safety of personality in general and in the educational environment, in particular, were the subject of the research of the following scientists: I. A. Baeva, T. N. Berezina, T. S. Kabachenko V. V. Kovrov, I. V. Kondakova, O. I. Muraveva, N. T. Oganesyanyan, V. P. Solomin, etc.

According to V. A. Yasvin, educational environment is a system of conditions that affect the formation of personality, as well as a set contained in the social and the spatial-subject environment of opportunities for self-development of students [4]. I. A. Bayeva considers the educational environment as a subsystem of the socio-cultural environment as a set of historical factors, circumstances, situations, and as the integrity of the specially organized pedagogical conditions of the development of student's personality [1].

Psychological security of the educational environment – is the condition of the environment which is free from the psychological violence manifestations in interaction, promoting satisfaction of basic needs in personal-confidential communication, creating the referential importance of the environment, and as a consequence, providing psychological security of its participants [1].

The analysis of the attitude of students to the educational environment of the Yevpatoriya Institute of social Sciences was held jointly with the students-undergraduates studying in the field of training 44.04.02 "Psycho-pedagogical education". This study was conducted in the framework of the discipline of the basic part of the curriculum "The Formation of psychologically comfortable and safe educational environment". This discipline ensures the formation of general professional competence of masters (GPC-7) – the ability to analyze and predict the risks of the educational environment, to plan for integrated actions for prevention and overcoming; professional competencies for masters – the ability to

diagnose the educational environment and determine the causes of disturbances in learning, behavior and development of children and adolescents (PC-7).

The study involved 84 first-year student of the specialty “Primary education”, “Psychological and pedagogical education”, “History”, “Philology”.

To identify the attitude of students to the educational environment of the Yevpatoriya Institute of social Sciences have been used such methods:

1. The questionnaire for students (adapted) “Diagnosis of psychological conditions of the educational environment” (I. A. Bayeva) [3];
2. The questionnaire for students “Psychological diagnosis of the educational environment” (I. A. Bayeva) [1];
3. The questionnaire "Evaluation of psychological atmosphere in the team" (A. F. Fiedler).

The goal of the method of I. A. Bayeva, “Diagnostics of the psychological conditions of the educational environment” – assessment of severity in the educational environment of the Yevpatoriya Institute of social Sciences the following psychological factors:

- 1) the intensity of the educational environment (it is evident in the size, complexity of learning tasks presented to the students in the classroom and at home, as well as in the level of requirements to the quality of these jobs);
- 2) emotional-psychological climate (manifested in the degree of psychological comfort of participants of educational process);
- 3) the satisfaction with the educational environment (evident in the degree of satisfaction of the school, its importance and place in the system of values of participants of educational process);
- 4) the democratic educational environment (evident in the degree of democratic administration, the opportunity to participate in the management of the University, to make decisions concerning the personal interests of participants of educational process);
- 5) the assistance in the formation of cognitive motivation, development of cognitive interests (manifested in the degree of pedagogical assistance of students learning motivation, cognitive interests and cognitive activity);
- 6) the satisfaction with the quality of educational services provided by educational institution (manifested in the assessment of the level of teaching at the Institute in different subject disciplines).

Table 1

The analysis of the results of study of expression in an educational environment Yevpatoriya Institute of social Sciences psychological factors by the method of I. A. Bayeva, “Diagnostics of the psychological conditions of the educational environment”

Psychological factors	High	Medium	Low
Intensity	27,5%	2,5%	70%
Emotional-psychological environment	42%	13%	45%
Satisfaction	53%	5%	42%
Democracy	33%	20%	47%
Promote the formation of cognitive motivation	60%	12%	28%
Satisfaction with the quality of educational services	76%	0%	24%

So, as a result of the received data, 27.5% of students noted the high intensity of the load at the Institute, 2.5% of medium and 70% low intensity training load, 42% noted the high level of emotional and psychological comfort, 13% - middle level and 45% a low level of emotional and psychological comfort. 53% of students noted a high degree of satisfaction with their institution, 5% – medium level and 42% had low level of satisfaction with the Institute. 33% of students noted a high degree of democratic educational environment, 20% - average and 47% – low degree of democracy in the educational environment. 60% of the students noted the high level of assistance to development of cognitive motivation, 12% – average and 28% - low level of assistance in the development of cognitive motivation. 76% of students showed a high degree of satisfaction with the quality of educational services and 24% – low degree of satisfaction with the quality of educational services.

The questionnaire I. A. Bayeva "The Psychological diagnosis of the educational environment" is aimed at identifying the relationship to the educational environment of the University, important characteristics of the educational environment of the University and their satisfaction with, and identify the level of protection from psychological violence in interaction.

Table 2

The analysis of study attitude of students to the educational environment of the University by the method of I. A. Bayeva "The Psychological diagnosis of the educational environment"

<i>The attitude of students to educational environment of the University</i>	<i>Data in %</i>
Positive	91,5%
Neutral	5%
Negative	3,5%

As can be seen from table 2 91.5 per cent of first-year students have a positive attitude towards the educational environment of the University, 5% were neutral and 3.5% negative attitude.

This same method of I. A. Bayeva were aimed to study the level of protection of students against psychological violence in the interaction. According to this indicator, were obtained the following results: 45% of students "completely protected", 42% - "protected", 10% of students "find it difficult to say, and 2% "not protected" and 1% "not fully protected".

These results indicate that the majority of students (87%) feel safe in the educational environment Yevpatoriya Institute of social Sciences, therefore, in terms of "low level psychological violence" you can talk about the psychological safety of the educational environment of the Yevpatoriya Institute of social Sciences for first-year students.

The results of the research of the psychological atmosphere in the team is presented in table 3.

Table 3

The analysis of evaluation by students of the psychological atmosphere in the team (for A.F. Fidler)

<i>The assessment of psychological atmosphere in the team</i>	<i>Data in %</i>
Positive	58,4%
Neutral	26,2%
Negative	15,4%

As can be seen from table 3, 58,4% of students have a positive evaluation of psychological atmosphere in the team, 26.2 percent is neutral, and 15,4% – a negative assessment of psychological atmosphere in the team. The analysis of the questionnaires showed that 15,4% of students estimated a negative atmosphere in your team and characterized by its such features as "hostility", "coldness", "indifference", "boredom". We also analyzed the groups, which met a negative assessment of psychological atmosphere in the team, so in group 11-ESP- 6, 11-young-group – 5 people 11-EA group – 1 man and 11 EWE group – 1 people. In the group of 11-UOM negative evaluation were not identified.

CONCLUSIONS

The data obtained in the result of the analysis of the state of psychological security and comfort of the educational environment for first-year students of the Yevpatoriya Institute of social Sciences testify to the generally positive psychological climate at the Institute. It is also confirmed the overall satisfaction by students the conditions of educational process, protection from psychological violence in interaction with the participants of the educational process.

Thus, the analysis of the attitudes of students to the educational environment of the Yevpatoriya Institute of social Sciences can act as a tool of quality management of preparation of the students, optimize the educational and scientific processes is the foundation for sound management decisions, to assess the quality of psycho-pedagogical interaction of participants of educational process.

REFERENCES

1. Bayeva I.A., Volkova E.N., Laktionova E.B. *Psikhologicheskaya bezopasnoct obrazovatelnoy sredy: razvitiye lichnosty / pod. Red. I. A. Bayevoy.* – Moskva : Izd-vo "Nestor-istoria", 2011. – 272 s.
2. Grachev G.V. *Informacionnopsikhologicheskaya bezopasnost lichnosty: sostoyaniye I vozmozhnosty psikhologicheskoy zachshity* – Moskva : Izd-vo RAGS, 1998 – 125 s.
3. *Obespecheniye psikhologicheskoy bezopasnosty v obrazovatelnom uchrezhdeniyi / Pod. Red. I.A. Bayevoy.* – Sankt-Peterburg : Rech, 2006. – 288 s.
4. Yasvin V.A. *Ekspertiza shkolnoy obrazovatelnoy sredy / V.A. Yasvin* – Moskva: Sentyabr, 2000. – 128 s.

THE TYPES AND IMPORTANCE OF ESP IN HIGHER EDUCATIONAL INSTITUTIONS

¹Khudaverdiyeva Melaike, ²Aslanova Gulnara, ³Mammadova Shahnaz

¹Head teacher, ^{2,3}English teacher, Department of Languages Azerbaijan State Agrarian University (**Azerbaijan**)

e-mail: ²eshginnnnn@mail.ru, ³shahnazmammadova1983@mail.ru

ABSTRACT

The article deals with usage and learning ESP. Learning ESP is a complex process where problems, but also to translate specific, professional terminology / texts into native language. Otherwise, it is impossible to acquire the ESP language fluently.

Nevertheless, due to our reality, it is still one of the most required fields at the universities abroad.

Keywords: ESP, increasing, international level, scientists, communication growth, learner's needs, express own opinions, professional issues, Business English.

INTRODUCTION

English is regarded as the most influential language in the XXI century. The reason is that the number of English speakers is gradually increasing. It is acknowledged that 1/5 of the world's population speaks English fluently, 70% of the world's scientists work in English and 85% of e-mails at international level is written in this language.

Popularity of English language emerged 40-50 years ago. In the 1960s, some noticeable changes took place in English. The need for creation of ESP (English for Specific Purposes) was recognized as a result of communication growth between the developed and developing countries and transformation of English as an international language (Master, 1985). A new, global wave arose. News of different kinds of information used to spread in English in various countries of the world. The effect was to create a mass of people starting to learn English, not for the own interest or prestige, but because English was the dominant language in the fields of technology and commerce.

CONCEPT OF ESP

Implementation of ESP is stipulated by three main factors: demands of the modernized world, changes occurred in linguistics and orientation the learner's needs.

Some scientists consider that ESP can be taught for any special purpose, but some of them think that it should be used only at academic level.

According, to the famous linguists Hutchinson and Waters (Hutchinson & Waters, 1985) ESP is such an approach to English language teaching in which subject content and teaching methods are based on the learners' needs and interests. The term "specific" refers to the purpose of gaining the specific knowledge by learners. They aim at using in their profession the knowledge received while taking the English for Specific Purposes course. They need to be able to fluently communicate with colleagues and express own opinions on professional issues.

While teaching ESP, it is necessary to pay more attention to the context, than to grammar and language structures.

ESP is defined through the following characteristics:

I. Absolute characteristics of ESP:

1. ESP is determined to satisfy the needs of the learners;
2. ESP is related to the particular content, activities and methods;
3. ESP is contrast with English for General purposes (EPG).

II. Variable characteristics of ESP:

1. ESP is designed for specific disciplines;
2. In contrast with General English, relevant methods and activities are used in teaching this course;
3. ESP is taught for intermediate and advanced learners, but it does not exclude knowledge of ESP elements at

lower.

Therefore, what distinguishes ESP from General English is not only the existence of a purposeful need and interest from the learners' side, but rather the awareness of them.

TYPES OF ESP

According, to Hutchinson & Waters, ESP is divided into three main branches, which are considered to be parts of academic English:

- English for specific and technical studies;
- Business English;
- English for social studies.

Each of them is also divided into sub-branches, for example: medical English, diplomatic English, English for lawyers, engineers, technical English, etc.

At first methodology of ESP teaching was based on traditional, Grammar-Translation model, but nowadays along with the occurred changes in linguistics, absolute different approaches have appeared, such as: register analysis, discourse analysis, etc. the first focuses on the lexical and grammar aspects of sentence, and the second concentrates on communicative values (Chen Ke, 2009).

Besides the mentioned ways, there are the following approaches widely used in ESP teaching:

1.Task-based language learning approach – it concentrates on communicative language skills, students' involvement and active participation in the study process.

2.Communicative language teaching (The communicative approach) – its primary aim is to use the language in real life communication and create class interaction. Here are emphasized two types of communication: teacher/learner and learner/ learner interaction. This approach is characterized by application of authentic, real life materials, such as: articles from mass media, TV programs, news, etc, which is the most important factor in teaching ESP.

To my mind, in foreign (not second) language teaching where there is no environment of the target language, it would be better to reach the compromise between Direct and Grammar – Translation methods.

So, learning ESP is a complex process where a lot of factors are involved. Nevertheless, due to our reality, it is still one of the most required fields at the universities abroad. But teaching ESP (especially Business English) is a relative novelty in higher educational institutions of Azerbaijan, which makes it not so easy.

REFERENCES

1. Hutchinson T., & Waters, A., (1998). English for specific purposes: A learner- centered approach. Cambridge: Cambridge University Press.
2. Ke, C. (2009). On the ESP teaching, test and evaluation and teacher development. US – China Foreign Language. Vol.7 (2). 56-59.
3. Strevens, P. (1988). Teaching English as a international language: from practice to principle. Oxford: Pergamon.
4. Harmer. J. (2007) How to teach English. England: Longman.

THE NECESSITY TO IMPROVE THE LOGISTIC PROCESSES OF THE TRANSPORT SYSTEM

Ketevan Goletiani

Batumi Shota Rustaveli Shtate University, Doctor of Technical Sciences, Assistant Professor (**Georgia**)

e-mail: goletiani.ketevan@bsu.edu.ge

ABSTRACT

The South Caucasus states are engaged in a complex and contradictory process of simultaneous regional integration and disintegration. The main instrument of regional integration could be a network of bilateral Free Trade Agreements (FTA) which those countries have signed and adopted. As is well known, trade integration within a free trade area can also lead to trade diversion which may lead to a loss of tariff revenues although this should be less of a problem in the case of a low external tariff towards third countries

Keywords: Logistics, Caucasus, Agreements, Europe, Strategic.

STATEMENT OF THE PROBLEM

Since 1999, the European Union (EU) has sought to promote increased regional cooperation in the South Caucasus, as a means, to achieve the dual objectives of greater political stability and more rapid economic growth. The Action Plans sets up the following specific actions: the countries will continue efforts, in co-operation with neighboring countries, to resolve regional and other related issues and to promote reconciliation; enhance participation in regional co-operation initiatives in the South Caucasus; such as, for example, environment, water management, energy, education, border management, logistics and transport communication, as well as in the parliamentary sphere to assist collaboration in the stated fields and continue co-operation in the energy and transport fields in the context of the EU/Black Sea/Caspian littoral states and neighboring countries initiative.

MAIN MATERIAL OF THE RESEARCH

As a bridge between Europe and Asia, the economy of Georgia is highly integrated with international markets. Georgia provides customs duty-free access to 900 million market (Provided by FTA's and DCFTA with EU). Georgia's liberal trade regime provides wider region's markets, as a direct result of the absence of customs and import tariffs. To date, Georgia has signed FTAs with CIS countries that include Ukraine, Belarus, Moldova, Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan and Turkmenistan, as well as its neighbors, Turkey, Azerbaijan and Armenia. Later on in 2014 the Association Agreement ("AA") with EU was signed and ratified, including Deep and Comprehensive Free Trade Agreement ("DCFTA"). This will give the opportunities to Georgia for widening logistics and transport development. Also the General Schemes of Preference for Georgia with the US, Norway, Switzerland, Canada, and Japan have also been applied for, with the result being lower tariffs on 3,400 goods exported from Georgia, all those abilities is to expand international economics and political relations. With all above mentioned goodness Georgia becomes in a highly strategic location in that it serves as an entry gate to the Caucasus and Central Asia.

Development of logistics services and communication technologies have dramatically changed production and distribution processes and created the global market. In parallel with increasing global competitive pressures, suppliers and vendors require efficient logistics services that can move their goods to the right place, at the right time, in the right condition, and for the right price. It is therefore of great importance that regional linkages in Georgia are strengthened in order, to facilitate trade, enhance regional economic integration and develop logistics for better access to the global market. An efficient logistics system can support Georgia's economic integration and strengthen its competitive position in the global economy.

Logistics has been becoming an important part of a global economy. An annual growth rate of logistics in the western EU countries amounts 5% and 15% in the eastern EU countries, which is 3-4 times higher than the GDP growth in this region. Logistics turns out to play a major role in the international competitiveness between the regions and companies which influences their strategic positioning on the global market. The globalization of trade and production is creating challenges and opportunities for all countries including Georgia. Those countries that create most favorable conditions for trade and investment will facilitate growth of companies that will connect domestic production to global value chains. In the globalization process, companies make conscious decisions as to where to produce their goods, where to sell them, and how to move them from one place to another.

Georgia's strategic location at the crossroads between Europe and Asia makes the country an important transit route in the Caucasus Transport Corridor, which is the world's fastest growing corridor. Georgian Logistics Association Logistics is a key pillar of Georgia's competitiveness, with the share of the logistics industry in the country's Gross Domestic Product (GDP) amounting to 12%. The globalization and growing economic integration between the companies in East and West and the further internationalization of the markets creates unique opportunity for Georgia to be integrated in the international trade. Sophisticated logistics improves effectiveness of the supply chain and makes it

cheaper, which is an important factor for strengthening of the country and company competitiveness. The development of the logistics plays an essential role in the prosperity of Georgia's most important industries such as agriculture, manufacturing, trade and tourism. Post harvest spoilage of fruits and vegetables in Georgia amounts to 40-50% which is caused by absence of the appropriate cold storage and warehouse infrastructure and logistics capabilities, such as refrigerated trucks. Logistics plays a key role in the supply chain of the modern agriculture industry. Its efficient management defines product quality at the international market. Logistics is therefore a decisive factor for establishment of the Georgian agricultural products on the international market.

Underdeveloped logistics infrastructure and lack of logistics knowledge are the main bottlenecks in the Georgian logistics industry. One of the main reasons of the inefficiency of the existing transportation infrastructure in Georgia is that it does not have a network effect. Local logistics services are characterized with limited services and high costs. In Georgia, the term "logistics" only comprises transport. As a result, any complex logistics services such as warehousing, distribution, and supply chain management have been provided by the industries in-house which is creating significant costs to them as they are performing functions that are not part of their core business function in Georgia, IT systems for the planning and monitoring of supply chains are still an exception. International companies in Georgia find it difficult to implement coherent strategies due to poor logistics know-how and infrastructure.

The warehouse services in Georgia are very weak. Most of the existing warehouses are characterized by poor conditions and Soviet style infrastructure, outdated equipment, low service levels and high service prices. The situation in the agricultural warehousing and cold chain segment is even more dramatic. The lack of cold storage and cold chain facilities are becoming one of the major bottlenecks in the export growth of national agriculture products in Georgia. The EU integration and globalization process requires a fundamental restructuring and reorientation of the transportation and logistics market in Georgia. With the increasing need for competitiveness, the ability of the country to reduce logistics costs through the provision of adequate and efficient logistics system is more critical than ever. Development of the logistics system in Georgia without advanced logistics education is not possible. One of the main goals of the GLA is to create a powerful regional center of excellence for the logistics and supply chain industry and to set new standards in logistics to ensure improvement of the supply chain performance and more effective business output. Exactly that was the reason of the SCOR (Supply Chain Operations Reference) training provided by the US organization-Supply Chain Council in cooperation with EPI and the GLA in Tbilisi in November.

The international experience shows that logistics centers are one of the most effective instruments to create efficient economic and transport cycles and increase competitiveness of the participating companies. Development of the network of logistics centers in Georgia will establish competitive intermodal transportation system, which will result in the improvement of the supply chain performance and reduction of logistics costs. Finally, logistics centers will strongly support Georgia's establishment as a logistics hub for the Caucasus and Central Asia.

This demand will create opportunities to develop more efficient logistics system to Georgia to become a part of global logistics network and attract global players to the country. To realize this potential the following tasks have to be undertaken: Development of the long term logistics strategy, Systematic development of transportation infrastructure, Attraction of private investments in the development of transportation and logistics infrastructure, Harmonization of the transport and trade legal framework, Development of cooperation and new partnership models between freight forwarders, carriers and infrastructure operators, Establishment of a powerful regional center of excellence for the logistics, Introduction of advanced logistics education programs at bachelor's, master's, and doctoral levels and development of short certification programs.

CONCLUSION

The GLA, supported by EPI, is already on track to implement some of these initiatives. A broader support by other private and public-sector stakeholders will be needed to unleash to the potential of the logistics sector and its contributions to broader competitiveness of Georgian economy.

REFERENCES

1. Impediments to international trade in particular complex and numerous formalities are also referred to as —red tape. Trade facilitation aims to cut such —red tape.
2. Joint protocols of the sessions of the Intergovernmental Commission in 2006-2009.
3. The ENP states, for example, that Armenia is invited to enter into intensified political, security, economic and cultural relations with the EU, enhanced regional and cross border co-operation and shared responsibility in conflict prevention and conflict resolution.
4. Cross-Border Co-operation (Existing Problems and Challenges) For CARE International in the Caucasus 2010. <http://www.entwicklung.at/en/>
5. Dr. George Daborjginidze Chairman of Georgian Logistics Association. Logistics is turning into the key enabler of georgian economy. November-December 2012 <http://www.gla.ge/>
6. Georgian Logistics Association November-December 2012 EPINewsletter www.usaid.gov

ADJECTIVES ENDING IN -ed AND -ing

Zita Nusrat gizi Huseynova

Azerbaijan State Agrarian University, Senior teacher of Chair of languages, English teacher (**Azerbaijan**)
e-mail: zita_huseynova@mail.ru

ABSTRACT

As well as in other languages in English the words which identify the attribute, the quality and etc. of a person or a subject are adjectives. There are special adjective forming suffixes in modern English. According to the rule the adjective with -ing identifies a subject and the adjective with -ed identifies a person. But there are some different nuances. The article covers the correct disobedient to the rule ways of using adjectives while speaking English and examples are given for each situation. The best way to understand the difference between the -ed and the -ing is an experimental method.

Keywords: adjective, describe, noun, attribute, person, thing, identify.

REZÜME

Azərbaycan dilində olduğu kimi, ingilis dilində də şəxs və ya əşyanın əlamətini, keyfiyyətini və sairə bildirən sözlərə sifət deyilir. Müasir ingilis dilində sifət düzəldən xüsusi şəkilçilər mövcuddur. Qaydaya əsasən -ing ilə düzələn sifət əşyanı, -ed ilə düzələn sifət isə insanı bildirir. Ancaq bəzi fərqli nüanslar var. Məqalədə İngilis dilində danışarkən sifətləri qaydaya tabe olmayan düzgün istifadə yolları haqqında danışılır və hər situasiyaya görə misallar verilir. –ed ilə -ing şəkilçilərinin fərqi anlamaq üçün ən yaxşı üsul təcrübi üsuldur.

Açar sözlər: sifət, təsvir etmək, isim, xüsusiyyət, şəxs, əşya, müəyyənləşdirmək.

INTRODUCTION

Adjectives are words that describe or modify other words, making your writing and speaking much more specific, and a whole lot more interesting. Adjectives are used all the time in English. They're a great way of adding more information about a noun, and generally helping you to say something more about a person or thing.

Words like *small*, *blue*, and *sharp* are descriptive, and they are all examples of adjectives. Because adjectives are used to identify or quantify individual people and unique things, they are usually positioned before the noun or pronoun that they modify. Some sentences contain multiple adjectives.

In many languages, adjectives denoting attributes usually occur in a specific order. Generally, the adjective order in English is:

1. Quantity or number.
2. Quality or opinion.
3. Size.
4. Age.
5. Shape.
6. Color.
7. Proper adjective (often nationality, other place of origin, or material).
8. Purpose or qualifier.

But have you ever wondered about why some of them end in '-ed' and some end in '-ing'? And what the difference is between the two of them?

As it turns out, both of them can be used slightly differently! So let's take a closer look at how to use each of them, and what they mean.

If it ends in -ing, it's used to describe a characteristic

If you are describing an object, place, or another noun, you would use adjectives that end in -ing. These are used to describe a particular characteristic or aspect of the noun.

E.g. "The bowl was quite striking."

"Paris is so fascinating!"

If it ends in -ed, it's used to describe a feeling

There's one simple and clear rule for adjectives that end in -ed. This ending is only used when you are describing a feeling or emotion.

This can be to describe how you feel something yourself – or how somebody else feels.

E.g. "I was bored during the film."

"She was really tired after she came home."

Simple, right?

Not quite!

Using -ing adjectives to describe people

Although you would normally use –ed adjectives to describe a particular emotion or feeling someone is experiencing, you do not use these adjectives if you want to describe something about the person themselves.

In this case – you would use an –ing adjective. But it can be tricky as the two adjective endings can change the meaning of the sentence a lot, so you need to be sure which one you mean to use!

E.g. "The model was very boring on the photo shoot." This means the model was perceived as being boring, by other people.

"The model was very bored on the photo shoot." This has a totally different meaning, and means that the model felt bored herself, and does not say anything about how others might have seen her.

Using –ed and –ing adjectives to describe situations

When describing an event or situation, it is possible to use either adjective ending – depending on the context and your meaning. The same rules still apply – if you are describing someone's feelings, then you would use –ed, and if you are describing the characteristic of the event, then you would use –ing.

E.g. "The film premiere was very exciting."

"The fans were depressed at the match."

Using both at the same time

Once you have got the hang of both endings, you can even use both of them in the same sentence – but as always, just make sure that you have the correct ending for the intended meaning!

E.g. "The audience felt thrilled to see such an exciting event."

- Many adjectives ending in ‘-ing’ describe the effect that something has on someone's feelings.
- Some adjectives ending in ‘-ing’ describe a process or state that continues over a period of time.
- Many adjectives ending in ‘-ed’ describe people's feelings.

1. You use many ‘-ing’ adjectives to describe the effect that something has on your feelings, or on the feelings of people in general. For example, if you talk about ‘a surprising number’, you mean that the number surprises you.

alarming; amazing; annoying; astonishing; boring; charming; confusing; convincing; depressing; disappointing; embarrassing; exciting; frightening; interesting; shocking; surprising; terrifying; tiring; welcoming; worrying.

He lives in a charming house just outside the town.

She always has a warm welcoming smile.

Most ‘-ing’ adjectives have a related transitive verb.

2. You use some ‘-ing’ adjectives to describe something that continues over a period of time.

ageing; booming; decreasing; dying; existing; increasing; living; remaining

Britain is an ageing society.

Increasing prices are making food very expensive.

These adjectives have related intransitive verbs.

3. Many ‘-ed’ adjectives describe people's feelings. They have the same form as the past participle of a transitive verb and have a passive meaning. For example, ‘a frightened person’ is a person who has been frightened by something.

alarmed; amused; astonished; bored; delighted; depressed; disappointed; excited; frightened; interested; satisfied; shocked; surprised; tired; troubled; worried

She looks alarmed about something.

A bored student complained to his teacher.

She had big blue frightened eyes.

Note that the past participles of irregular verbs do not end in ‘-ed’, but can be used as adjectives. The bird had a broken wing.

His coat was dirty and torn.

4. Like other adjectives, ‘-ing’ and ‘-ed’ adjectives can be:

- used in front of a noun
They still show amazing loyalty to their parents.
This is the most terrifying tale ever written.
I was thanked by the satisfied customer.
The worried authorities cancelled the match.
- used after link verbs
It's amazing what they can do.
The present situation is terrifying.

He felt satisfied with all the work he had done.

My husband was worried.

- modified by adverbials such as 'quite', 'really', and 'very'
The film was quite boring.
There is nothing very surprising in this.
She was quite astonished at his behaviour.
He was a very disappointed young man.
- used in the comparative and superlative
His argument was more convincing than mine.
He became even more depressed after she died.
This is one of the most boring books I've ever read.
She was the most interested in going to the cinema.

5. A small number of '-ed' adjectives are normally only used after link verbs such as 'be', 'become', or 'feel'. They are related to transitive verbs, and are often followed by a prepositional phrase, a 'to'-infinitive clause, or a 'that'-clause.

convinced; delighted; finished; interested; involved; pleased; prepared; scared; thrilled; tired; touched; worried

The Brazilians are pleased with the results.

He was always prepared to account for his actions.

She was scared that they would find her.

CONCLUSION

Taking into consideration all abovementioned we can say that the two endings can be a little tricky to get right – so the best way to learn is by getting lots of practice! Make sure you try out both of the different types of endings, and see how they make a difference to the meaning of your sentence.

REFERENCES

1. English Grammar in Use Raymond Murphy Cambridge University Press 2015.
2. Oxford Practice Grammar Norman Coe, Mark Harrison, and Ken Paterson Oxford University Press 2004.
3. Grammarway Virginia Evans, Jenny Dooley Express Publishing 1999.
4. Практическая грамматика английского языка К. Н. Качалова, Е. Е. Израилевич Каро. 2012.

EDITORIAL BOARD

Honorary Editors:

Agaheydar Seyfulla Isayev

Azerbaijan State Oil Academy. Doctor of Economical Sciences. Professor.

Archil Prangishvili

Georgian Technical University. Doctor of Technical Sciences. Full Professor.

Avtandil Silagadze

Correspondent committee-man of National Academy of Georgia. Tbilisi University of International Relationships. Doctor of Economical Sciences. Full Professor.

Badri Gechbaia

Batumi Shota Rustaveli State University. Head of Business Administration Department. PhD in Economics, Associate Professor.

George Malashkhia

Georgian Technical University. Doctor of Economical Sciences. Full Professor.

Jacob Meskhia

Tbilisi State University. Faculty of Economics and Business. Full Professor.

Lamara Qoqjauri

Georgian Technical University. Member of Academy of Economical Sciences. Member of New York Academy of Sciences. Director of first English school named "Nino". Doctor of Economical Sciences. Full Professor.

Lia Eliava

Kutaisi University. Economic expert in the sphere of economy and current events in financial sector. Full Professor. PhD in Business Administration.

Liana Ptaschenko

Poltava National Technical University named Yuri Kondratyuk. Doctor of Economical Sciences. Professor

Loid Karchava

Doctor of Business Administration, Association Professor at the Caucasus International University, Editor-in-Chief of the international Scientific Journal "Akhali Ekonomisti" (The New Economist)

Paata Koguashvili

Georgian Technical University. Doctor of Economical Sciences. Full Professor. Academician. Member of Georgia Academy of Sciences of Agriculture.

Timuri Babunashvili

Georgian Business Academy of Science. Doctor of Economical Sciences. Full Professor.

Zurab A. Gasitashvili

Georgian Technical University. Doctor of Technical Sciences. Full Professor.

International Advisory and Editorial Board

Australia

Vikash Ramiah

UNISA School of Commerce. Associate Professor. PhD in Applied Finance.

Azerbaijan

Amir V. Aliyev

Ministry of Health of Azerbaijan Republic Lung Diseases Department. Guba District Central Hospital Head of Department. PhD of Medicine

Araz Manucheri-Lalen

Associated Professor, PhD Department of Psychiatry, Azerbaijan Medical University.

Azer K. Mustafayev

Turan Medical Clinic. Cardiologist. PhD in Medicine. Azerbaijan.

Beykas Seyfulla Xidirov

Azerbaijan State Oil and Industrial University. Head of department. Doctor of Economical Sciences

Djamil Alakbarov

A researcher at the Research Institute for Lung Diseases. PhD in medicine. Azerbaijan

Elmira Valiyeva

Azerbaijan State Agrarian University Senior teacher of the Chair of Languages.

Elshan Mahmud Hajizade

Cabinet of Ministers of Azerbaijan Republic. Head of department. Doctor of Economic Science. Professor.

Farda Imanov

ANAS. Geography Institute. Doctor of Geography Sciences. Professor.

Garib Mamedov

National Academy of Sciences of Azerbaijan Republic. Academician-secretary of the Department of Agrarian Sciences of ANAS, Academician of ANAS. Doctor of Biological Sciences.

Heyder Guliyev

Azerbaijan State Agricultural University. English Teacher. PhD in Philology

Ibrahim Gabibov

Azerbaijan State Oil and Industrial University. Doctor of Technical Sciences. Professor

Jamala Mursalova

Azerbaijan National Academy of Sciences. Genetic Resources Institute. PhD BS.

Lala Bekirova

Azerbaijan State Oil and Industrial University. Azerbaijan National Aviation Academy. PhD.TS

Leyla I. Djafarova

Clinic "Medium" Baku. Doctor of Medical Sciences. Professor

Mahmud Hajizade

Sector Director of State Fund for Information Technology Development of the Ministry of Communications and High Technologies of the Republic of Azerbaijan, Ministry of Transport, Communications and High Technologies of the Republic of Azerbaijan.

Omar Kerimov

Azerbaijan State Oil and Industrial University. Doctor of Technical Sciences. Professor

Rafiq Gurbanov

Azerbaijan State Oil and Industrial University. Doctor of Technical Sciences. Professor

Ramiz Gurbanov

Azerbaijan State Oil and Industrial University. Doctor of Technical Sciences. Professor

Ramiz Mammadov

ANAS. Geography Institute. Doctor of Technical Sciences. Professor. Academician.

Rashad G. Abishov

Dental Implant Aesthetic Center Harbor Hospital, Azerbaijan State Doctors Improvement Institute. PhD. Azerbaijan.

Rena Gurbanova

Azerbaijan State Oil and Industrial University. Associate Professor. PhD in Chemistry.

Sadagat V. Ibrahimova

Azerbaijan State Oil and Industrial University. Academician Doctor of Economical Sciences. PhD

Sayyara Ibadullayeva

Institute of Botany. National Academy of Sciences. Professor. PhD in Biological Sciences.

Sevinj Mahmudova

Azerbaijan State Agrarian University. PhD. Researcher.

Tarbiz Nasrulla Aliyev

Innovation Center of National Academy of Azerbaijan Republic. The deputy of director. Doctor of Economical Sciences. Professor

Tariel Omarov

Azerbaijan Medical University. Department of surgical diseases. PhD in Medicine

Tofiq Ahmadov

Azerbaijan State Oil and Industrial University. Doctor of Geology and Mineralogy Sciences. Professor

Tofiq Yusif Baharov

Azerbaijan State Oil Company. Scientific Research Institute. Head of department. Doctor of Geology and Mineralogy Sciences

Tofiq Samadov

Azerbaijan State Oil and Industrial University. Doctor of Technical Sciences. Professor.

Tubukhanum Gasimzadeh

National Academy of Sciences of Azerbaijan Republic. Scientific Secretary of the Department of Agrarian Sciences of ANAS. PHD in Biological Sciences, Associate Professor.

Vusal ismailov

"Caspian International Hospital". Orthopedics Traumatology Expert. Medical PhD. Azerbaijan.

Zakir Aliyev

RAPVHN and MAEP. PhD in Agricultural Sciences, Professor of RAE academician.

Zakir Eminov

ANAS. Geography Institute. Doctor of Geography Sciences. Associate Professor.

Bahrain

Osama Al Mahdi

University of Bahrain, Bahrain Teachers College. Assistant Professor. PhD, Elementary Education and Teaching

Bangladesh

Muhammad Mahboob Ali

Daffodil International University. Department of Business Administration . Professor.

Belarus

Helena Kallaur

Polesky State University. MD. Associate Professor

Tanua Teterinets

Belarusian State University of Agricultural Technology. Doctor of Economical Sciences. Associate Professor.

Vladimir Yanchuk

Belarus State University. Professor. Academy of Postgraduate Education. PhD in Social Psychology.

Brazil

Paulo Cesar Chagas Rodrigues

Federal Institute of Education, Science and Technology of Sao Paulo. Professor. PhD in Mechanical Engineering.

Bulgaria

Desislava Stoilova

South-West University “Neofit Rilski”. Vice Dean of Faculty of Economics. Associate Professor. PhD in Finance.

Eva Tsvetanova

Tsenov Academy of Economics, Svishtov, Bulgaria Department of Strategic Planning. Head assistant professor. PhD in Economy.

Milena Kirova

Sofia University “St. Kliment Ohridski”. Professor. PhD in Philology.

Egypt

Abdelbadeh Salem

Professor at Faculty of Computer and Information Science, Ain Shams University.

France

Michael Schaefer

L'Association 1901 SEPIKE International, Président at SEPIKE International. PhD of Economical Sciences

Georgia

Ana Chkheidze

Georgian Technical University. Department of Georgian Philology and Media Technologies. PhD.

Anzor G. Abralava

Georgian Technical University. Doctor of Economical Sciences. Full Professor

Dali Sologashvili

State University named Akaki Tsereteli. Doctor of Economical Sciences. Full Professor

Dali Osepashvili

Professor of Journalism and Mass Communication TSU (Tbilisi State University), Head MA Program "Media and New Technology"

Eka Avaliani

International Black Sea University. Associate Professor. PhD in History.

Ekaterine Maghlakelidze

The University of Georgia, Associated professor, Business, Economics and Management School.

Enene Menabde-Jobadze

Georgian Technical University. Academical Doctor of Economics.

Eter Bukhnikashvili

Dental clinic "NGM-Innovation Dental". The doctor-stomatologist. PhD in Medicine.

Evgeni Baratashvili

Georgian Technical University. Head of Economic and Business Department. Doctor of Economical Sciences. Full Professor

George Jandieri

Georgian Technical University; Chief scientist, Institute of Cybernetics of the Georgian Academy. Full Professor

Irma Makharashvili

Caucasus International University. Dean of Business Faculty. Doctor of Economical Sciences. Full Professor

Ketevan Goletiani

Batumi Navigation Teaching University. Dean of Logistics Faculty. Batumi Shota Rustaveli State University. Doctor TS, Professor.

Ketevan Nanobashvili

University of Georgia. Associate Professor. PhD MD.

Larisa Korghanashvili

Tbilisi State University (TSU) named Ivane Javakhishvili. Full Professor

Lia Matchavariani

Tbilisi State University (TSU) named Ivane Javakhishvili. Full Professor, Faculty of Exact & Natural Sciences (Geography Dep.)

Liana Hovelidze-Solomonova

Rector of high school of “Georgia”. Doctor of Economical Sciences

Maia Kapanadze

Georgian State University named Javakhishvili. Doctor of Economical Sciences. Associate Professor.

Mariam Kharashvili

Tbilisi State Medical University. PhD MD

Nana Shoniya

State University of Kutaisi named Akakhi Tsereteli. Doctor of Economical Sciences. Full professor

Nelli Sichinava

Akakhi Tsereteli State University. Associate. Professor. PhD

Nino Didbaridze

Microbiology and Immunology Department. Immunologi Direction. Tbilisi State Medical University. PhD MD.

Nino Pirtskhelani

Associated Professor of Department of Molecular and Medical Genetics of Tbilisi State Medical University.

Omari Omarimu

Tbilisi State University named Iv. Javakhishvili. Doctor of Chemical Sciences Professor

Rati Abuladze

St. Andrew the first-called Georgian University of the Patriarchate of Georgia. Faculty of Economics and Business Administration. Manager of the Faculty Quality Assurance Office. PhD in Business Administration.

Rusudan G. Kutateladze

Georgian Technical University. Doctor of Economical Sciences. Full Professor

Rusudan Sujashvili

Senior Researcher, Iv. Beritashvili Center of Experimental Biomedicine; Invited Professor, Tbilisi State Medical University

Simon Nemsadze

Georgian Technical University. Doctor of Technical Sciences. Full Professor

Tamar Didbaridze

Tbilisi State Medical University, First University Clinic. PhD in MD.

Tamar Giorgadze

Gr. Robakidze University, Department of Medicine. Associate Professor

Tamara Okropiridze

University "Geometri" Department of Dentistry, Doctor of Medical Sciences. Full Professor

Tamila Arnanian-Kepuladze

Akaki Tsereteli State University. Department of Economics. PhD in Economic.

Tengiz Museliani

Georgian Technical University. Academic Doctor of Technical Sciences. Associate Professor

Timuri Babunashvili

Georgian Business Academy of Science. Doctor of Economical Sciences. Full Professor.

Valerian Nanobashvili

Company "Buneba Ltd". Doctor of Veterinary Sciences. Veterinary surgeon

Vaxtang S. Datashvili

Georgian technical University. Doctor of Economical Sciences. Associate Professor.

Vladimer Papava

Tbilisi State Medical University. Assistant-Professor. PhD. MD.

Zaira Gudushauri

Georgian-Azerbaijan University named G. Aliyev. Associate Professor. PhD. ES.

Germany

Hans-Juergen Zahorka

Assessor jur., Senior Lecturer (EU and International Law, Institutions and Economy), Chief Editor of "European Union Foreign Affairs Journal", LIBERTAS - European Institute, Rangendingen

Alexander Dilger

University of Münster. Professor of Business Economics. PhD in Economy.

Greece

Margarita Kefalaki

Communication Institute of Greece. PhD in Cultural Communication. President of Institute.

India

Prasanta Kumar Mitra

Sikkim Manipal Institute of Medical Sciences. Department of Medical Biotechnology. PhD in Biochemistry.

Samant Shant Priya

Lal Bahadur Shastri Institute of Management, New Delhi, Associate Professor in Philosophy PhD in Marketing.

Varadaraj Aravamudhan

Measi Institute of Management. Associate Professor. PhD in Management.

Iran

Azadeh Asgari

Asian Economic and Social Society (AESS). Teaching English as a Second Language. PhD

Italy

Simona Epasto

Professor tenure of Economic and Political Geography PhD in J.D. L.L.M – Lawyer

Donatella M. Viola

London School of Economics and Political Science, London, Assistant Professor in Politics and International Relations at the University of Calabria, Italy. PhD in International Relations.

Jordan

Ahmad Aljaber

President at Gulf University. German Jordan University, Founder / Chairman of the Board. Ph.D in Computer Science

Ahmad Zamil

Middle East University (MEU). Business Administration Dept. Associate Professor. PhD Marketing

Asmahan Majed Altaher

Arab Academy for Banking and Financial Sciences. Associate Professor. PhD in Management Information System.

Sadeq AlHamouz

Middle East University (MEU). Head Computer Information Systems. PHD. Computer Science.

Kazakhstan

Alessandra Clementi

Nazarbayev University School of Medicine. MD, GP. Assistant Professor of Medical Practice and Family Medicine

Altinay Pozilova

Sirdarya University. Associated professor. PhD in Pedagogy Science.

Marina Bobireva

West Kazakhstan State Medical University named Marat Ospanov. PhD

Niyazbek Kalimov

Kostanay Agricultural Institution. PhD

Nuriya Kharissova

State University of Karaganda. Associate Professor of Biological Science

Nikolay Kurguzov

State University of Pavlodar named S. Toraygirova. PhD. Professor.

Anar Mirazagalieva

Vice-Rector for Teaching and Studies – East Kazakhstan State University named S.Amanzholov

Anna Troeglazova

East Kazakhstan State University named Sarsen Amanjolv. PhD

Gulmira Zhurabekova

Marat Ospanov West-Kazakhstan State Medical Academy. Department of Human Anatomy. Associate Professor

Guzel Ishkinina

Ust-Kamenogorsk, Russian Economy University G. Plekhanov, Associate Professor, PhD in Economic science.

Libya

Salaheddin Sharif

University of Benghazi, International Conference on Sports Medicine and Fitness, Libyan Football Federation- Benghazi PhD in Medicine (MD)

Latvia

Tatiana Tambovceva

Latvian Council of Science. Riga Technical University. Associate Professor at Riga Technical University

Lithuania

Ieva Meidute – Kavaliauskiene

Vilnius Gediminas Technical University. Vice-dean for Scientific Research

Vilma (Kovertaite) Musankoviene

e-Learning Technology Centre. Kaunas University of Technology. PHD

Loreta (Gedminaitė) Ulvydiene

Professor of Intercultural Communication and Studies of Translation. Vilnius University. PHD

Morocco

Mohammed Amine Balambo

Ibn Tufail University, Aix-Marseille University. Free lance. Consultant and Trainer. PhD in Philosophy. Management Sciences, Specialty Strategy and Logistics.

Poland

Jonathan Ψ Britmann

Ministry of Health of Poland. Polish Society of Clinical Psychology. Ph.D., DMSc., Psychiatry

Maciej Urbaniak

The Lodz University. Head of Logistics Department and Team of Improvement of Operational Processes Faculty of Management .

Robert Pawel Suslo

Wroclaw Medical University, Public Health Department, Health Sciences Faculty, Adjunct Professor of Gerontology Unit. PhD MD.

Qatar

Mohammed Elgammal

Qatar University. Assistant Professor in Finance. PhD in Finance

Romania

Camelia Florela Voinea

University of Bucharest, Faculty of Political Science, Department of Political Science, International Relations and Security Studies. PhD in Political Sciences.

Odette (Buzea) Arhip

Ecological University Bucuresti. Professor at Ecological University. PhD.

Russia

Alexander A. Sazanov

Leningrad State University named A.S. Pushkin. Doctor of Biological Sciences. Professor

Alexander N. Shendalev

State Educational Institution of Higher Education. Omsk State Transport University. Associate Professor

Andrey Latkov

Stolypin Volga Region Institute of Administration, Ranepa. Sc.D. (Economics), Ph.D. (Politics), professor,

Andrei Popov

Director "ProfConsult Group". Nizhniy Novgorod Region. PhD

Anton Mosalyov

Russian State University of Tourism and Service. Associate Professor

Carol Scott Leonard

Presidential Academy of the National Economy and Public Administration. Vice Rector. PhD, Russian History

Catrin Kolesnikova

Samara Architectural and Constructional University. PhD

Ekaterina Kozina

Siberia State Transportation University. PhD

Elena Klemenova

South Federal University of Russia. Doctor of Pedagogical Sciences. Professor

Galina Kolesnikova

Russian Academy of Natural Sciences and International Academy of Natural History. Taganrog Institute of Management and Economics. Philologist, Psychologist, PhD

Galina Gudimenko

Orel State Institute of Economy and Trade. Doctor of Economical Sciences. Professor

Grigory G. Levkin

Siberian State Automobile and Highway Academy. Omsk State Transport University. PHD of Veterinary Sciences

Irina V. Larina

Federal State Educational Institution of Higher Professional Education. Associate Professor

Irina Nekipelova

M.T. Kalashnikov Izhevsk State Technical University. Department of Philosophy. PhD

Larisa Zinovieva

North-Caucasus Federal University. PHD.Pedagogical Science. Associate Professor

Liudmila Denisova

Department Director at Russian State Geological Prospecting University. Associate Professor

Lyalya Jusupova

Bashkir State Pedagogical University named M.Akmully. PHD Pedagogy Science. Associate Professor

Marina Volkova

Research Institute of Pedagogy and Psychology. Doctor of Pedagogical Sciences. Professor

Natalia Litneva

Orlov State Institute of Economy and Trade. Volga Branch of The Federal State Budget Educational Institution of Higher Professional Education

Nikolay N. Efremov

Institute of Humanitarian Research and the Russian Academy of Sciences. Doctor of Philology. Research Associate

Nikolay N. Sentyabrev

Volgograd State Academy of Physical Culture. Doctor of Biological Sciences. Professor. Academician

Olga Ovsyanik

Plekhanov Russian Economic University, Moscow State Regional University. Doctor in Social Psychology.

Olga Pavlova

Medical University named Rehabilitation, Doctors and Health, Professor of the Department of Morphology and Pathology, Doctor of biological sciences, physiology

Sergei N. Fedorchenko
Moscow State Regional University of Political Science and Rights. PhD
Sergei A. Ostroumov
Moscow State University. Doctor of Biological Science. Professor
Svetlana Guzenina
Tambov State University named G.R. Derzhavin. PhD in Sociology
Tatiana Kurbatskaya
Kamsk State Engineering – Economical Academy. PhD
Victor F. Stukach
Omsk State Agrarian University. Doctor of Economical Sciences. Professor
Yuriy S. Gaiduchenko
Omsk State Agrarian University. Associate Professor. PhD in Veterinary Science. Russia.
Zhanna Glotova
Baltic Federal University named Immanuel Kant, Ph.D., Associate Professor.

Saudi Arabia

Ikhlas (Ibrahim) Altarawneh
Ibn Rushd College for Management Sciences. PHD Human Resource Development and Management.
Associate Professor in Business Administration
Salim A alghamdi
Taif University. Head of Accounting and Finance Dept. PhD Accounting

Serbia

Aleksandra Buha
University of Belgrade. Department of toxicology "Akademik Danilo Soldatović", Faculty of Pharmacy
Jane Paunkovic
Faculty for Management, Megatrend University. Full Professor. PhD, Medicine
Jelena Purenovic
University of Kragujevac . Faculty of Technical Sciences Cacak . Assistant Professor . PhD in NM systems.

Sultanate of Oman

Nithya Ramachandran
Ibra College of Technology. Accounting and Finance Faculty, Department of Business Studies. PhD

Sweden

Goran Basic
Lund University. Department of Sociology. PhD in Sociology. Postdoctoral Researcher in Sociology.

Turkey

Vugar Djafarov
Medical school at the University of Ondokuzmayıs Turkey. PhD. Turkey.
Yigit Kazancioglu
Izmir University of Economics. Associate Professor, PhD in Business Administration.

United Arab Emirates

Ashok Dubey
Emirates Institute for Banking & Financial Studies, Senior faculty. Chairperson of Academic Research Committee of EIBFS.
PhD in Economics
Haitham Hobanee
College of Business Administration, Abu Dhabi University, PHD.

UK

Alan Sheldrake
Imperial Collage. London University. Electrical Power Engineering Consultant. PhD
Christopher Vasilopoulos
Professor of Political Science at Eastern Connecticut State University. PhD in Political Science and Government.
James Todd
BP Global Project Organisation. Azerbaijan Developments. SD 2 Onshore Terminal. Lead Electrical Engineer.
Mahmoud Khalifa
Lecturer at Suez Canal University. Visiting Fellow, School of Social and Political Sciences, University of Lincoln UK. PhD in Social and Political Sciences

Mohammed Elgammal

Qatar University. Assistant Professor. PhD in Finance.

Stephan Thomas Roberts

BP Global Project Organisation. EI&T Construction Engineer. Azerbaijan Developments. SD 2 Onshore Terminal. Electrical engineer.

Ukraine

Alla Oleksyuk-Nexhames

Lviv University of Medicine. Neurologist at pedagog, pryvaty refleksoterapy. MD PD.

Anna Kozlovska

Ukrainian Academy of Banking of the National Bank of Ukraine. Associate Professor. PhD in Economic.

Bogdan Storokha

Poltava State Pedagogical University. PhD

Dmytro Horilyk

Head of the Council, at Pharmaceutical Education & Research Center. PhD in Medicine.

Hanna Hulciaieva

Institute of Microbiology and Virology NASU, department of phytopatogenic bacteria. The senior research fellow, PhD in Biology.

Katerina Yagelskaya

Donetsk National Technical University. PhD

Lesia Baranovskaya

National Technical University of Ukraine "Kyiv Polytechnic Institute", PhD, Associate Professor.

Mixail M. Bogdan

Institute of Microbiology and Virology NASU, department of Plant of viruses. PhD in Agricultural Sciences.

Nataliya Bezrukova

Yuri Kondratyuk National Technical University. Associate Professor, PhD in Economic.

Oleksandr Voznyak

Hospital "Feofaniya". Kyiv. Head of Neureosurgical Centre. Associated Professor

Olena Cherniavska

Poltava University of Economics and Trade, Doctor of Economical Sciences. Professor

Olga F. Gold

Ukrainian National University named I.I. Mechnikov. PhD

Roman Lysyuk

Assistant Professor at Pharmacognosy and Botany Department at Danylo Halytsky Lviv National Medical University

Sergei S. Padalka

Doctor of Historical Sciences, Professor, Senior Researcher at the Department of Contemporary History and Policy at the Institute of History of Ukraine National Academy of Sciences of Ukraine

Stanislav Goloborodko

Doctor of Agricultural Sciences, Senior Researcher. Institute of Agricultural Technologies of Irrigated Agriculture of the National Academy of Agrarian Sciences of Ukraine

Victoriya Lykova

Zaporizhzhya National University, PhD of History

Victor P. Mironenko

Doctor of Architecture, professor of department "Design of architectural environment", Dean of the Faculty of Architecture of Kharkov National University of Construction and Architecture (KNUCA), member of the Ukrainian Academy of Architecture

Yuliia Mytrokhina

Donetsk National University of Economics and Trade named after Mykhaylo Tugan-Baranovsky., PhD in Marketing and Management. Associate Professor

Yulija M. Popova

Poltava National Technical University named Yuri Kondratyuk. PhD in Economic. Associated professor

Crimea

Lienara Adzhylieva

V.I. Vernadsky Crimean Federal University, Yevpatoriya Institute of Social Sciences (branch). PhD of History. Associate Professor

Nelya Gluzman

V.I. Vernadsky Crimean Federal University, Yevpatoriya Institute of Social Sciences (branch). Doctor of Pedagogical Sciences.

Full Professor

Oksana Usatenko

V.I. Vernadsky Crimean Federal University. Academy of Humanities and Education (branch). PhD of Psychology. Associate Professor.

Tatiana Scriabina

V.I. Vernadsky Crimean Federal University, Yevpatoriya Institute of Social Sciences (filial branch). PhD of Pedagogy.

Associate Professor

Vladyslav Fadieiev

V.I. Vernadsky Crimean Federal University, Yevpatoriya Institute of Social Sciences (filial branch). PhD of Psychology.

Associate Professor

USA

Ahmet S. Yayla

Adjunct Professor, George Mason University, the Department of Criminology, Law and Society & Deputy Director, International Center for the Study of Violent Extremism (ICSVE), PhD in Criminal Justice and Information Science

Carol Scott Leonard

Presidential Academy of the National Economy and Public Administration. National Research University – Higher School of Economics. Russian Federation

Christine Sixta Rinehart

Academic Affairs at University of South Carolina Palmetto College. Assistant Professor of Political Science. Ph.D. Political Science

Cynthia Buckley

Professor of Sociology at University of Illinois. Urbana-Champaign. Sociological Research

Mikhail Z. Vaynshteyn

Lecturing in informal associations and the publication of scientific articles on the Internet. Participation in research seminars in the "SLU University" and "Washington University", Saint Louis

Nicolai Panikov

Lecturer at Tufts University. Harvard School of Public Health. PhD/DSci, Microbiology

Rose Berkun

State University of New York at Buffalo. Assistant Professor of Anesthesiology, PhD. MD

Yahya Kamalipour

Dept. of Journalism and Mass Communication North Carolina A&T State University Greensboro, North Ca. Professor and Chair

Department of Journalism and Mass Communication North Carolina A&T State University. PhD

Wael Al-Husami

Lahey Hospital & Medical Center, Nardone Medical Associate, Alkhaldi Hospital, Medical Doctor, International Health, MD, FACC, FACP

Uzbekistan

Guzel Kutlieva

Institute of Microbiology. Senior Researcher. PhD in BS.

Shaklo Miralimova

Academy of Science. Institute of Microbiology. PhD in BS.

Representation of Azerbaijan International Diaspora Center in Georgia is publishing scientific papers of scientists on Website and in Referred Journals with subjects which are mentioned below:

SOUTHERN CAUCASUS SCIENTIFIC JOURNALS

Black Sea Scientific Journal of Academic Research has ISSN, E-ISSN and UDC numbering:

ISSN: 1987-6521 (Print), E-ISSN: 2346-7541 (Online), DOI prefix:10.23747, UDC: 551.46 / (051.4)/B-64

AGRICULTURAL, ENVIRONMENTAL & NATURAL SCIENCES

Agriculture, Agronomy & Forestry Sciences
History of Agricultural Sciences
Plant Breeding and Seed Production
Environmental Engineering Science
Earth Sciences & Organic Farming
Environmental Technology
Botany, Zoology & Biology



SOCIAL, PEDAGOGY SCIENCES & HUMANITIES

Historical Sciences and Humanities
Psychology and Sociology Sciences
Philosophy and Philology Sciences
History of Science and Technology
Social Science
Pedagogy Science
Politology
Geography
Linguistics



MEDICINE, VETERINARY MEDICINE, PHARMACY AND BIOLOGY SCIENCES

Prophylactic Medicine
Theoretical Medicine
Stomatology & Dentistry
Veterinary Medicine and Zoo
Drug Technology and Organization of Pharmaceutical Business
Pharmaceutical Chemistry and Pharmacology
Standardization and Organization of Medicines Production
History of Pharmacy
Innovations in Medicine
Biophysics and Biochemistry
Radiology and Microbiology
Molecular Biology and Genetics
Botany and Virology
Microbiology and Hydrobiology
Physiology of Plants, Animals and Humans
Ecology, Immunology and Biotechnology
Virology and Immunology
History of Biology
Entomology



TECHNICAL AND APPLIED SCIENCES

Applied Geometry, Engineering Drawing, Ergonomics and Safety of Life
Machines and Mechanical Engineering
History of Science and Technics
Electrical engineering, Radio Engineering, Telecommunications, and Electronics
Civil Engineering and Architecture
Information, Computing and Automation



Mining and Geodesy Sciences
Metallurgy and Energy
Chemical Technology, Chemistry Sciences
Technology of Food Products
Technology of Materials and Products Textile and Light-load industry
Machinery in Agricultural Production
History of Art
Project and Program Management
Innovative Technologies
Repair and Reconstruction
Materials Science and Engineering
Engineering Physics
Mathematics & Applied Mathematics

REGIONAL DEVELOPMENT AND INFRASTRUCTURE

History of tourism
Theoretical and methodological foundations of tourism and recreation
Tourist market , its current state and development forecasts
Training and methodological support

ECONOMIC, MANAGEMENT & MARKETING SCIENCES

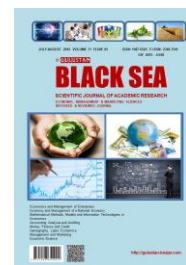
Economics and Management of Enterprises
Economy and Management of a National Economy
Mathematical Methods, Models and Information Technologies in Economics
Accounting, Analysis and Auditing
Money, Finance and Credit
Demography, Labor Economics
Management and Marketing
Economic Science

LEGAL AND POLITICAL SCIENCE

Theory and History of State and Law
International Law
Branches of Law
Judicial System and Philosophy of Law
Theory and History of Political Science
Political Institutions and Processes
Political Culture and Ideology
Political Problems of International Systems and Global Development

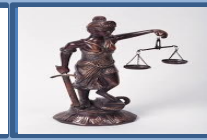
CONFERENCE NEWSLETTER

MULTIDISCIPLINARY JOURNAL





ISSN: 1987 – 6521; E – ISSN: 2346 – 7541; DOI prefix: 10.23747; (ICR) Impact factor 2016 – 1.026
©Publisher: Representation of Azerbaijan International Diaspora Center in Georgia.SCSJAR.
©Typography: Representation of Azerbaijan International Diaspora Center in Georgia.SCSJAR.
Registered address: 0165 Georgia. Marneuli municipality. Village Takalo.
©Editorial office: 0165 Georgia. Marneuli municipality. Village Takalo.
Questions or comments? E-mail us at gulustan_bssjar@mail.ru, engineer_namik@mail.ru



ISSN: 1987-6521; E-ISSN:2346-7541, DOI prefix: 10.23747
 AUGUST – SEPTEMBER 2017 VOLUME 36 ISSUE 04

Info base index 2017 – 2.40
 General Impact Factor 2016 – 2.3492
 IARC Impact Factor 2016 – 1.830
 (ICR) Impact factor – 1.026
 Global Impact Factor 2016 – 0.791
 C.J. Russian Impact factor – 0.171

© **GULUSTAN**



BLACK SEA

SCIENTIFIC JOURNAL OF ACADEMIC RESEARCH

MULTIDISCIPLINARY JOURNAL
 REFEREED & REVIEWED JOURNAL



AGRICULTURAL, ENVIRONMENTAL & NATURAL SCIENCES
SOCIAL, PEDAGOGY SCIENCES & HUMANITIES
MEDICINE, VETERINARY MEDICINE, PHARMACY AND BIOLOGY SCIENCES
TECHNICAL AND APPLIED SCIENCES
REGIONAL DEVELOPMENT AND INFRASTRUCTURE
ECONOMIC, MANAGEMENT & MARKETING SCIENCES
LEGAL, LEGISLATION AND POLITICAL SCIENCES



<http://sc-media.org/>