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APPROACH CONSIDERATIONS OF SUCCESSFUL TREATMENT CHRONIC BACTERIAL PROSTATITIS

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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, Fosfomycin, Doxycycline, Azithromycin, Nitrofurantoin, Trimethoprim-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 monotherapy. 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.

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RELATIONSHIP OF NON-SPECIFIC BACTERIA AND SEMEN PARAMETERS

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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%, 6 men 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 spermagglutination) were significantly improved.*

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

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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-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.

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 Vasiliy Krichivsky 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 Panfili-Yagotynskyi 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.

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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

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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.

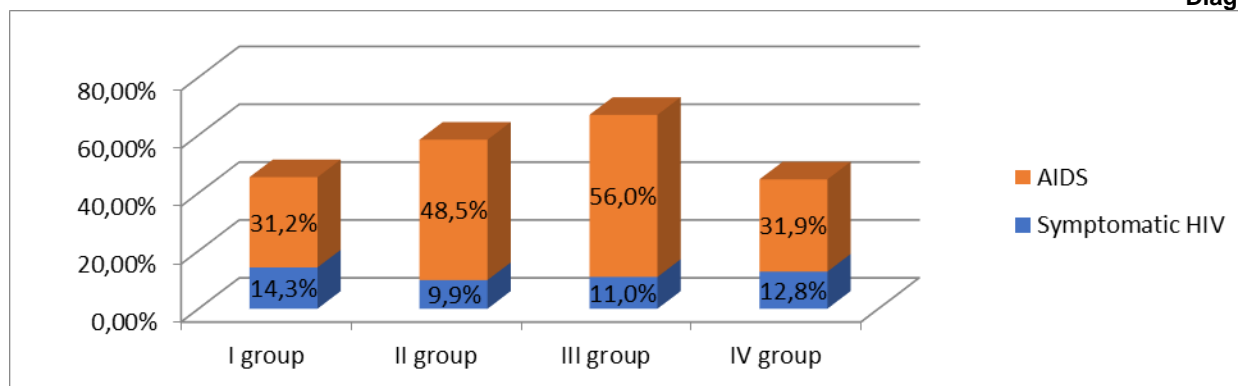
Stage of disease	
Primary (acute)	
Asymptomatic	
Symptomatic HIV	
AIDS	
Total	

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.

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BRUSHING UP THE LISTENING SKILL IN MULTICULTURAL CLASSES

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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.

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THE PROBLEMS OF SPOKEN ENGLISH

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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].

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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

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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. Oganessian, 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.

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EARLIER INTERDISCIPLINARY CONCEPTS OF SYMBIOTIC TRANSFORMATION OF ARCHITECTURE AND DESIGN: HISTORIOGRAPHIC ASPECT

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ABSTRACT

The article covers the question of interdisciplinary concepts preceding the symbiotic transformation of architecture and design. The earliest theories of inter-species interaction of various arts are dated to the first half of the 19th century. The expanded geography of such concepts confirms the relevance of studying this problem throughout the world.

Keywords: symbiotic transformation of architecture and design, inter-species interaction, interdisciplinary concepts.

РЕЗЮМЕ

В статье поднимается вопрос о междисциплинарных концепциях, предшествующих симбиотической трансформации архитектуры и дизайна. Наиболее ранние теории, освещающие вопросы межвидового взаимодействия различных видов искусств, датируются первой половиной XIX века. Расширенная география подобных концепций подтверждает актуальность изучения этой проблематики по всему миру.

Ключевые слова: симбиотическая трансформация архитектуры и дизайна, межвидовое взаимодействие, междисциплинарные концепции.

РЕЗЮМЕ

У статті піднімається питання стосовно міждисциплінарних концепцій, що передують симбіотичній трансформації архітектури та дизайну. Найбільш ранні теорії, що присвячені питанню міжвидової взаємодії різних видів мистецтв, датуються першою половиною XIX століття. Розширена географія подібних концепцій підтверджує актуальність вивчення цієї проблематики по всьому світу.

Ключові слова: симбіотична трансформація архітектури та дизайну, міжвидова взаємодія, міждисциплінарні концепції.

PROBLEM STATEMENT

The majority of informational and data sources cover the semantic transformations of architecture and design overall, but their complex convergence and integration is not revealed. In general-theoretical consideration and perception of concerned problematic works of following researchers are used: I. Dobritsynoy, V. Babich, A. Kremleva and L. Holodovoy and other authors.

The research objective is in revealing earlier interdisciplinary concepts aimed at symbiotic transformation of architecture and design. It is also assumes their subsequent analysis for the further specification of integration of architectural and design methods which were outlined in art of postmodernism of the second half of XX century and, most likely, will have the further development in XXI century.

BASIC MATERIAL OF RESEARCH

Problems of interspecific interactions of various art forms have become indicated in the first half of XIX century. The article «About influence of painting on the art industry» of French writer T.B. Emeric-David (Toussaint-Bernard Emeric-David) was published in 1805 [11]. The American academy of fine arts in New York was transformed into National academy of design in 1826 [4]. This academy is still a centre of creative searches of artists, architects, designers and other experts of related areas.

More detailed and thorough works of scientific and journalistic activity of theoreticians in architecture, art and design, inventors and manufacturers were revealed in the middle of XIX century. They also include theoretical works of architect Gottfried Semper aimed at creation of the aesthetic theory uniting methods and principles of morphogenesis in architecture and design, with argumentation of positions about dependence of the form on function, material and technology of product creation [1]. Among his basic works are «The Four Elements of Architecture» (1851); «Science,

Industry and Art» (1852); «Der Stil in den technischen und tektonischen Künsten oder Praktische Ästhetik» (1860-1863).

Systematizing the supervision about the first world industrial exhibition in London in 1851, G. Semper acted as the theorist of material culture in bringing up a question on basic interrelation of architecture and applied arts [8]. He also marked excessive aspiration of manufacturers to use technological and engineering achievements in the competitive environment, without sufficient development and application of those or other algorithms and without taking into account an art component of industrial product.

Some problems of critical consideration and analysis of industrial production, mentioned by G. Semper, have found subsequently reflexion in John Ruskin's theoretical works, as well as in papers of William Morris, Walter Crane and other followers of «Arts and Crafts movement». The English artist and designer W. Crane combined the scientific activity with the administrative one. His scientific activity includes the following works: «Requirements of decorative art» (1892), «Design principles» (1898), «Line and form» (1900). The administrative part of his life was aimed at foundation and organization of «Guild of art workers» (1884) with following management over a society of «Arts and Crafts exhibition» (1888) which extended ideas of this movement abroad.

Being contemporary of W. Morris, English artist Christopher Dresser begun the career as the expert-researcher in the field of botany, after the expiration of the industrial exhibition in London in 1851 C. Dresser has got an academic education at State school of design (1854) and opened own studio in Kensington (1862). C. Dresser's projects made for well-known manufacturers (Wedgwood, Minton and Coalbrookdale) covered a wide range of forms, materials and technologies. His theoretical works cover application of design methods concerning decoration of industrial products: «The Art of Decorative Design» (1862), «General Principles of Art, Decorative and Pictorial, with hints on colour, its harmonies and contrasts» (1868), «Principles of Decorative Design» (1873), «Studies in Design» (1875) [8 p.220].

C. Dresser repeatedly collaborated with inventor and businessman Henry Cole, who in 1845 has formed the term «Art Manufactures», understanding and describing it as «... fine arts or beauty, applied to mechanical manufacture» [10]. He organized the society «Art Manufacturers» in 1847 aimed at «promotion of taste development ... to the beauty of products of mechanical manufacture» [8 p.220]. It is necessary to notice that periodicals have played an important role in formation of theoretical bases of different creative activities as well as in patterning of relevant interspecific interactions of architecture and design. For example, H. Cole founded publishing house of the first special magazine «Journal of Design and Manufactures» (1849–1852) directed at the improvement of standards of British industry [9 p.41].

Henry van de Velde – the Belgian architect and artist, one of founders of the franco-belgian style «Ar-nuvo» wrote that «in the near future, probably, it will possible for industry to combine art and manufacture which tend to dissociation nowadays and soon, we are going to talk not only about architecture and painting, but also about industry and design» [1].

Associations of architects, designers, artists, masters of decorative art, manufacturers and the industrialists, based in different countries of the world also contributed to the achievement of these goals, in other words to reorganization of «building and art crafts concerning modern industrial basis» [6]. Among them are union of applied arts and industry (France, 1863); guild of craft of Charles Ashbee (England, 1888); Vienna's Workshops (Wiener Werkstätte) organized by designers of «Secession» group – Josef Hoffmann and Koloman Moser (Austria, 1903); German Association of Craftsmen (Deutscher Werkbund) – an industrial union with German architect, theorist and publicist Hermann Muthesius (Germany, 1907) as one of the founders and others.

His works cover the essence of form in architecture and applied art, where H. Muthesius put forward messages about interrelation of social problems and art creativity in sphere of subject culture. The following problems were represented in theoretical works of H. Muthesius: dependence of product form on its functional purpose; conformation of product form to material properties with corresponding manufacturing techniques; necessity of construction of the form according to further machine work with alignment of contradictions between its reasonability and artistic realization.

Thus, mass production of items with industrial and household purpose, which had the considerable development in XIX century and more efficient progress in the XX century, has led to replacement of craft and manufactory ways of objects creation by the machine one. At the same time, there was an intensive narrowing of creativity sphere of applied art and the subsequent leading position of design, as new kind of artistic creativity in making products with practical purposes, in other words in making consumer goods.

Applied art with less obvious art importance and significance of design results, compared with architecture and fine arts, nevertheless concerned to be a part of art world, while the series-produced design products, created with the machine industry, for a long time had no place among kinds of artistic creativity. Another approach for defining design place in system of spatial arts was needed. This approach should be different in the case of choosing special criteria which varies from those applied to decorative and graphic art forms [5 p.87-88].

The integration of architectural and design methods is also covered in the monograph «Morphology of Art» by M. Kagan – a theorist, philosopher and culture expert of the 20th century [3]. M. Kagan deduces the internal structural organization of the whole world based on historiographic and methodological analysis of aesthetic thought of different historical epochs and studying of various art forms in process of art culture. He also describes mutual relations and ways of interaction of various classes, families, kinds and versions, sorts and art genres.

M. Kagan being guided with ontological and semiotic principles while working on this classification enters

concepts of «monofunctionality» and «bifunctionality» applied to arts of different kinds. By monofunctional arts are meant «... painting, drawing, sculpture and other art free from utility and possessing only one art function», these monofunctional arts are getting into «internal», deep areas of the art world far away from sphere of practical relations of people» [3 p.317].

At the same time, bifunctional art forms assume presence of utilitarian function. M. Kagan makes an example of architecture and «it's «leaving» from graphical and visual communication with life». «Use of abstract language which involves volume-spatial and color-invoiced relations», caused with the fact that «architecture is in «a captivity» of practical life and is obliged to connect the aesthetic function with utilitarian one – moreover, in most cases architecture «should» subordinate the first one to the last one» [3 p.316]. The similar state of affairs is peculiar to design and applied art forms, «... which utilitarian function often has material and practical sense though can have a spiritual value» [5].

M. Kagan identifies architecture, design and applied art as «architectonic arts», giving several advantages to the motivation of such concept. First, it is «*a form-building principle lying in their basis*, a structural dominant of their art language – aesthetically significant correlation of plastic elements composing the artistic image» [3 p.293]. It's also includes relationships of applied arts and design with architecture – «the most considerable and, so to say, representative art of this group» [3 p.293].

Architectonic connection of image elements in architecture and design is the main expressive means, independent of any visual function. At the same time identity of these kinds of arts, shown in natural dependence of the art component of object on its is constructive-technical decision, leads to the conclusion that architectonic logic appears to be derivative of constructive logic which, in turn, is defined with utilitarian function of the given object. In this case, it is more a question of dependence of art language on the off-aesthetic basis of given arts and not internal structural regularities of their language [3 p.294].

Classification presented by M. Kagan in his monograph reveals families of visual and architectonic arts as well as regularities of their interrelations. These theoretical concepts has allowed not to consider architecture as the fine arts (as it became before), and determine more full and scientifically reasonable place of design with applied arts more full and scientifically reasonable place in significant on volume and variety art world.

It is necessary to notice that in M. Kagan's monograph were made first steps to symbiotic comprehension and a substantiation of architecture and design, united under the direction of «architectonic». In this case, architecture appears as a rod basis, historiographically and methodologically prevailing in relation to design. Simultaneously design has already occupied the niche, partially «serving» to architectural objects. At this time All-Union Scientific Research Institute of Industrial Design (VNIITE), actively functioned in the USSR. This institute was created in 1962 in Moscow according to the decision № 349 of Ministerial council: «About improvement of quality in production of mechanical engineering and goods with cultural and living appointment: introduction of art and design methods».

VNIITE has served as the main design and research organization in the field of industrial design. Educational preparation in this direction was conducted in three higher educational institutions: Moscow state Stroganov academy of industrial and applied arts (this university is named after its founder, baron Sergei Grigoriyevich Stroganov); Leningrad Vera Mukhina higher school of art and design (today Saint Petersburg Stieglitz state academy of art and design) and Kharkov art-industrial institute (today Kharkov State academy of design and arts).

Mutual penetration of architecture and design is reflected in works of other researchers, for example doctor of arts and professor of St. Petersburg State University V. Vlasov in the publication «Design Architecture and the XX Century» [1], aimed at explanation of this thesis, describes two iconic or program constructions of the XIX century: «Crystal Palace» designed by the English architect Joseph Paxton for the World Exhibition in London (1851) and the Eiffel Tower of the French engineer Gustave Eiffel for The same exhibition in Paris (1889).

First building with innovative constructive decision is an architecture monument where the classical Vitruvian Triad is presented: «useful, solid, beautiful». «The second one, also innovative in the constructive relation, is product of design, not architecture, according to a triad «function, form, quality». «Usefulness», or function of Eiffel Tower has symbolical sense, tower-base structure is identical to the form, and «beauty» is equated to a design aesthetics» [1].

Open structure of Eiffel Tower has a different flexible expressiveness and swiftness of silhouette, which is unusual for figurative expressiveness in forms of classical architecture. Its functional purpose does not fit to the utility frameworks; after all, the initial purpose of creation of this construction consisting, in fact, of tested before bridge piers, was demonstration of superiority of France in the field of engineering thought.

Architect and architectural critic Sigfried Giedion in his book «Space, time, architecture» marks following suggestion: «the architectural shape of tower remained unclear and indistinct within approximately two decades after its creation» [2, p.183]. There is also a well-known fact of protests against building and construction of a tower made by representatives of creative intelligence: writers, sculptors, artists, architects. Subsequent events in the field of world perception and understanding have changed and replaced «the static perception of architecture which have remained during the Renaissance and then the latent maintenance of architectural image of Eiffel Tower was suddenly found out. It became a city symbol. It was inspiring poets and artists on creation of outstanding pieces of art» [2, p.183].

In other words, this building is one of the first demonstrations of the symbiotic process of merging architectural significance and design (constructive) solutions in one facility. Indissolubility and mutual addition of polar regions of architecture and design in this object associates with symbiosis process: the form of mutual co-habitation of two organic

groups, connected with reception of mutual advantages [7].

In terms of design, this interaction or symbiosis is special, since the design, unlike «pure art» with the prevailing artistic and imaginative orientation, has a design function. Design is aimed at forming the object environment for consumers and users with the subsequent integration of the spatial situation from the position of architecture. Another regression of events is also possible when architecture forms a semantic cover of projected object, and design fills it.

Supplementing following S. Giedion's statement: «for the first time in design of Eiffel Tower it was possible to reach so full mutual penetration of internal and external space» [2, p.181] it is possible to tell that this construction is one of illustrative examples of full mutual penetration of architectural image and design structure that corresponds to symbiotic transformation of architecture and design.

CONCLUSIONS

Interdisciplinary concepts preceding the symbiotic transformation of architecture and design are covered. The earliest theories of inter-species interaction of various arts are dated to the first half of the 19th century. More detailed scientific and journalistic works of theorists of architecture, art and design, inventors and manufacturers were published in the middle of the XIX century, concerning the development of mass industrial production for industrial and domestic purposes. The expanded geography of such concepts confirms the relevance of studying this problem throughout the world.

Global interdisciplinary integration as an inherent part of the socio-economic development of modern society, has an impact on architecture and design, moreover, one can speak about the *importance* and *inevitability* of such phenomena, therefore, the need for their careful consideration and study. Taking timely measures to reorganize the processes of architectural and design education of future specialists is also important.

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THE TYPES AND IMPORTANCE OF ESP IN HIGHER EDUCATIONAL INSTITUTIONS

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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.

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THE NECESSITY TO IMPROVE THE LOGISTIC PROCESSES OF THE TRANSPORT SYSTEM

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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.

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ADJECTIVES ENDING IN -ed AND -ing

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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 bildiren sözlərə sifət deyilir. Müasir ingilis dilində sifət düzəldən xüsusi şəkilçilər mövcuddur. Qaydaya əsasən -ing ilə düzəldən sifət əşyanı, -ed ilə düzəldən 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 anlamak 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.

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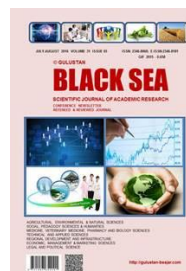
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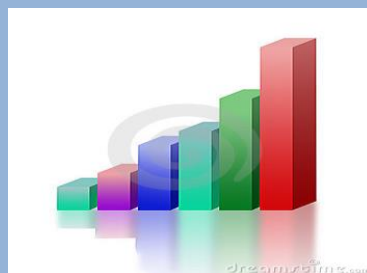
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