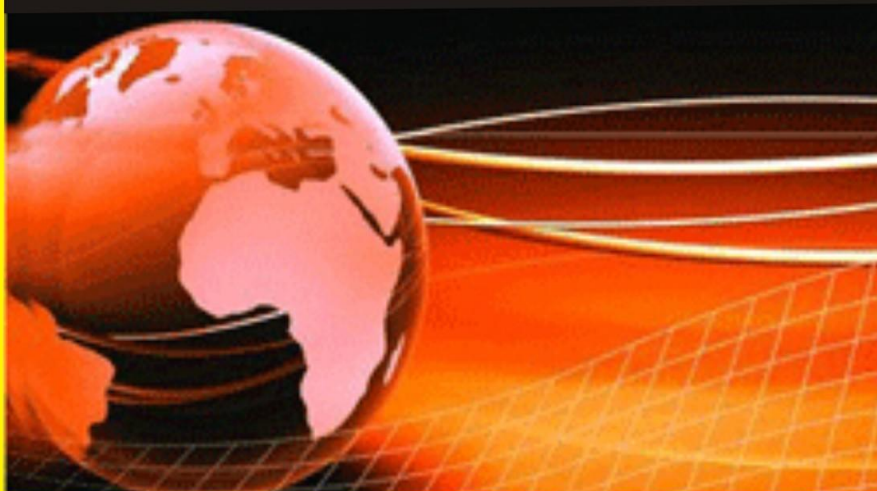


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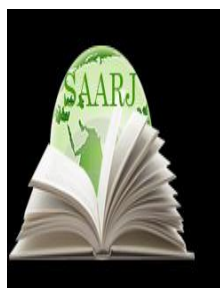
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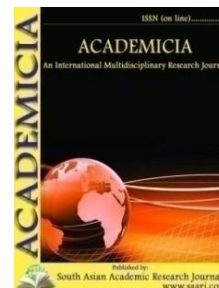
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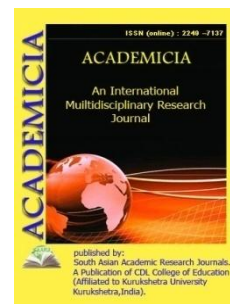
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ENHANCING MOTIVATION AMONG THE ESL OR EFL LEARNERS IN ENGLISH CLASSROOMS: A PRACTICAL APPROACH

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ABSTRACT

The phenomenal vicissitudes that have been taking place in the field of education in the twenty-first century drastically changed the concept of teaching and learning. Today, the modern classrooms are well-equipped with the latest technology and teachers are utilising them in order to satisfy the learners in understanding the concept. Even then, a majority of the learners are not concentrating on the teaching content as there is no proper motivation. As a result, the learners lose their interest towards the subject taught. The same phenomenon is reflecting on the teaching and learning of English. The learners are struggling to concentrate on learning the English language since they are not motivated towards the learning content properly. Consequently, the learners of English as a second or foreign language lose their concentration and do not pay more attention towards the content that is being taught. Therefore, the teachers of English should teach the ESL/EFL learners using the cutting-edge techniques, approaches, methods and strategies that highly motivate their learners and create more interest on the topic they are learning. This paper brings a light to the prominence of motivation in learning a second or foreign language and also confers the innovations in making the learning a productive and successful one.

KEYWORDS: Activities, English Classrooms, ESL/EFL Learners, Motivation, Teachers, Techniques.

INTRODUCTION

With the boom of digital revolution and the development of technology in the modern society, the teachers of ESL or EFL should always think about innovative and effective ways to create better and new milieus of teaching and learning of English that are assisted by multimedia technologies. It is a known fact that language instruction that integrates technology has a great impact on the process of learning a second or foreign language like English. Therefore, incorporating technology in the English classrooms will be more beneficial for the learners. In order to motivate and create more interest among the ESL or EFL learners, the teachers of English should also incorporate the latest technological devices into the English classrooms.

The main challenge for the teachers in the classroom is to improve the learners' motivation. To motivate the learners properly towards the teaching concept, the teachers should adopt various new strategies in the classrooms. When it comes to the teaching of English in ESL or EFL classrooms, the teachers of English should welcome the innovative techniques, methods and approaches of teaching. Moreover, the teachers should understand the level of the learners and their interests. It is possible for a productive and creative teacher to motivate even the learners who cannot concentrate well on the subject by introducing the latest classroom techniques in addition to the available technology. The teachers of English who update their teaching skills certainly try to implement various strategies in their ESL or EFL classrooms in order to inculcate new learning habits so that the learners always get motivated and concentrate more on learning the concept.

While learning a language like English in ESL or EFL classrooms, some learners show more interest and learn it with their own interest, whereas, some learners always have the opinion that learning English is a boring activity and they try to get away from it. There are several reasons for this problem. For some learners, experience of learning English is something interesting and attractive, whilst it is a boring activity for some others that it makes them wish to get away from it. There may be several reasons for this problem such as the domination of their teachers over the classroom, lack of creativity, monotonous teaching style, having the learners to do what the teachers are told to, being bounded by their benches for hours and hours, lack of implementing activity-based tasks, lack of encouragement to participate in the classrooms activities, not having any room for the learners' say, not utilising technology and multimedia in their teaching and so on are some of the factors augmenting this boredom. Since there are many varieties among the learners in terms of their learning styles, personal characteristics, social and economic background, the needs of learning a foreign or second language and so on. Moreover, the activities that the English language learners are engaged in the traditional classrooms are not at all authentic and they never satisfy the needs of the learners as they are specially designed for teaching purposes and they do not related to the real-life situations of the learners. Also, the traditional monotonous schedule that goes on in the classrooms is also one of the reasons that the learners are not paying any attention on the classroom teaching.

The effective and efficiency of learning in a second or foreign language classroom depends on not only learner's cognitive abilities but also on several affective factors such as the teacher, the learner and the materials that are used in the classroom. Nevertheless, there are also some other important factors also. In this connection, Issan, S. and Gomma, N., (2010) state that administration, methodologies and learning facilities like classroom amenities and libraries are

also some of the important factors. There is no doubt that all these factors can be enhanced by professional development programmes, educational policies and planning and budgets. In addition these factors, motivation is the main important factor which is the drive that makes the learners use all learning resources to reach their learning goals. Cheng H. F. and Dörnyei Z. (2007) state that in a foreign language learning motivation plays the role of an initial engine that brings about learning and later maintains the driving force in the process of learning a foreign language. Also, motivation is a dynamic stimulus of a person which starts, directs, maintains and evaluates the cognitive and physical process of learning. Furthermore, motivation provides learners with driving wishes and desires which trigger them to act in the learning process. Therefore, the teachers of English should understand the problems of the ESL or EFL learners and try to change their ways of teaching in order to motivate properly towards learning English.

REVIEW OF LITERATURE

Until the early 1990s, research on second language (L2) motivation was inspired by Gardner (1983, 1985), Clement (1980) and their colleagues. Gardner (1985: 6) reports that students' attitudes towards a specific language group are bound to influence how successful they will be in incorporating aspects of that language. This seems to be true considering that learning a foreign language is entirely different from learning other subjects as language is viewed as part of one's identity. Also, according to Williams (1994) claims that learning a foreign language involves far more than simply learning skills or a system of rules or grammar. According to him, it involves an alteration in self-image, the adoption of new cultural and social behaviours and ways of being. Therefore, it has major impact on the social nature of the learner. Furthermore, research in L2 motivation by Williams (1994) and Dörnyei (1990, 1994, 1997, 1998, 2001) discovered a need for a more pragmatic education centred approach, examining classroom reality and identifying and analysing classroom specific motives. Gardner (1985: 6) states that students' attitudes towards a specific language group are bound to influence how successful they will be in incorporating the aspects of that language. This seems to be true considering that learning a second language is different from learning the other subjects since language is viewed as part of one's identity.

The Definition of 'Motivation'

The word motivation comes from the Latin word "movere", which means move. The word 'motive' means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. In the work goal context the psychological factors stimulating the people's behaviour can be: desire for learning new things, success, team work, recognition and so on. The word 'motivation' is usually defined as the forces that account for the arousal, selection, direction and continuation of behaviour. Motivation is an important factor which encourages learners to give their best performance and help in reaching enterprise goals. According to Kleinginna and Kleinginna (1981), "Motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behaviour and give it direction". They further say that motivation is the internal state or condition that activates behaviour and gives it direction, it is the desire or want that energises and directs goal-oriented behaviour and it is the influence of needs and desires on the intensity and direction of behaviour. For Franken (2006), "Motivation is the arousal, direction and persistence of behaviour".

Skehan (1989: 38) stated motivation as “an inner drive that energizes, directs and sustains behaviour which moves and directs the students in a particular direction. It is the second more important determinant of educational success, the first being aptitude, a learner’s cognitive capacity” (cited in Tsipakides, 210, p.222). Similarly, Brophy (2004) also stated that motivation is the degree to which students invest attention and effort (cited in Tsipakides, 210, p.222). Also, Guay, et al (2010, p. 712) referred to motivation as “the reasons underlying behaviour”. Moreover, Fredricks, Blumenfeld and Paris (2004) believed that the students’ motivation is reflected in personal investment and in cognitive, emotional and behavioural engagement in school activities (cited in Skinner et al, 2007, p. 2). According to Reeve (2011), “Motivation has an important in mastering a second or foreign language, especially in a foreign language setting”. In the model presented by Linnebrink and Pintrich (2002) state that Motivation affects academic achievement. If the learners come to know that English is more useful both in their everyday lives and future careers, they will automatically increase their motivation to learn it. The teachers are held responsible to surge up the learners; enthusiasm for learning for another language and then the teachers can take a greater role in enhancing the learners’ motivation while the learners are learning another language. Furthermore, teachers can do many things to motivate their learners to learn and behave in ways that promote their success and productivity in the classroom. In the words of Smith (2001), “Motivating young people is a fundamental part of what it is to be a teacher”. At this juncture, it is apt to quote Brophy (1987), “Experience develops students’ motivation, but it needs teacher’s help and modeling”. Also, Paris and Turner (1994) and Rueda and Moll (1994) say that “The environment where learning is taking place can highly enhance a learner’s motivation to learn is referred to as situated motivation”.



Motivation is considered to be the fundamental concept in most theories of learning. The learners in the classroom need to be motivated enough to pay attention while learning whereas, anxiety decreases the learners’ motivation to learn. Moreover, the learners always get motivated either by getting rewards or by getting feedback from an action and it results in repeating the action. Therefore, one of the prevalent challenges in the classrooms is improving learner motivation. There are two types of motivation for learning, i.e., intrinsic motivation and extrinsic motivation. Intrinsic motivation takes place when the learner already has an interest in learning the subject and is inspired internally, whereas, extrinsic motivation takes place when other factors such as a

recognition or reward drive the learners to participate in the classroom learning. It is the main responsibility of the teacher to engage their learners in the learning process by tapping into extrinsic and intrinsic motivations.

The Importance of Motivation in the ESL or EFL Classrooms

Motivation has been one of the major problems for most of the teachers of English as a second or foreign language in almost all ESL or EFL classrooms. ESL or EFL learners have low motivation to learn English and most of them have the opinion that English has of no use for their future. Moreover, they are not aware of the importance of English for the development of their career. Therefore, the teachers of English should educate the ESL or EFL learners about the significant role of English in getting their jobs and also in developing their future career. As tremendous changes have been taking place in the twenty-first century and some of the teachers of English have been using latest techniques, approaches and methods of teaching English in the ESL or EFL classrooms, they are attaining good results in motivating the learners and getting positive results in teaching and learning.



As motivation mainly works as the initial point for learning and supporting a second or foreign language acquisition, the learner will continue to achieve language proficiency. Therefore, a learner will be able to continue the process of achieving language proficiency only with proper motivation. According to Cheng and Dörnyei (2007), “High motivation will be useful for learners to attain proper proficiency in the second language (L2), even if their aptitude or learning conditions are not appropriate”. In tackling the problem of motivation in learning a second language, the teachers should always try to understand and appreciate the importance and role of motivation. In the second language learning context, William Little wood (1987: 53) observes that, “In second language learning, as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres”. It is a complex phenomenon and includes many components: the individual’s drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation. Reeve (1996) also states, “Student motivation is influenced by both internal and external factors that can start, sustain, intensify or discourage behaviour”. The teachers of

English have to achieve these motivational components in the learners as motivation plays a pivotal part in learning a second or foreign language such as English.

The Role of Teachers in Promoting Motivation in ESL or EFL Learners in the English Classrooms

Since the teachers are the complex and strategic figures to influence the motivational quality of learning of ESL or EFL learners, they have to play a vital role in mediating the growth of the learners. Moreover, English taught in the classrooms for a few hours a week and it plays a major role as a medium of communication. So, the quality of learning experience in the classroom will be the most influential determinants for the ESL or EFL learners and it also affects their motivation. The teachers of English are the prime source for learning a new language as they teach English in unnatural way, just by setting the exposure in a genuinely situational way. Acknowledging the importance of the classroom teacher in the field of L1 instructional communication, various studies have investigated the impact of teacher on the changes in learners' motivation. In this connection, D. M. Christophel and J. Gorham (1995: 292-306) and J. Gorham and D. M. Christophel (1992: 239-252) stated that teachers' appropriate use of immediacy behaviours positively affects learners' motivation. Also, Dörnyei (2001) found that the teachers' use of immediacy behaviour, i.e., the perceived physical and psychological closeness between people.

Various studies on motivation such as Tanaka, T. (2010) and Sakai, H. and Kikuchi, K. (2009) also conclude that the teachers of L2 play the most influential role to help learners engage and persist in the long process of second language acquisition. The magic strategies that have been used by the teachers in the classroom so far are really aim at motivating the learners in their learning and get them the benefits of learning the second language in a safe and welcoming teaching and learning environment. This really develops the ESL or EFL learners' intrinsic motivation. Therefore, the teachers of English should concentrate on intrinsic motivation which develops the ESL or EFL learners learning and influences them indirectly. The teachers should adopt question and answer technique and also provide the learners with right feedback. By implementing this technique in the classroom, it gives intrinsic motivation to the learners. Moreover, the nature of the interactions that take place between the teachers of English and the ESL or EFL learners also influence the learners in motivating on the topic. In this regard, Veronica, (2008) states that the important qualities of a good teacher usually displays in the classroom is enthusiasm, acknowledgement and stimulation of learners' ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, motivating and interesting way, the encouragement of learners' with difficulties, helping them to increase the expectations of themselves and so on.

The Various Types of Motivating the ESL or EFL learners in the English Classroom

There are several ways for the teachers of English to follow in the ESL or EFL classrooms in order to motivate their learners. First of all, the teachers should involve the learners by giving them some tasks and ask them to perform them using group work or pair work. This approach will give a good practice for the learners to achieve the goals doing it collaboratively so that the learners get a good chance to speak to their peers. As a result, the learners automatically improve their communication skills and learners can help the other learners in performing various tasks

successfully. These tasks may include writing a story, a poem or a dialogue, drawing a picture or scenery. It is the duty of the teachers to select the tasks based on their local and social issues.

Another major issue that influences the ESL or EFL learners' motivation is the seating arrangement in the classroom and it also determines the dynamics of the lesson taught. It is certain that a simple change in the seating arrangement can make a great difference to both learner satisfaction and group coherence. Seating arrangement plays a vital role in both the success and failure of the lesson taught in the classroom. In large classrooms, the teachers can arrange the groups to be seated round small tables and it will be a good option to conduct activities in such larger classrooms. When the size of the classroom is smaller, then the teachers of English can arrange the ESL or EFL learners to sit in the horse which is more advantageous for the learners in the group. Furthermore, the teachers of English should make sure that the learners are sitting at a comfortable distance from each other and the sitting should be ideal one. The sitting of a learner should neither be alone outside the groups so that the learners participate in the group discussions actively. Also, the teachers should try to maximize their eye contact and concentrate on each and every learner so that the learners pay their attention on the learning process. It is also important that the teachers should not keep the same groups for a longer period, instead, they should keep on changing the groups or partners frequently. It really brings a novelty to the classroom and the learners also get the opportunity of learning new things from almost all the learners of the classroom.

Another variety of teaching technique in order to engage and motivate the ESL or EFL learners is role play. This technique makes a greater difference in the classroom and the learners also find that it is quite different from the normal and routine activities. In order to motivate the learners properly, the teachers of English are advised to introduce the activities such as role plays. Since the learners participate in these activities with more interest, their motivation towards learning the new concept also increases automatically. In this connection, the teachers can introduce some activities such as dramatizing an interview of an interviewer and an interviewee, a salesperson and a customer, a lawyer and a client, a doctor and a patient, a tourist and a guide and so on. The teachers can also introduce games in the classroom to make the students to participate in them. In this connection, the teachers can also introduce games like hiding an item in the hands of the speaker and asking the remaining learners to guess it. This kind of games will surely create more interest among the learners and it also makes the learners to learn the content with proper motivation.

Another important technique that the teachers of English should use in the ESL or EFL classrooms is in correcting the errors of the learners. The teachers should never correct all the errors of the learners and if the teachers do in this way, there will be a greater dissatisfaction among the learners and they become very nervous. As a result, they feel afraid of making sentences in the classroom. Therefore, the teachers should observe the mistakes of the learners and explain some common errors made by a majority of the learners. Furthermore, the teachers of English are advised not to correct the mistakes of the learners from time to time when they are speaking in the classroom. In correcting the errors, the teacher can implement some techniques such as self-correction, peer correction and teacher correction. As correction of errors plays a crucial role in motivating the ESL or EFL learners, the teachers of English should be aware of when to correct errors and how to do that without any upset, shame or embarrassment.

In order to grab the attention of the ESL or EFL learners in the classroom, the teachers of English can employ the introducing audio-visual aids in the classroom. Since a picture is a worth thousand words and the learners can retain for a long time what they have seen, teaching English by using audio-visual material, tape recorders and cassette players and also computers, laptops and PowerPoint presentation in the ESL or EFL classroom will definitely motivate the learners highly towards their learning process. The teachers can use cassette players or video players to play songs, stories and discussions that take place in various situations. As most of the modern classrooms are equipped with the latest technology, the teachers can motivate the learners easily. Moreover, the learners also pay more attention and learn the topics with greater enthusiasm and interest. Therefore, the teachers of English should introduce the available technology in the classroom so that the learners will get motivated towards learning English.

Another important technique for the teachers of English to teach the ESL or EFL learners is using songs, stories, flash cards and realia. Since most of the learners are interested in songs, the teachers should collect various English songs that are useful for the learners. Also, the teachers can introduce some stories in the classroom using story books or videos. Consequently, the learners learn new vocabulary, sentence structures, pronunciation, accent and intonation by watching the videos or listening to the audios. Also, the learners can develop their speaking as well as writing skills when the teachers introduce activities such as creating stories on their own. This technique not only develops the learners' speaking skills but also their creativity. Furthermore, flashcards and realia are also effective tools of learning English. These flashcards and realia are very useful in introducing new vocabulary such as professions, colours, shapes, birds, animals, vegetables, fruits, furniture, occupations, clothes, electronic items and so on. Using flash cards and realia as authentic materials, the teachers of English can introduce a number of activities. The learners also do these activities with a lot of enthusiasm and zeal and the learning happens quite naturally and smoothly. The teachers can overcome the problem of monotony and artificiality and create innovative techniques in teaching English for the ESL or EFL learners. Therefore, the teachers of English are advised to introduce a variety of activities in the English classrooms in order to motivate the ESL or EFL learners.

Since motivation plays a predominant role in learning English, the teachers should always try to put a full stop for monotony and introduce various activities in the classrooms. So, the ESL or EFL learners will concentrate more on learning English and develop their language skills in a learner-friendly environment.

CONCLUSION

This paper throws a light on enhancing motivation among the ESL or EFL learners in the English classroom and also finds solution to the problem. First of all, the importance of motivation has been thoroughly presented. Later, the importance of motivation in the ESL or EFL classrooms has been clearly illustrated. After that, the role of teachers in promoting motivation in ESL or EFL learners in the English classrooms has been presented systematically. Furthermore, the various types of motivating the ESL or EFL learners in the English classroom has been comprehensively discussed. Finally, the teachers are advised to follow innovative techniques of teaching English in order to make their classrooms lively and attractive for the learners.

Since motivation plays a prominent role in learning a language like English, the teachers should always try to learn new things in the area of teaching English. Further, they should always try to

adopt innovative techniques, methods, approaches and various strategies in order to satisfy the needs of the ESL or EFL learners. Since the ESL or EFL learners need more support and encouragement in learning the language, the teachers should encourage them by arranging group work and pair work to finish their tasks collaboratively. Furthermore, the teachers should also introduce technological devices to motivate the learners. Also, the teachers should introduce activity-based learning as these increase the learners' learning skills and the learners also learn new things from their peers. Therefore, the primary role of the teachers of English is to understand the needs and desires of the learners and motivate them in a proper way. When the teaching style of the teachers of English is more relevant, appropriate and suitable for the needs and requirements of the ESL or EFL learners, the learning of English language skills will be easier for the learners and they learn English in a fearless, friendly and joyful environment.

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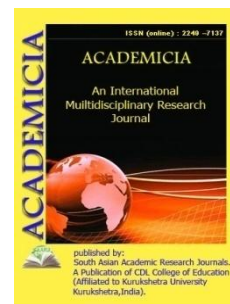
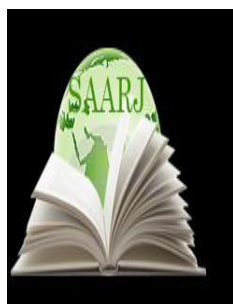


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ALGORITHM BASED ON LINGUISTIC MODELS IN MACHINE TRANSLATION BETWEEN RUSSIAN AND UZBEK

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ABSTRACT

The article is devoted to the analysis of simple sentences' structure of Russian and Uzbek languages. We propose an algorithm that solves crucial problem for machine translation of these unrelated languages, and the linguistic database that gives the possibility to implement the process of machine translation

KEYWORDS: *Database, Machine Translation, Tokenization, Programming And Linguistic Database, Algorithm.*

INTRODUCTION

Computational linguistics is one of the complicated fields which crossroads of linguistics and computational technologies. Because it links directly with natural language processing, indeed it also depends on several factors that are psychological, cognitive, and cultural and so on. Never the less, translation is not only technical process but also creative activity that based on including both material and mental capability of human being. Therefore, for machine translation it is important to identify what kind of texts would be objects in the automatic process. We clarify the

text in terms of genres like official or scientific texts that are more formal than others are. However, a lot of breakthrough in the field involving oral and written form of all genres texts since many attempts have been implemented over the world. Regarding progress, today as we mention some approaches of machine translation like neuro machine translation, statistical, phrasal-based etc. Owing to globalization and interactive communication between nations in Internet, translation tools have a pivotal role to ease and make the atmosphere that is necessary and so fast with quality to take daily information and transform them consumer as soon as possible. It is not even in social networking, but exchange academic background at any time at different parts of the world gives a great chance to analyze and criticize them wherever it's needed. Therefore, in machine translation the Uzbek language is important as it one of Turkic language.

Our article is focus how to build up algorithm for machine translation from Russian into Uzbek and vice versa.

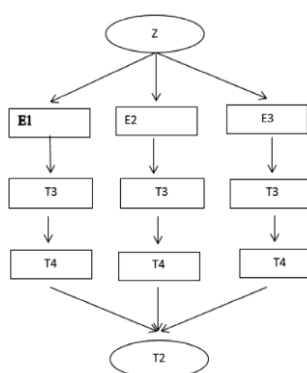
Firstly, it is applied morphological analysis in the first stage: tokenization (take apart word form) -> lemmatization (the analysis of morphemes)->stemming (identify the roots of the words).There after syntactic models of the text compared and checked each other.

Obviously, database is well structured systematically and by structure to keep data that are used in urgent time accurately and properly which are asked somehow. It is should be input symbols for environment of machine translation.

Data Name	Function
R_i	The database of phrase and terms of the scientific spheres.
Q1	The database of all of the words root in the language.
K1	The database of all derivational words
V2	Clause elements
V3	The database of parts of speech

The environment translation services for scientific text. It is very important to address Grammar of the languages so that to identify the structure of the sentence and parts of speeches in the text. It could do this work through two directions: Russian-Uzbek, Uzbek-Russian.

Firstly, dividing into several parts of speech of input text (Z) and each words are taken the other term database; they are replaced in terms of grammar. We display the functional chart of translation algorithm:



The following symbols input in the entry part of language in order to model of natural language:

T3i1-translation into other language and the massive including the function in the sentence, $1 \leq i \leq m$;

T4j1- translation into other language, $1 \leq j \leq m1$;

T2-translated text; E4-subject; G2 -predicate; E5- attribute; E6-object; E7-modifier.

There are two appropriate models of sentence in both of languages.

a) The different mathematical models of types of indicative mood in

Uzbek:

- I.
1. $\langle E4 \rangle \downarrow \oplus \langle E5 \rangle \downarrow \oplus \langle E6 \rangle \downarrow \oplus \langle E7 \rangle \oplus \langle G2 \rangle$.
 2. $\downarrow \langle E5 \rangle \oplus \langle E4 \rangle \downarrow \oplus \langle E6 \rangle \downarrow \oplus \langle E7 \rangle \oplus \langle G2 \rangle$.
 3. $\downarrow \langle E5 \rangle \downarrow \oplus \langle E5 \rangle \oplus \langle E4 \rangle \downarrow \oplus \langle E6 \rangle \downarrow \oplus \langle E7 \rangle \oplus \langle G2 \rangle$.
 4. $\langle E4 \rangle \downarrow \oplus \langle E5 \rangle \downarrow \oplus \langle E6 \rangle \oplus \langle G2 \rangle$.
 5. $\langle E4 \rangle \oplus \langle G2 \rangle$.
 6. $\langle E4 \rangle \downarrow \oplus \langle E7 \rangle \oplus \langle G2 \rangle$.
 7. $\langle E4 \rangle \downarrow \oplus \langle E6 \rangle \oplus \langle G2 \rangle$.

Thus we apply a bit change of mathematical models which presented at [1,3,4] types of component of sentence. Hence, some exact parts of speech could be appropriate clause elements in some cases that identified as models of the text. Afterwards it is taken from other translation in the second language and it is replaced in order by normal principles. In next stage algorithm takes function in order to the most optimal and meaningful translation. Above mentioned the forms Uzbek sentences are formed as Russian mathematical models:

1. $\langle E4 \rangle \downarrow \oplus \langle E5 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E6 \rangle \downarrow \oplus \langle E7 \rangle$.
2. $\downarrow \langle E5 \rangle \oplus \langle E4 \rangle \downarrow \oplus \langle E7 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E6 \rangle$.
3. $\downarrow \langle E5 \rangle \downarrow \oplus \langle E5 \rangle \oplus \langle E4 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E6 \rangle$.
4. $\langle E4 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E6 \rangle \downarrow \oplus \langle E5 \rangle$.
5. $\langle E4 \rangle \oplus \langle G2 \rangle$.
6. $\langle E4 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E7 \rangle$.
7. $\langle E4 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E6 \rangle$.

b) Let's take the mathematic models of simple interrogative sentences of Uzbek language as an example:

1. $\langle M4 \rangle \downarrow \oplus \langle E5 \rangle \downarrow \oplus \langle E5 \rangle \downarrow \oplus \langle E6 \rangle \oplus \langle G2 \rangle$
2. $\langle M4 \rangle \downarrow \oplus \langle E6 \rangle \downarrow \oplus \langle E5 \rangle \oplus \langle G2 \rangle$
3. $\downarrow \langle E6 \rangle \oplus \langle M4 \rangle \oplus \langle G2 \rangle$
4. $\langle M4 \rangle \downarrow \oplus \langle E5 \rangle \downarrow \oplus \langle E6 \rangle \oplus \langle G2 \rangle$

These interrogative sentences suit in Russian such models as following examples:

1. $\langle M4 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E7 \rangle \downarrow \oplus \langle E5 \rangle \downarrow \oplus \langle E6 \rangle$
2. $\langle M4 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E6 \rangle$
3. $\langle M4 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E5 \rangle \downarrow \oplus \langle E6 \rangle$
4. $\langle M4 \rangle \oplus \langle G2 \rangle \downarrow \oplus \langle E6 \rangle \downarrow \oplus \langle E7 \rangle$

Using above mentioned database structure of sentences and terms, translation algorithm is given like this:

Q1_uz= \Rightarrow SELECT * FROM `Q1_uz`»-all stems in Uzbek;

K1_uz= \Rightarrow SELECT * FROM `K1_uz`»-all word forms in Uzbek;

Q1_ru=»SELECT * FROM `Q1_ru`»- all stems in Russian;

K1_ru=»SELECT * FROM `K1_ru`;»- all word forms in Russian;

Ei – sentence taken from text Z, $1 \leq i \leq n$; L1j – words taken from Ei, $1 \leq j \leq n1$;

After doing algorithm [2], the following “search” algorithm divides

into Z sentences, and after that it breaks apart words or word combinations, then each word formations is searched in the database of stem list, if there is not need words turning another one type of database. After finding words, taken translation form the target language. As we take one more example for Uzbek-Russian direction the 1st translation algorithm like this:

1. Search the words in L1j from Q1_uz. If find go 2nd step, otherwise 4th step;
2. Take the stem from Q1_uz in terms of Russian order (ID);
3. Take translation of stream of Q1_ru and go through the 7th step;
4. Search each word in L1j from K1_uz;
5. Take the order (ID) word formation in K1_ru form K1_uz;
6. Take translation of word formation from K1_ru;
7. Identify the function in the sentence and replace in the massive T3i1;
8. Pass filled massive of T3i1 to function Uzbek Russian (T3i1);
9. Replace the results of function Uzbek Russian (T3i1) to T2;

Here Uzbek Russian (T3i1) [2] function which is written translation algorithm for Uzbek-Russian direction. Uzbek Russian (T3i1) function is written as following. So we used some signs to write function:

1. ET3k1 –Uzbek and Russian the structures that are suited each other $1 \leq k1 \leq m2$;
2. Load the functions of words which are input T3i1 to E8k massive;
3. Find appropriateness structure sentence to E8k form ET3k1;
4. Take found the fords as clause elements from ET3k1 and load to T2;

This function is such a form in programming language (in Java):

```
private String UzbRus(String suz) throws
ObjectNotFoundException {int rusId=0; String rusSuz =""; int gapBulagiId=0;
U z a k S u z l a r u s = u z a k S u z U z b e k D a o . getUzakUzbekByWord(suz);
if(us.getUzakSuzlar().equals(suz)){ rusId=us.getUzakRussianId();
List<Uzak Russian>ueList=uzakSuzRussianDao. getuzakSuzlarListByRId(rusId);
for (Uzak Russian ue : ueList) { rusSuz=ue.getUzakRussian();
} }else{ YasamaSuzlar ys=yasamaSuzUzbekDao. getYasamaUzbekBySuz(suz);
if(suz.equals(ys.getYasamaSuzlar())){
rusId=ys.getYasamaRussianId();
YasamaRussian ye=(YasamaRussian)
yasamaSuzRussianDao.getYasamaRussianListByRId(rusId);
rusSuz=ye.getYasamaRussian();
} }else{ rusSuz=suz; } }return rusSuz; }
```

The algorithm 2 is for Russian-Uzbek direction like this:

1. Search each word in L1j from Q1_rus. If it is found, go to the 2nd step, otherwise to the 4th ;
2. Take the order (ID)stem in Russian from Q1_rus;

3. Take translation stem from Q1_uz and go to the 7th step;
4. Search each word in L1j from K1_rus;
5. Take the order (ID) in word formation in K1_uz from K1_rus;
6. Take translation derivative word from K1_uz;
7. Identify the function of the word in the sentence and replace in the massive of T3i1;
8. Pass filled massive T3i1 to function RussianUzbek (T3i1); Replace the results of function RussianUzbek (T3i1) to T2;

Here RussianUzbek (T3i1) is the function written in [2] based on Russian-Uzbek translation direction algorithm. RussianUzbek (T3i1) function is as following, accordingly used some signs to write function:

1. ET4k1 – Uzbek and Russian the structures that are suited each other $1 \leq k1 \leq m2$;
2. Load the function in the sentence of the word input T3i1 massive to E8k;
3. Find proper the structure sentence to E8k from ET4k1;
4. Take clause elements of the words found in ET4k1 and load to T2;

These tags represented in the following process:

```
Private String RusUzb (String      suz)      throws
Object Not Found Exception {
int uzakId=0; String uzbSuz=""; int gapBulagiId=0;
UzakRussian ue=uzakSuzRussianDao. getUzakRussianByword(suz);
if(ue.getUzakRussian().equals(suz)){ uzakId=ue.getUzakSuzlarId();
List<UzakSuzlar> usList=uzakSuzUzbekDao. getuzakSuzlarListByRId(uzakId)
for (UzakSuzlar us : usList) { uzbSuz=us.getUzakSuzlar();} }else{
YasamaRussian ye=yasamaSuzRussianDao. getYasamaRussianByWord(suz)
if(suz.equals(ye.getYasamaRussian())){ uzakId=ye.getYasamaSuzlarId();
YasamaSuzlar yu=(YasamaSuzlar)yasamaSuzUzbekDao.getYasamaSuzlarListByRId(uzakId);
uzbSuz=yu.getYasamaSuzlar();}else { uzbSuz=suz;}}
return uzbSuz;}
```

In conclusion we may say that although our investigation on machine translation system seems a bit a simple, there are very pivotal issues should be done in terms of linguistic models. According to this rule based translation is important for non familiar and relative languages like Russian and Uzbek. In the future, our research will be directed multilingual machine translation system for the Uzbek language.

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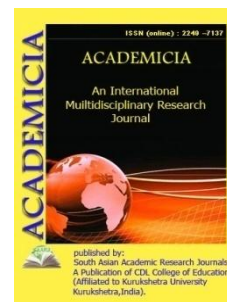
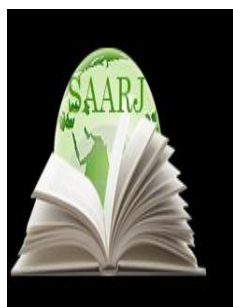
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COMPARATIVE ANALYSIS OF THE IMMUNE SYSTEM AT OFTEN AND RARELY ILL CHILDREN DEPENDING ON THE STAGE OF DISEASE

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ABSTRACT:

The article is devoted to the study of the immune system (IS) and cytokine status in frequently ill children (FIC) in the acute phase and remission in comparison with rarely ill with children (RIC). The immune status in these children not infrequently formed were transiently response by Th2-type by hyper production of IL-4 and IL-1 β , stimulating high production of IgE by B lymphocytes IgA against decrease synthesis. The smallest number of T-suppressor cells defined in the acute stage at FIC, but fluctuations are unreliable, that still caused significant reduction in the immune regulatory index in the group. In the group of FIC in remission as a decline of the index, but compared to the RIC data unreliable. In terms of lymphoid tissue hyperplasia and concomitant chronic exudative-proliferative inflammatory viral infection begins to exhibit the properties of the trigger, inducing infectious-dependent immunopathological condition, as well as autoimmune reactions, often manifested by at FIC [1-3]. In other words, the spread of inflammation to the lymphoid tissue of the upper respiratory tract is associated with severe proliferative IgA, indicating mobilization of reserve capacity of local immunity in chronic inflammation.

KEYWORDS: *Children, Immune System, Cytokine Status, Respiratory Diseases, Immune Cells.*

INTRODUCTION

Problem defeat limfoadenoid pharyngeal ring Pirogov-Waldeyer from FIC is relevant, since this tissue is morph functional substrate local immunity. In terms of lymphoid tissue hyperplasia and concomitant chronic exudative-proliferative inflammatory viral infection begins to exhibit the properties of the trigger, inducing infectious-dependent immunopathological condition, as well as autoimmune reactions, often manifested by at FIC [1-3].

Recent studies have shown that FIC even during clinical well-being and the absence of signs of ARI identifies distinct changes in cell-cell interactions in the immune system: significantly increased the content of pro-inflammatory interleukins (IL-2 , IL-4), including interleukins involved in chronic inflammation (IL-6, IL-8).

This is accompanied by a decrease in cell cytotoxicity and increased levels disimmunoglobulinemia cells expressing receptors that induce apoptosis. In this regard, we have been set a target [4-7].

The purpose: to examine the performance of the immune system in FIC and RIC, depending on the stage of the disease in a comparative perspective.

MATERIALS AND METHODS

We carried out a study on the state of the immune system in children surveyed, depending on the stage of the disease (remission and relapse stage): In the group of FIC, the number of children was 28, whereas in the group (RIC) - 20.

Criteria for selection of children in the FIC group formulated in 1986 and V.Yu.Albitski A.A.Baranov.

- Up to a year - 4 and more;
- Up to 3 years - 6 or more;
- 4-5 years - 5 or more;
- Over 5 years - 4 and more.

This takes into account SARS, and exacerbation of chronic diseases of ENT - organs and respiratory tract (I.E.Elagina, M.R.Bogomilsky, 2004).

Immunological studies were performed at the Institute of Immunology of the Academy of Sciences of Uzbekistan.

The main parameters of cellular and humoral immunity was determined by identifying the cell surface cluster of differentiation of CD3, CD4, CD8, CD16, CD19 with monoclonal antibodies Series LT (LLC ""Sorbent Service", Russia). The study of the concent-ration of serum immunoglobulin A, M, G in peripheral blood was performed according to the method Mancini G. et al (1965).

Levels of cytokines (IL-1b, IL-4 and TNF α), IgE and sIgA in nasal washes were determined by ELISA (cytokines produced by "Cytokine", St.-Petersburg).

Statistical analysis of the data obtained by the methods of variation statistics, Fischer-Student.

RESULTS AND DISCUSSION

The next stage of our work was to study the above immune-logical parameters, depending on the stage of the underlying disease.

Analysis of the data showed a significant difference, as in the period of exacerbation and remission in level CD3+-lymphocytes in sickly children compared to those suffering from rare (P<0,05).

Also, a significant difference was observed in the reduction of CD4⁺-lymphocytes in sickly children in the acute phase ($P < 0,01$). The smallest number of T-suppressor cells defined in the acute stage at FIC, but fluctuations are unreliable, that still caused significant reduction in the immune regulatory index in the group. In the group of FIC in remission as a decline of the index, but compared to the RIC data unreliable.

In studying the factors of nonspecific protection significant difference of all parameters in the acute phase and in remission from frequent and prolonged ill children.

Thus, the level of natural killer cells in the group of FIC in the acute stage was $18,0 \pm 1,1\%$, and in remission - $13,9 \pm 0,7\%$ in comparison with the group RIC - $14,3 \pm 1,0\%$ and $11,2 \pm 0,7\%$, respectively ($P < 0,05$).

Data analysis of the phagocyte activity of neutrophils showed that in the period of acute level of phagocytosis was significantly reduced, both in the group RIC, and in the FIC group ($54,5 \pm 1,2\%$ vs $50,7 \pm 1,1\%$, $p < 0,05$ and $48,3 \pm 1,2\%$ vs $43,6 \pm 0,9\%$; $p < 0,05$). Rate increase was observed in the content of B cells ($P < 0,05$).

Revealed that the FIC with concomitant ENT pathology shows signs disimmunoglobulinemia with higher levels of IgG, and a significant decrease in the concentration of IgA, IgM more pronounced in the acute stage of the basic pathological process.

In particular, the level of IgG group FIC in the acute stage was $1420 \pm 38\text{ mg } \%$, and in remission - $1160 \pm 22\text{ mg } \%$ in comparison with the group RBD - $930 \pm 19\text{ mg } \%$ and $1050 \pm 25\text{ mg } \%$, respectively, ($P < 0,01-0,001$). It should be noted marked decrease secretion of IgA in the acute stage at FIC, $P < 0,01$.

In other words, the spread of inflammation to the lymphoid tissue of the upper respiratory tract is associated with severe proliferative IgA, indicating mobilization of reserve capacity of local immunity in chronic inflammation.

With frequent acute respiratory epithelial damage the respiratory tract gets receptor hypersensitivity to external influences. In the immune status of these children are often transiently formed response to Th2-type with overproduction of IL-4 and IL-1 β , enabling high production of B-lymphocytes against decrease in IgE synthesis of IgA.

In our study showed a significant decrease in IL-1 β in the acute stage at FIC, $P < 0,05$, and in remission on the contrary increase that is more than 2-fold compared with a group of children suffering from rare, $P < 0,05$. The level of IL-4 in sickly children during episodes of exacerbation was significantly increased ($18,1 \pm 2,4\text{ pg/ml}$ vs $13,5 \pm 1,6\text{ pg/ml}$ in the RIC, $P < 0,05$).

A similar trend is observed in the study of the level of TNF α . Progressive dynamics increasing concentrations of IL-4, TNF α in the serum of sickly children in the acute phase of the basic pathological process is associated with a more pronounced effect of the exposure of frequent and complicated by recurrent episodes of infection of the upper respiratory tract for a long time

Thus, the FIC is a problem that has not only medical, but also the socio-economic aspect, which requires a comprehensive approach to deal with it in the implementation of therapeutic, rehabilitative and preventive measures for the FIC.

CONCLUSIONS:

1. Depending on the stage of the underlying disease revealed significant differences, both in acute and in remission.

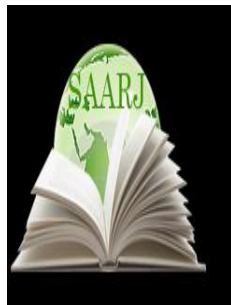
The level of CD3+, CD4+ lymphocytes, phagocyte activity of neutrophils and immunoregulatory index in frequently ill children in the acute stage in 1,2 times less ($P<0,05$), than compared to remission, and the level of natural killer cells in 1,4 times in both groups in the acute stage

2. FIC with concomitant ENT pathology detected signs disimmunoglobulinemia with higher levels of IgG indicating the long antigenemia and chronic intoxication, and a significant decrease in the concentration of IgA, IgM.

3. A significant decrease in the level of IL-1 β in the acute stage, the FIC, while in remission on the contrary increase that is more than 2 times in comparison with a group of RIC. The level of IL-4 and TNF α in FIC during exacerbation episodes was significantly increased. Progressive dynamics up concentration IL-4, TNF α in the blood serum of FIC acute stage primary pathological process associated with a more pronounced influence of the exposure to frequent and complicated process infectious relapse episodes of upper respiratory tract for a pro-longed time.

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EXPLORING THE PERCEPTION AND OBSERVATION OF YOUTH ON LEADERSHIP: A CASE STUDY OF DHAKA CITY, BANGLADESH

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ABSTRACT

The youth across the globe has reached a remarkable 1.8 billion out of 7.3 billion, and most of them live in developing countries like Bangladesh. Some 47.6 million or 30 percent of the total 158.5 million people in Bangladesh are youths, and it will be between 10 and 19 percent by 2050. This means that Bangladesh needs to invest right now in the human capital of its youths if it wants to reap the benefits of a large demographic dividend (GOB, 2015). Considering the facts, it is urgent to invest heavily on them for their quality education and effective leadership for economic, environmental and social gains. Based on understanding the importance of the youth, this study explores the perception of youth in Dhaka city about leadership, their needs for developing their leadership capacity and focus on their key priorities that they want to work on. Researcher hopes that the findings of this study would have important implications for youth related policies and programmes. It would also assist the planner, policy makers, implementer and stakeholders towards adopting more effective strategy for the leadership development of youths in Bangladesh.

KEYWORDS: *Youth, Leadership, Perceptions, Dhaka, Bangladesh*

INTRODUCTION:

It is society's job to prioritize and invest in the building of capacity in young people now, so they can be effective leaders when they reach adulthood (Fertman & van Linden, 1999). There is lot for young people to synthesize on their journeys to adulthood. As well as the physical, emotional and moral developmental experiences of typical adolescence across time, for 21st century youth there are new intellectual, social, technological, and environmental implications for their

engagement as effective and influential citizens both locally, and globally. The world is evolving and becoming increasingly complex in terms of technological development, culturally diverse populations, environmental challenges and global interconnectedness (Bolstad & Gilbert, 2012).

There is much discussion about what kinds of learning and thinking will be required in the 21st century. Academics in future-focused education such as Robinson (2010), Gilbert (2005) and Bolstad (2012) have identified the many skills seen as necessary to build in today's youth. These include: problem-solving, creative and critical thinking, design and collaborative skills, and also the development of environmental, ethical and cultural awareness. Consequently, the way educators think and act must also develop to meet 21st century learners' demands effectively. Developmental psychologist Howard Gardner spoke in 2008 of his "Five Minds for the Future" as being; the disciplined, the synthesizing, the creative, the respectful and the ethical mind. He purports that practitioners need to do more than assist youth to become experts at something, they need to assist them to grow a conscience and an awareness of who and how they are in the world, and how what they do can impact on others.

Prioritizing social justice principles through teaching social and environmental literacies that nurture the moral, ethical and civic responsibility and capacity in young people is being seen by future focused educators as crucial (Leu, Kinzer, Coiro, & Cammack, 2004). Many of the capacities mentioned above are also reflected in literature discussing key leadership characteristics required by youth in the 21st century. Aspects that are increasingly being identified as crucial leadership competencies for effectiveness include concepts of self-awareness, social intelligence, and emotional intelligence (Goleman, 2006). Karnes and Chauvin (2005) also note that because of the increasing multicultural aspects of our society, future leaders must respect and positively interact with diverse populations and as a matter of social justice, will need to encourage and foster the participation of all groups while demonstrating humility and respect for others. As such, the relational nature of leadership is of paramount importance (Komives, Longerbeam, Owen, & Mainella, 2006).

Youth are the largest and perhaps the most critical demographic in Bangladesh today. The youth constitute one third of total population in Bangladesh. For this important portion of population, determination of national outlook is undeniable. Bangladesh youth policy has acknowledged the importance of youths for Bangladesh's economic, political, and social well-being (BRAC, 2015).

The youth are the most strong, self-confident, creative and productive guiding force of any nation. It is possible to reflect hopes & aspirations of a nation through the youth. The endless potential of the youth shall be utilized for their own, for the society and for the nation. Development of a nation is totally dependent on the spirit & urge of work of the youth. For this, it is evident to explore and utilize all the potentialities of them (Mansuri et al. 2004). To ensure favorable environment towards productive practical education, training and self-employment for the youth and bringing out all dormant potentialities including their leadership quality aiming at Bangladesh's progress. The main objective of the present national Youth Policy of Bangladesh is to create disciplined and efficient work force having responsibility of good citizen and creative mentality with a view to involving the youth in the national development stream also having respect towards national heritage and culture through a planned process (Sahel, F, 2010). On the basis of above views, this study tries to understand and explore the perception of youth in Dhaka

city about leadership, their needs for developing their leadership capacity and focus on their key priorities that they want to work on.

METHODOLOGY:

There has been much research into and around adult conceptions and experiences of leadership and its impact on both individuals and organizations (Heifetz & Linsky 2015, Camini, L 2013, Leithwood, Jantzi & Steinbach 2011). What has not been investigated as fully, is youth leadership and the contexts within which young people's leadership experiences and emerging understandings are developed (Dempster, Lizzio, Keefe, Skinner, & Andrews, 2016).

This research provided scope to explore young people's perceptions of leadership and their own leadership practices. Most opportunities for youth leadership are centered within educational contexts with traditional and hierarchical structures (Archard, 2011; Conner & Strobel, 2017; McNae, 2015). In this study, the context of a local community youth organization circumvents traditionally narrow leadership development structures such as those embedded in a school, by bringing together youth from a diversity of backgrounds. The diverse nature of the sample makes this research of significance to all those working with youth in experiential leadership contexts, youth themselves, and those with an interest in leadership and youth development. This study is quantitative in nature where 58 youth of Dhaka city had been interviewed purposely with structured questionnaire and checklist. The age range of study population is 17 to 25 and gender ratio was balanced well in manner.

Youth Perceptions of Leadership:

There is limited research exploring how youth perceive leadership and view themselves as leaders (Dempster & Lizzio, 2016; McNae, 2015; Whitehead, 2011). A common theme that has emerged within the existing literature though, is the idea that youth perceive leadership in quite different ways to adults.

In their extensive synthesis of related literature on youth leadership, Dempster, Stevens and O'Keefe (2016) observed that young adults, in contrast to adults, conceive of leadership as situational, non-hierarchical, relational, collaborative, informal and practical in nature. This contrasts with the actual contexts within which most youth leadership opportunities exist such as schools, where traditional and hierarchical leadership predominate and position young people as individuals performing transactional leadership functions (Bragg, 2013). In their 10 year study of leadership in youth-based organizations, Roach et al (2011), discovered in that youth tend not to draw on personal experiences to contextualize their responses, associating leadership externally with being attractive, athletic, wealthy, bright and charismatic, and affording someone individual status and power. Few youth saw themselves this way, or had formal leadership positions, and thus, did not perceive themselves as capable of being leaders. Given also that very few young people are presented as leaders by the media, it is not surprising that many youth do not readily identify as leaders or perceive themselves in this way.

In addition, youth frequently view their leadership contributions via an adult-centric perception of adolescence that determines them as being 'works in progress' until they reach adulthood (Kress, 2006). Therefore, leadership is perceived as a future 'adult' pursuit, rather than something they are presently engaged in. As Fertman and Long point out (2014), if adolescents

believe they are not leaders, they are less likely to seek opportunities that develop their leadership potential, thus their belief becomes a self-fulfilling prophecy.

Roach et al (2011) found that “group alliances matter to young people” (p.18), and for many, their involvements are centered around specific group activities that share a vision, rather than individual pursuits, which means that the situational context for leadership is all important. Within such contexts, leadership becomes a process that exists within the group itself and is fluid and negotiated, rather than a formal, individual, static position (Dempster, Stevens & O’Keefe, 2016). It can also mean that youth display leadership only when they believe it is required of them, rather than an inherent tendency that needs a platform to be expressed (Komives et al., 2016; McNae, 2015; Roach et al., 2011).

Research has found that young people look to one another for different skills depending on situational needs and what they value are skills such as: self-knowledge, relationship building, accessibility and responsibility to followers and/or a group. These matter more than any specific talent or ability to motivate others (Dempster et al., 2016; Roach et al., 2011). Given the situational nature of how youth perceive leadership, it follows that they have a flexible definition of what skills are required to take on such roles, and when this occurs. Roach et al (2011) raise the point that while experience and maturity is valued in adult leaders, young people pay attention to what may be termed “wisdom in spontaneity” (p.17), or the ability to assess situations quickly and act accordingly. In the eyes of young people, individuals who lose the constant awareness of group needs do not exhibit leadership (Roach et al, 2011).

Adolescents are aware that within school contexts, leadership opportunities are limited. Bragg (2013)’s study indicated that youth who are seen by adults to have exhibited leadership characteristics adults value themselves, are being hand-picked to partake in formal leadership roles. Their leadership roles confer them status, privilege and sometimes power over their peers who are not chosen or identified as leaders (Fertman & van Linden, 2014). In her study on the influence of school contexts on young women’s leadership perceptions, McNae (2015) found that their involvements can be met with suspicion by fellow students and that leadership opportunities can become commoditized into a form of social capital from which the privileged few can gain further advantages or benefits that are withheld from others, such as popularity, adult acknowledgement and other extrinsic rewards.

Archard (2011) found in her work looking at peer influence on female student development, that youth see leadership influence as either positive or negative, and that the context of this leadership role influence show it manifests. In school contexts, particularly, youth can lead others into destructive behaviours with persuasive influence in an informal situation, or abuse a sense of power that they perceive they have from a formal position, and treat others detrimentally (Cox, 2011). Within community contexts however, the power dynamic between peers who have and those who have not been identified as having leadership potential is not so clear-cut. Often young people have involvements outside school where they demonstrate and/or grow in leadership potential because of the context of their activities. Some youth express frustration regarding the limited contexts provided by schools and choose to put their efforts in areas of interest elsewhere where they believe there may be more challenge, less hierarchy, and more opportunity to effect change (Conner & Strobel, 2015; McNae, 2015).

Although adults have a multitude of opinions about what constitutes youth leadership, the ones who are best placed to inform practitioner understanding of how youth see leadership and their particular leadership development needs, may be the young people themselves. Seeking their understandings and perceptions is a crucial starting point for any practitioner designing or offering youth leadership development opportunities.

FINDINGS AND DISCUSSION:

In this study, the sex of interviewed people were 56% female where 44% male. Regarding parentages of age range were 26% were aged 17-19, 36% were 19-21, 22% were 21-23 and 16% were aged 23-25.

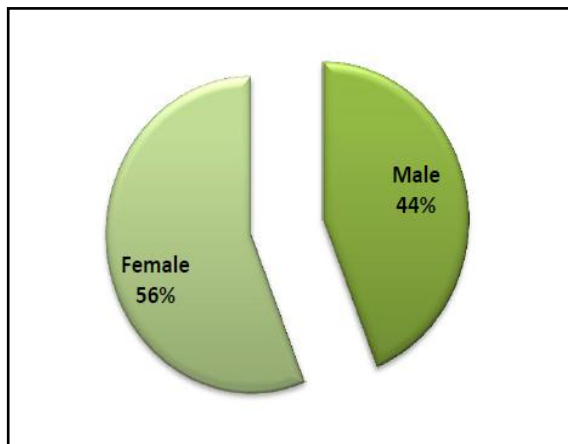


Figure 1: Sex of respondents

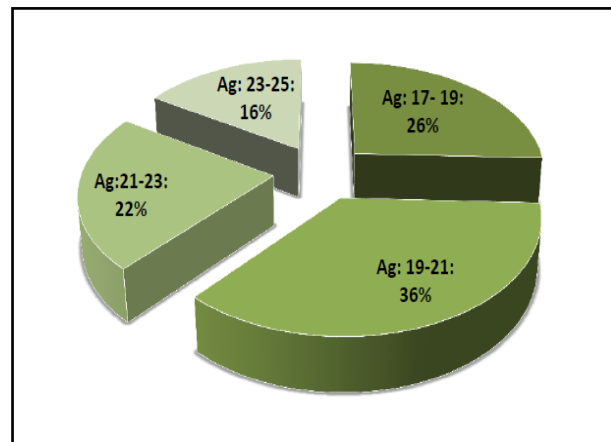


Figure 2: Age of respondents

All participants perceived that leadership was a positive, transformational process of influence over others by someone who inspires, guides and helps groups or individuals to achieve their potential, and who affects change through wanting to make a positive difference. A number of participants identified the concept of a leader being someone to “look up to”, or who is “at the front”, suggesting a sense of hierarchy, but this was tempered with the developed understanding that they had this role because they had won respect through their influential actions. Actions mentioned included “sharing a vision and creating engagement” and “building people’s ability above their normal limitations”. This perception sat alongside the regularly mentioned notion of a leader being positive “role-model” or “guide” providing “help” that inspires and supports others. Participants’ sense of being guided, pushed, listened to and encouraged by someone they have an on-going relationship with, indicated that relational investment on a personal level seems to have a strong influence on who these youth perceive as leaders. In terms of desirable leadership actions, again, the notion of positive influence for the good of others came through in many participant responses, with passion, inspiration, taking control, making good decisions, role-modeling, “wanting to help people achieve their goals”, and “making a difference in their community” specifically identified. The attention expressed by most participants on strong actions and communication skills commonly associated with leaders such as public speaking, delegation or time-management, also indicated that the young people involved in this research saw leadership as a transformational process of influence, rather than predominately an organizational or managerial task-based position.

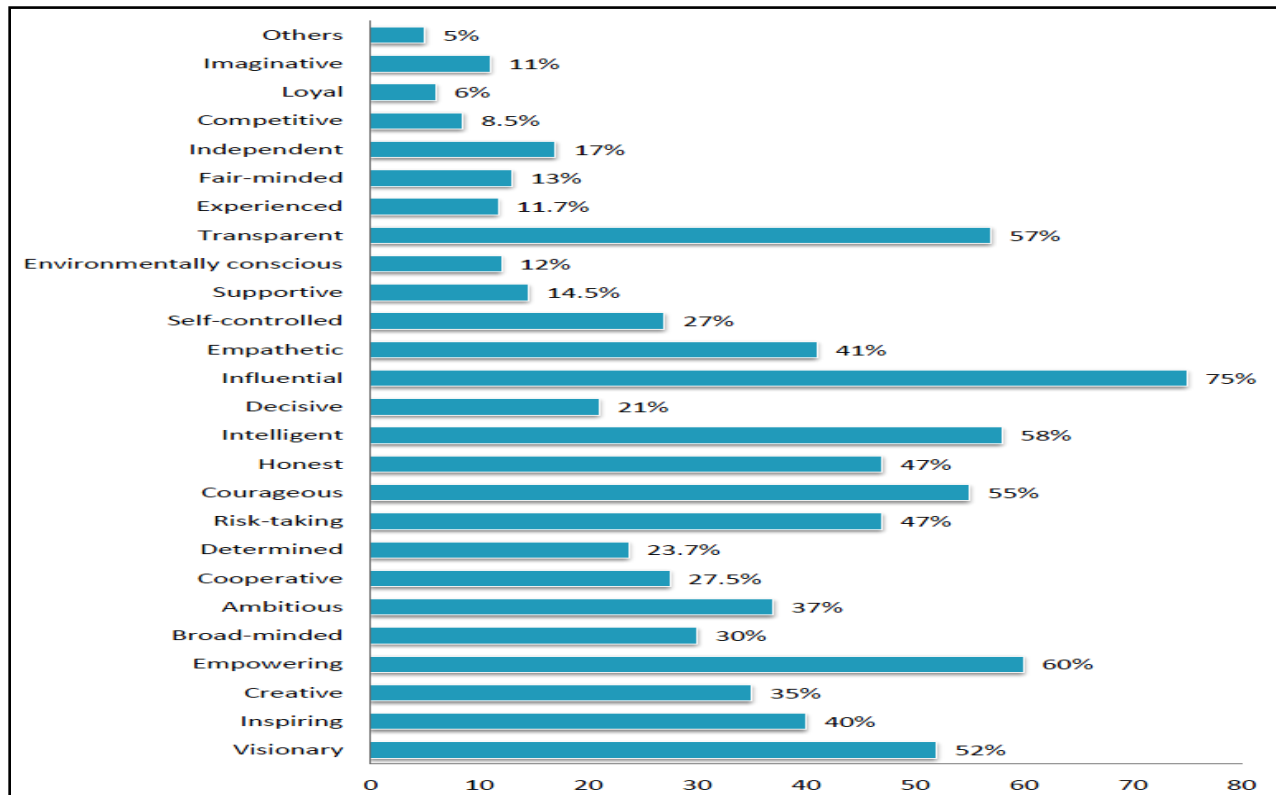


Figure 3: A leader must have the following qualities stated by youth respondents

Youth's identification with role models is a part of how they perceive themselves, or at least what they hope to be someday. An "essential, and often neglected, dynamic of character formation is the provision of opportunities for students to observe and practice good character and civic virtue." The deliberate study of role models in social studies might enable youth to reflect on what characteristics they consider important in a person and how they might strive to acquire those characteristics. We asked youth in which sector your role model engaged, they answered following in figure 4. Most of the role model youth chose engaged in civil society and secondly in education sectors and only 2% are in politics. Overall, responses to this question fell into four categories. The majority of students gave definitions that were general, such as "a role model is someone to look up to" or someone "you want to be like." The second most popular response described a role model as someone who "sets an example" or "does good things." A third category consisted of responses such as someone "who inspires you," "who teaches you," and who "helps you." While related, each set of responses seemed distinct.

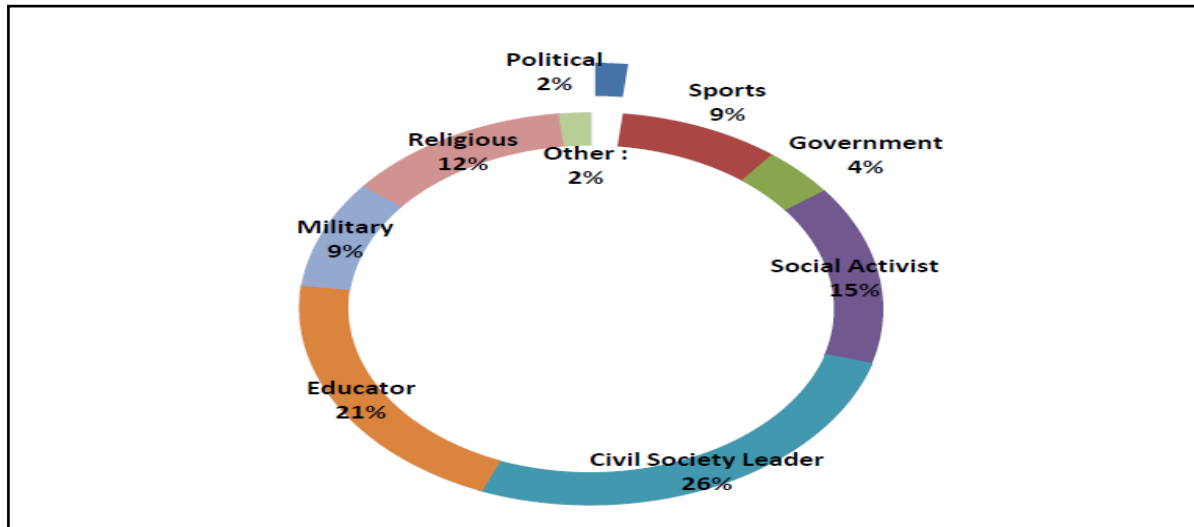


Figure 4: Your (youth) role model of leader engaged in which sector?

During the survey, we asked youth about what influential position in future they want to lead, 25% replied they want to engage themselves in the international organization (NGOs). They said that international NGOs offer the best opportunities for working for the society and welfare. It is a very vast and varied one, and one needs to find out which cause he/she relates with, which domain in particular would one want to work in, before exploring this arena to work. They also expressed that the international NGOs offer a huge scope for learning and gaining experience in the sector. Also, if someone wants to study further, they offer vast experience of working in dynamic and challenging environments, and enable one to witness global challenges with a hands-on experience.

On the other hand, 22% of youth want to be entrepreneurs. They said that successful people inspire other people to become successful. These hopefuls believe that becoming an entrepreneur will allow them to network with people who have already built great businesses. They think that they have enough potential to find the next profitable idea and change the lives of millions. Seeing someone with nothing grow to become a successful businessperson is enough for these aspiring entrepreneurs to save up money to start their own businesses. In addition, they revealed that many youth struggle with respecting authority. They don't like the reality of having people in superior positions managing their work and looking over their shoulder. Not having the final say in important decisions turns them off, so they seek opportunities where they can have more control over business operations. Even though they don't like authority figures, they believe that becoming their own boss is the only way that they can do work effectively and happily.

It found that only 3% want to engage in family business. Many of respondents echoed "I've been working in the family business since high school. Since graduating from college, I've been in it full time. At 25, I'm leading a relatively small business unit, but it is profitable and is our fastest growing division. I love my family and appreciate the opportunity afforded me by our family business, but nothing feels right. Work isn't satisfying. I don't feel that I've made my own choices or that I'm in control of my destiny. I don't really know what I want to do or what I should do".

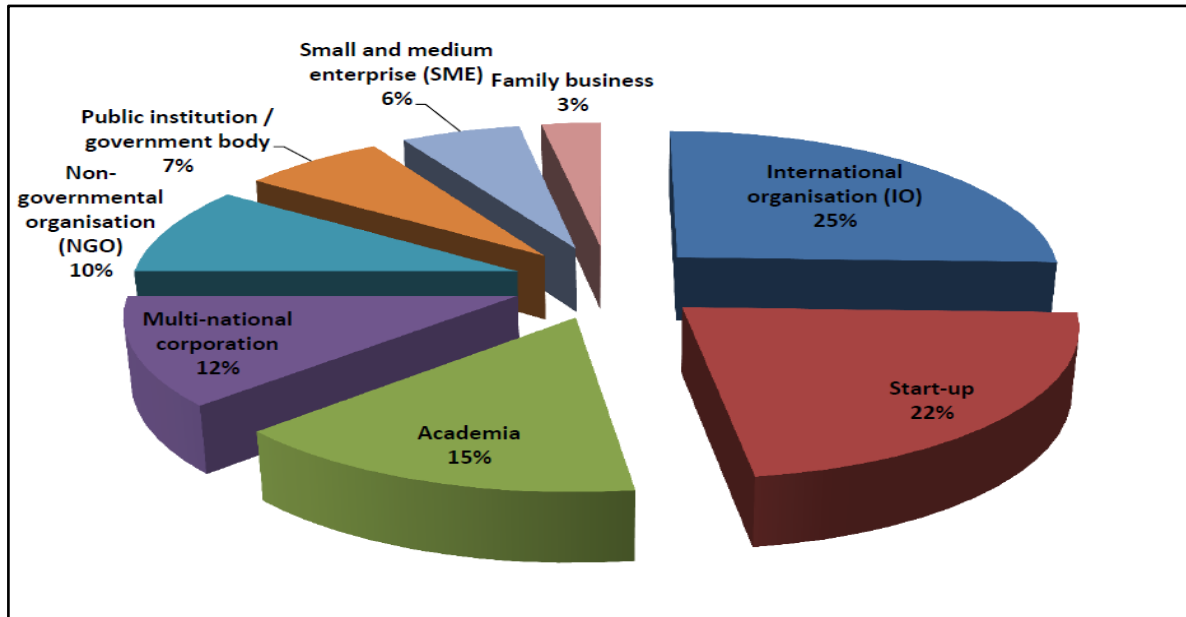


Figure 5: Youths in Dhaka City prefer an influential position in the following sector

We asked the youth to rate themselves in leadership potential and only 5% rate themselves extremely high, 11% had very high and 25% had somewhat high and 40% said their leadership potential is not high at all. Most the respondents said that Vision is a leadership trait and we do not have concrete vision. They thought that vision here is not about making lofty statements and putting them up the wall but the capacity to foresee and implement transformational change, that may consume the organization, industry or the world. Here the leadership is not about the position or designation but the vision of the person. The leaders are visionary; one does not become leader after occupying the superior position. Leadership is about focusing on a good mix of culture, strategy and leadership rather than on operational efficiency. They also expressed that a youth that does not know what is expected of them can end up feeling frustrated, and this will ultimately affect how well they carry out the tasks assigned to them. Respondents also revealed that if we initiate a good work, people may bully and intimidate us. Society often scolds us for our mistakes in public and even criticizes us for aspects of their personality or appearance, rather than the work that they are doing. Youth who find themselves working for good causes where the society, people is a bully will often feel demoralized.

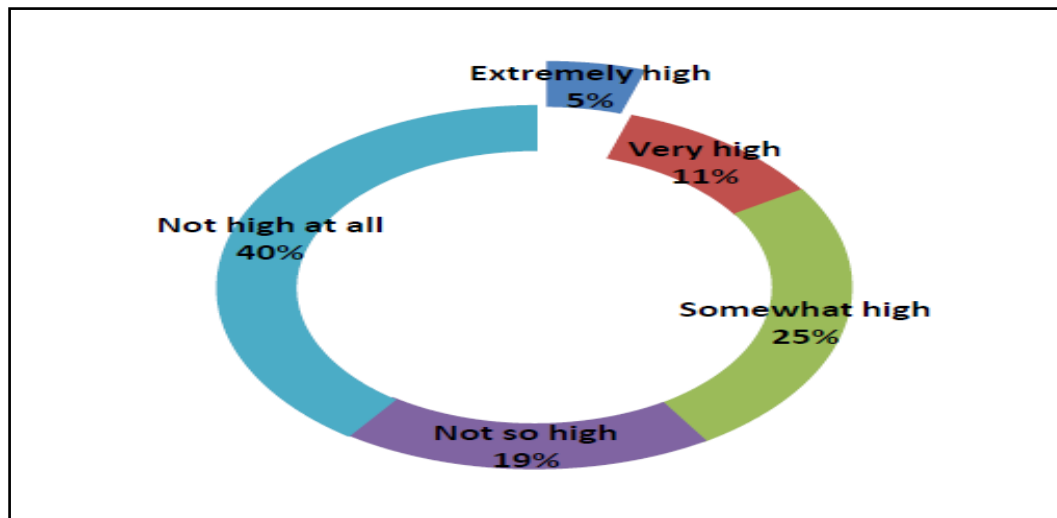


Figure 6: Self-ratings of leadership potential by youth

In the interview process, we asked youth in which areas they want to develop themselves for becoming an effective leader; 27% of them said public speaking and pitching, 22% interested in team management and 7 % wanted to train themselves in IT skills.

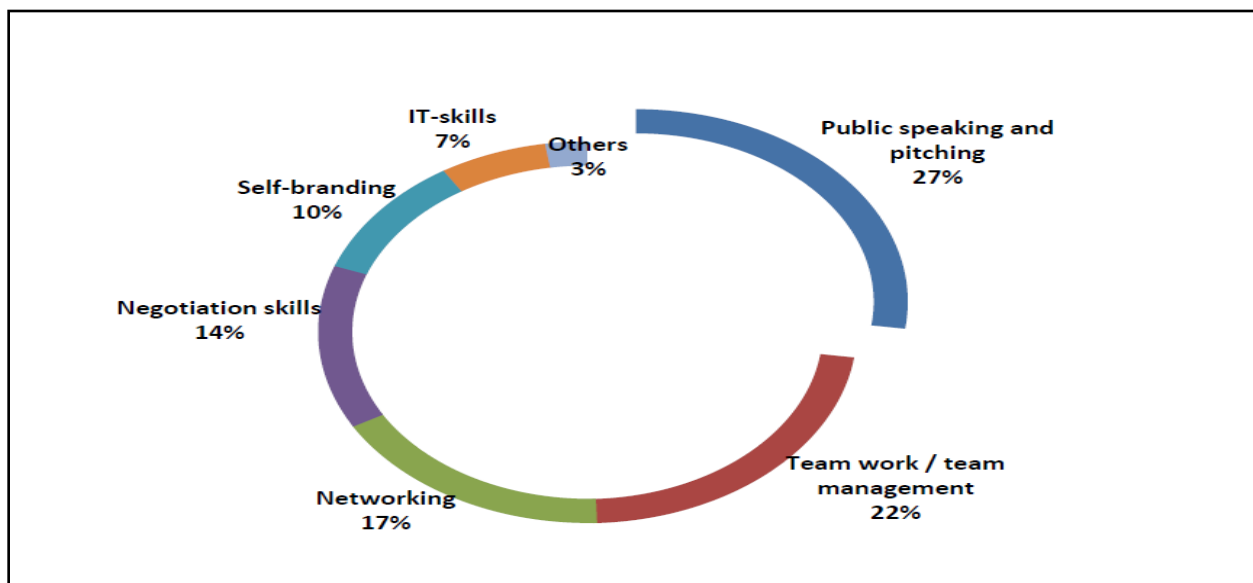


Figure 7: The youth wants to train themselves for leadership in the areas of

In this study we asked youth whether current environment of Bangladesh is favorable for youth to become an effective leader and 85% did not think it is favorable while 15% thought it somewhat favorable. They thought that youth need relevant and reliable information to make informed decisions and to understand how the choices they make will affect their lives. This can come from a variety of sources, including parents and other family members, teachers, the mass media and other young people. Young people's ideas are constantly being shaped and influenced by their environment. When youth have opportunities to learn and express themselves without

fear, they are more likely to be engaged with their parents, peers and communities. They gain self-esteem and become positive role models. National and local laws and, current politics must also promote and support youth's rights and young people should participate in the development and monitoring of these laws. Youth who are denied opportunities for growth and feel trapped by circumstances may come into conflict with the law. How society responds to a young lawbreaker can make or break a young person's future. If given a voice, young people can provide important information about conditions at work or at school and about risks to their own life and that of their community. They can provide suggestions for change that adults may not have considered and they play a vital role in researching, monitoring, evaluating and planning for good causes.

“As a youth, what are your key priorities for developing a better Bangladesh” we asked the youth in the interview and 80% wants political stability, 75% of them want to create Bangladesh of equality, 65% prioritized gender equality, 43% of them live in healthy society and 38% focused on enforcing the rights of children.

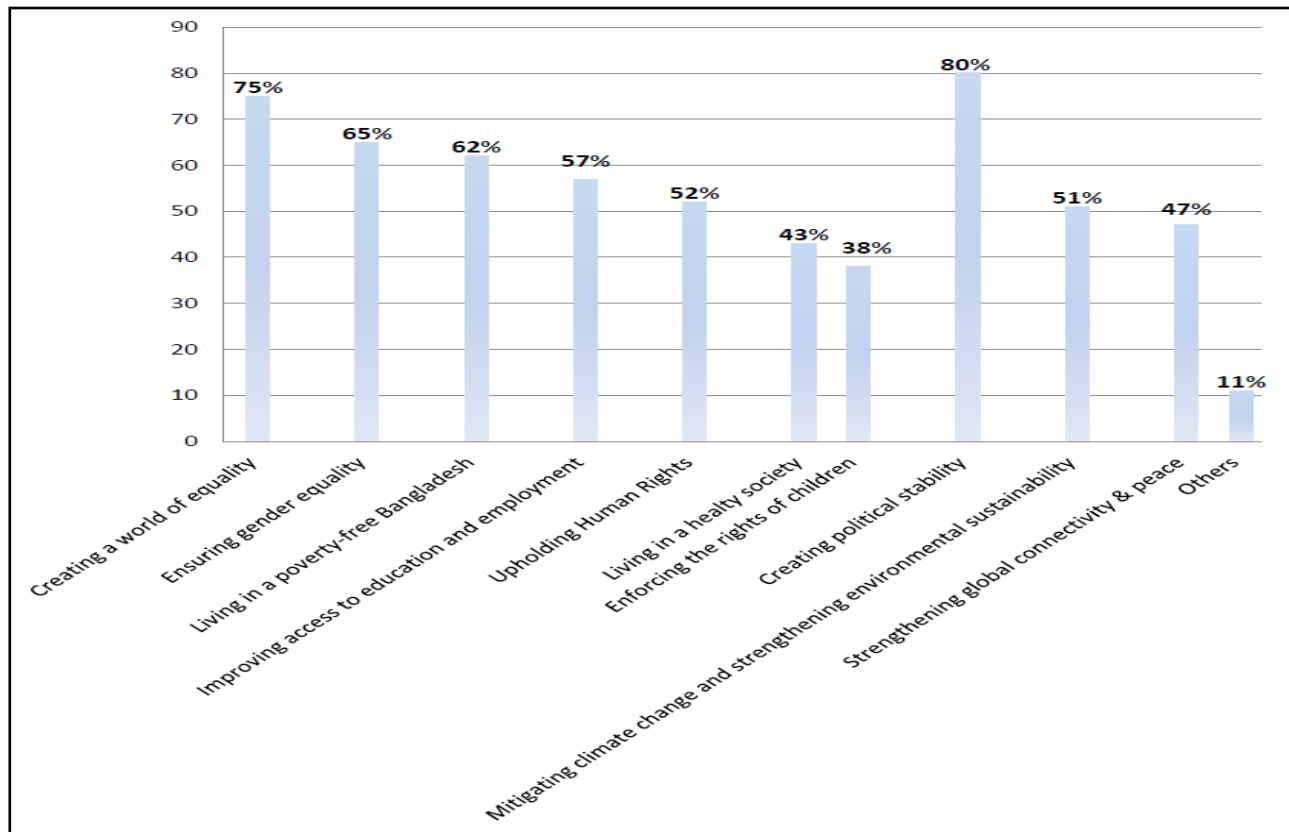


Figure 8: Key priorities of interviewed youth for the development of Bangladesh

CONCLUSION:

According to the National Alliance for Secondary Education and Transition, youth leadership development encourages healthy growth by providing youth the ability to analyze their own strengths and weaknesses; to set personal goals; and to gain the self-esteem, confidence, motivation, and abilities to carry out those goals (USAID, 2010). Positive youth leadership

development also provides youths with the ability to guide or direct others on a course of action, influence the opinions and behaviors of others and serve as a role models. Bangladeshi youth having energy, enthusiasm, resilience and fresh vigour can contribute immensely to nation building. This study recommends that Youth leadership must be promoted and nurtured for community solution and overall general development of Bangladesh. This study also suggests that relevant stakeholders must provide coordinated efforts to encourage the youth for engaging and practicing leadership from their own positions.

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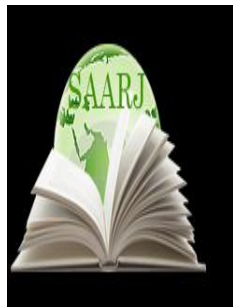
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WATER DISPUTES BETWEEN STATES IN FEDERAL INDIA

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ABSTRACT:

Most rivers of India are plagued with interstate disputes. Almost all the major rivers of the country are inter-state rivers and their waters are shared by two or more than two states. After independence, demand for water had been increasing at an accelerated rate due to rapid growth of population, agricultural development, urbanisation, industrialization, etc. These developments have led to several inter-state disputes about sharing of water of these rivers.

KEYWORDS: *Independence, Inter-State*

INTRODUCTION:

The Inter-State River Water Disputes are one of the most contentious issues in the Indian federalism today. The recent cases of the Cauvery Water Dispute and the Satluj Yamuna Link Canal are some examples. Various Inter-State Water Disputes Tribunals have been constituted so far, but they had their own problems.

The Interstate River Water Disputes Act, 1956 (IRWD Act) is an Act of the Parliament of India enacted under Article 262 of Constitution of India on the eve of reorganization of states on linguistic basis to resolve the water disputes that would arise in the use, control and distribution of an interstate river or river valley. Article 262 of the Indian Constitution provides a role for the Central government in adjudicating conflicts surrounding inter-state rivers that arise among the state/regional governments. This Act further has undergone amendments subsequently and its most recent amendment took place in the year 2002.

Following interstate river water disputes are worth mentioning.

- (i) Cauvery water dispute between Tamil Nadu, Karnataka and Kerala.
- (ii) The Krishna water dispute between Maharashtra, Karnataka and Andhra Pradesh.

- iii) The Tungabhadra water dispute between Andhra Pradesh and Karnataka.
- (iv) The Aliyar and Bhivani river water dispute between Tamil Nadu and Kerala.
- (v) The Godavari river water dispute between Andhra Pradesh, Madhya Pradesh, Chhattisgarh, Orissa and Karnataka.
- (vi) The Narmada water dispute between Gujarat, Maharashtra, Madhya Pradesh and Rajasthan.
- (vii) The Mahi river dispute between Gujarat, Rajasthan and Madhya Pradesh.
- (viii) The Ravi and Beas river water dispute between Punjab, Haryana, Himachal Pradesh, Rajasthan, Jammu and Kashmir and Delhi.
- (ix) The Satluj-Yamuna Link canal dispute between Punjab, Haryana and Rajasthan.
- (x) The Yamuna river water dispute between Uttar Pradesh, Haryana, Himachal Pradesh, Punjab, Rajasthan, Madhya Pradesh and Delhi.
- (xi) The Karmanasa river water dispute between Uttar Pradesh and Bihar.
- (xii) The Barak river water dispute between Assam and Manipur.

Efforts are made to resolve disputes through negotiations amongst the basin states with the assistance of the Central Government. Many of these interstate river water disputes have been settled on the basis of equitable apportionment which is the universally accepted principle. Adjudication through appointment of water disputes tribunals is also resorted to as and when require. So far, the following tribunals have been appointed to resolve inter-state water disputes:

- (i) The Godavari Water Disputes Tribunal
- (ii) The Krishna Water Disputes Tribunal
- (iii) The Narmada Water Disputes Tribunal
- (iv) The Ravi and Beas Water Disputes Tribunal
- (v) The Cauvery Water Disputes Tribunal
- (vi) New Krishna Water Disputes

The first three Tribunals have given their final reports.

Cauvery Water Disputes Tribunal gave its interim order in June 1991 and the final order is awaited. The Ravi and Beas Tribunal submitted its report in January, 1987. A further reference was made to the Tribunal comprising of a suo-moto reference by the Central Government and references received from the Governments of Punjab, Haryana, and Rajasthan seeking explanation/guidance on certain points in the report. Further report of the Tribunal is awaited. The New Krishna Water Disputes Tribunal was set up on April 2, 2004.

Central Government has also received request from the state Government of Goa in August 2002 for the constitution of Tribunal for adjudication of water disputes relating to Madei Inter-state River among the states of Goa, Karnataka and Maharashtra. Subsequently, Goa expressed the desire in June, 2003 to settle the disputes through negotiations.

In developing country like India, the inter-state river water disputes have to be resolved quickly

and amicably. This is most urgent for the proper utilisation of water resources and economic growth.

Constitutional Provisions

Entry 17 of State List deals with water i.e. water supply, irrigation, canal, drainage, embankments, water storage and water power.

Entry 56 of Union List empowers the Union Government for the regulation and development of inter-state rivers and river valleys to the extent declared by Parliament to be expedient in the public interest.

According to Article 262, in case of disputes relating to waters:

Parliament may by law provide for the adjudication of any dispute or complaint with respect to the use, distribution or control of the waters of, or in, any inter-State river or river valley.

Parliament may, by law provide that neither the Supreme Court nor any other court shall exercise jurisdiction in respect of any such dispute or complaint as mentioned above.

Interstate River Water Disputes Act:

The Interstate River Water Disputes Act, 1956 (IRWD Act) is an Act of the Parliament of India enacted under Article 262 of Constitution of India on the eve of reorganization of states on linguistic basis to resolve the water disputes that would arise in the use, control and distribution of an interstate river or river valley. Article 262 of the Indian Constitution provides a role for the Central government in adjudicating conflicts surrounding inter-state rivers that arise among the state/regional governments. This Act further has undergone amendments subsequently and its most recent amendment took place in the year 2002.

River waters use / harnessing is included in states jurisdiction (entry 17 of state list, Schedule 7 of Indian Constitution). However, union government can make laws on regulation and development of inter-State rivers and river valleys when expedient in the public interest (entry 56 of union list, Schedule 7 of Indian Constitution). When public interest is served, President may also establish an interstate council as per Article 263 to inquire and recommend on the dispute that has arisen between the states of India. IRWD Act (section 2c2) validates the previous agreements (if any) among the basin states to harness water of an interstate river/ river valley.

This act is confined to states of India and not applicable to union territories. Only concerned state governments are entitled to participate in the tribunal adjudication and non government entities are not permitted.

Any river water sharing treaty made with other countries, has to be ratified by the Parliament per Article 253 after deciding the share of the Indian riparian states per Article 262 to make the treaty constitutionally valid or enforceable by the judiciary as India follows dualist theory for the implementation of international treaties/laws. Indian government has signed Indus Waters Treaty with Pakistan, Ganga water sharing treaty with Bangladesh, etc without the ratification by the Parliament and the consent of concerned riparian states per Article 252.

IRWD Act is applicable only to interstate rivers / river valleys. An action of one state should affect the interests of one or more other states. Then only water dispute is deemed to have arisen under IRWD Act (section 3) It can be divided into two independent parts for clarity purpose in

understanding the techno-legal application of IRWD Act

Actions of a downstream state affecting the interest of an upstream state

A downstream state's action can affect the upstream state interest only in one case. i.e. when a downstream state is building a dam / barrage near its state boundary and submerging the territory of an upstream state on permanent / temporary basis. Other than this action, no other action of a downstream state could affect the upstream states interest which they have been using for economical, ecological and spiritual/ religious aspects. The meaning of the word 'interest' in this context is concern / importance / significance / relevance / consequence of losing the prevailing water use or purpose.

Actions of an upstream state affecting the interest of a downstream state

Whereas all the actions of an upstream state to use or control or distribute the water of an interstate river can affect the downstream states in one way or other. The following are some examples but not complete:

Consuming river water for any beneficial use such as irrigation, drinking water, industrial, recreation, recharging of ground water, ground water use, enhanced evaporation losses, enhancing rain water use efficiency, obstructing non flood flows of the river, transferring water to outside the river basin, etc. (i.e. any man made /aided action of converting water into water vapour & losing to atmosphere by evapotranspiration / evaporation processes and also transferring river water outside the river basin). This is generally done by constructing water storage reservoirs and subsequently using water for above purposes.

Quality of water can also be diminished / altered/ controlled in the action of using water. It would take place by accumulating the dissolved salts in the remaining water after its use. The dissolved salts content of water increases due to its consumption and also addition of more salts by anthropogenic activity. Also causing water more silt laden / turbid is a man made water quality alteration which can be caused by mining and deforestation activities. Bringing water from other river basins for upstream states use also effects water quality in downstream states.

Establishment of authorities to implement a tribunal verdict

Under Section 6A of this Act, central government may frame a scheme or schemes to give effect to the decision of a tribunal. Each scheme has provision to establish an authority for implementation of a tribunal verdict. However, every scheme and all its regulations shall be approved by the parliament. When a tribunal verdict, after formally gazetted by the union government, stipulates to establish the verdict implementation authority/board, the same shall be complied by the union government as the tribunal verdict is equal to Supreme Court verdict. As per Articles 53 & 142 of the constitution, it is the duty of the President to enforce the tribunal/supreme court order/verdict without time delay till the Parliament, under Section 6A of this Act, decides against or makes modifications to the already established implementation board/authority.

In the case of Cauvery River basin, SC directed the GoI to set up a temporary Supervisory Committee to implement the tribunal order till the constitution of Cauvery Management Board by GoI. GoI established the said temporary Supervisory Committee on 22 May 2013.[24] In the case of Babli barrage dispute, SC itself constituted the Supervisory Committee to implement the

water sharing agreement between Maharashtra and Andhra Pradesh in middle Godavari sub basin.

CONCLUSION:

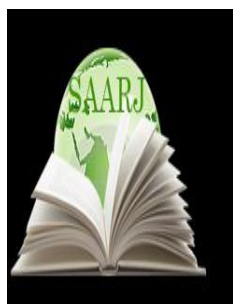
The Centre's proposal to set up a single, permanent tribunal to adjudicate on inter-state river water disputes could be a major step towards streamlining the dispute redressal mechanism. However, this alone will not be able to address the different kinds of problems—legal, administrative, constitutional and political—that plague the overall framework.

Centre's proposal to set up an agency alongside the tribunal that will collect and process data on river waters can be a right step in this direction. To strengthen the cooperative federalism, parochial mindset making regional issues superior to national issues should not be allowed.

So disputes must be resolved by dialogue and talks and the political opportunism must be avoided. A robust and transparent institutional framework with cooperative approach is need of the hour.

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THE EFFICIENT WAYS OF TEACHING ENGLISH THROUGH PROVERBS AND SAYINGS USING THE CLT METHOD

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ABSTRACT

This article was given about how to teach English lessons through proverbs and sayings. This article denotes the importance of using proverbs and sayings and communicative language teaching in organizing English lessons. But these three methods, in particular, help to develop communication, interactive and reflective skills. Thus, if we want the students to learn speaking, to reflect what he or she learns and have a good interaction we should point out these very ones. As proverbs are universal, there are analogous proverbs in different nations that have related cultural patterns. Proverbs are therefore useful in the students' discussions of cultural ideas when they compare the proverbs' equivalents in different languages.

KEYWORDS: *CLT, Proverbs, Sayings, Roleplay, Games, Group Work, Problem-Solving, Discussions – Techniques, Fulfilling Students, Two-Factor Theory.*

INTRODUCTION

In order to develop a good lesson and design a course program for teaching English as a foreign language (EFL), every teacher should find out intensive methods. In this article, we are going to deal with some methods of innovative teaching, which help to organize the lessons and have the student-centered classes. There are more than 600 methods of teaching foreign languages. All of them can be used in teaching. But these three methods, in particular, help to develop communication, interactive and reflective skills. Thus, if we want the students to learn speaking, to reflect what he or she learns and have a good interaction we should point out these very ones.

No one would disagree that First language (FL) learning is a developmental, active process and emotional experience. The study of foreign languages is considered basic in the intellectual and cultural development of a person.

The problem FL teacher's face working with students who do not major in languages is the lack of motivation to study foreign languages. Studying the reasons why some students do not feel motivated in foreign language learning and what prevents them from feeling like successful learners. These reasons were: the students' poor communicative skills in the language, difficulties in building relationships with each other, shortage of meaningful contents of the textbooks.

To solve the problem, we addressed psychological motivation theories. In the psychological literature, motivation is defined as "a psychological process giving behavior purpose and direction".

We went through the inventory of teaching methods and techniques, based on the communicative, interactive and reflective methods, in order to use these solutions to motivate students in foreign languages learning and facilitate their personal growth.

Fulfilling an individual's needs in FL/ESP classes requires learning them.

An individual's desire for growth and achievement might be stimulated by teamwork, it requires joint efforts; participants find themselves in a situation where they have to get along with one another while solving problems and making decisions. In small group activities communicative skills, necessary for successful interaction, are developed. [1, 28]

The selection of meaningful challenging materials and communicative activities for prospective students is a way to motivate them.

Effective motivators for FL/ESP learners are communicative, language-based business games, "real-life" problems, case studies.

From this point of view, as FL teachers, we have to think about how to make our students have the ability to receive the challenge after their graduation, how to make them communicate properly with foreigners, and how to train or cultivate their competence of intercultural communication. There is a widespread opinion that the proverb plays an important role in language teaching as a part of gaining cultural knowledge, metaphorical understanding and communicative competence.[2, 131]

Proverbs are a part of every language as well as every culture. Proverbs have been used to spread knowledge, wisdom and truths about life from ancient times up until now. They have been

considered an important part of the fostering of children, as they signal moral values and exhort common behavior. Proverbs belong to the traditional verbal folklore genres and the wisdom of proverbs has been a guide for people worldwide in their social interaction throughout the ages. Proverbs are concise, easy to remember and useful in every situation in life due to their content of everyday experiences.

Here there is the general description of the proverb: “A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation.”

According to the paroemiologist Wolfgang Mieder, proverbs have been used and should be used in teaching as didactic tools because of their content of educational wisdom. When it comes to foreign language learning, proverbs play a role in teaching as a part of cultural and metaphorical learning. Linguists also claim that the use of proverbs in the teaching of English as a second or foreign language is important for the learners’ ability to communicate effectively.

The use of proverbs and its declining in the teaching of modern languages has long been discussed. [3, 69]

Durbin Rowland points at some arguments pro the use of proverbs in language teaching. Rowland says that proverbs “stick in the mind”, “build up vocabulary”, “illustrate admirably the phraseology and idiomatic expressions of the foreign tongue”, “contribute gradually to a surer feeling for the foreign tongue” and proverbs “consume very little time”.

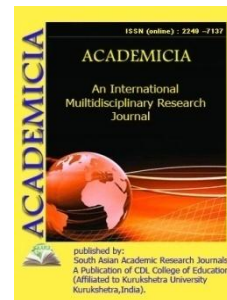
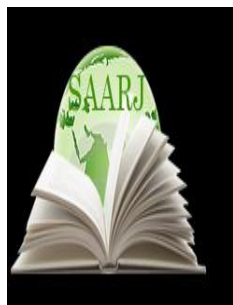
It was also said that proverbs are not only melodic and witty, possessed with rhythm and imagery; proverbs also reflect “patterns of thought”. As proverbs are universal, there are analogous proverbs in different nations that have related cultural patterns. Proverbs are therefore useful in the students’ discussions of cultural ideas when they compare the proverbs’ equivalents in different languages.

Proverbs and saying are part of the culture. Students can learn not only the proverbs but also they will understand the mentality of the English people. From this point of view, as FL teachers, we have to think about how to make our students have the ability to receive the challenge after their graduation, how to make them communicate properly with foreigners, and how to train or cultivate their competence of intercultural communication.[4,221]

Proverbs and saying are part of the culture. Students can learn not only the proverbs but also they will understand the mentality of the English people.

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THE CHOICE OF MATERIALS DEPENDING ON THE TOPOGRAPHY OF PARTIAL DENTITION DEFECTS

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ABSTRACT

A component of the integrity of the dentofacial system, ensuring its normal functioning, is the intactness of the dentition. Defects in the dentition arise due to untimely treatment of diseases of the hard tissues of the teeth and periodontal or other reasons. The absence of individual teeth and the formation of defects in connection with this not only lead to a violation of the function of chewing and speech, but also pose a threat to the existence of other parts of the chewing apparatus. To ensure normal functional activity of the dentition, defects in the dentition are restored by dentures. To study the depth of immersion of the prosthesis in the mucous membrane of the prosthetic bed, an ultrasonic research method was used. Upon receipt of the impression, differences were found in the immersion depth of the base of the removable prosthesis, depending on the compression of the mucous membrane of the prosthetic bed. The success of treatment and prevention with the use of removable and non-removable designs of dentures depends on the correct preparation of an orthopedic treatment plan, on the selection of an adequate design of dentures and especially on the hygienic condition of dentures that the patient has been using for a long time. Atrophic changes in the tissues of the prosthetic bed often lead to failure of the orthopedic design and can further complicate the repeated prosthetics of patients (V.A. Zagorsky, I.S. Redinov, 1993). Conducting regular follow-up examinations of patients using removable dentures helps to timely detect changes in underlying tissues and prevent or slow down unwanted processes (A.N. Ryakhovsky, 1992). Thus, hygienic care for various types of dentures is of particular importance for the normal structural and functional activity of the organs of the oral cavity. With thorough and proper hygiene of the oral cavity and dentures, the normal functioning of the various links of the three level barrier of the oral cavity is maintained, and the terms of use of dentures are increased.

KEYWORDS: *Clinical and functional, maxillofacial system, dentition.*

INTRODUCTION

Denture, according to E.I. Gavrilova (2001), should be considered as a medical device that restores the chewing ability of the dentition, improves the appearance of the patient and prevents further destruction of the chewing apparatus. In dental practice, various dentures are used (removable, non-removable). The success of treatment and prevention with the use of removable and non-removable designs of dentures depends on the correct preparation of an orthopedic treatment plan, on the selection of an adequate design of dentures and especially on the hygienic condition of dentures that the patient has been using for a long time. With improper hygienic care of dentures, soft and hard prosthetic deposits form on the surface of the dentures. Accumulating on the vestibular surface of removable laminar dentures, the latter form a stone-like formation with a cavernous structure, which creates favorable conditions for the development of pathogenic microflora.

Such dentures not only do not have a therapeutic effect, but often become a source of negative effects on the remaining teeth and organs of the oral cavity as a whole. Bad breath from the oral cavity creates discomfort not only for the patient, but also for others.

Thus, hygienic care for various types of dentures is of particular importance for the normal structural and functional activity of the organs of the oral cavity. With thorough and proper hygiene of the oral cavity and dentures, the normal functioning of the various links of the three level barrier of the oral cavity is maintained, and the terms of use of dentures are increased. The hygienic condition of the oral cavity, the surface of the teeth and the alveolar ridge have been studied in sufficient detail. There are many criteria for evaluating them. In the manufacture of a removable denture, it is necessary to take into account the features of the dental and somatic status, as well as the microecology of the oral cavity of patients

Partial lack of teeth is one of the most common pathology of the dentition. To replace dentition defects in orthopedic dentistry, various designs of removable prostheses are often used (S.A. Ponomarev, 2004; V.V. Brovko, Yu.V. Kresnikova, A.Yu. Maly, 2007; Yu.V. Kresnikova, 2008 ; A.B. Onufriev, 2009).

To restore the integrity of the dentition, removable plate and clasp dentures are used. A distinctive feature of clasp prostheses is the transfer of most of the chewing pressure on the abutment teeth through the system of supporting-retaining clasps. Laminar prostheses transfer most of the load to the mucous membrane and bone tissue compared with arch prostheses (G.P. Sosnin, 1981; A.P. Perevezentsev, 2002). This effect is not a physiological factor for these tissues. It is known that the constant effect of removable dentures on underlying tissues is accompanied by a change in the relief of the prosthetic bed, resulting in a mismatch between the basis of the prosthesis and the prosthetic bed (A.H. Fenton, 1994, Y. Igarashi, 1989; V.Yu. Kurlyandsky, 1962). The mismatch of the relief of the base of the prosthesis and the prosthetic bed often causes an uneven distribution of chewing pressure with the appearance of overload zones in the underlying tissues. In such cases, orthopedic constructions have a greater negative effect than they perform a therapeutic and prophylactic function (A.N. Salnikov, 1991; T.I. Ibragimov, 2006).

Atrophic changes in the tissues of the prosthetic bed often lead to failure of the orthopedic design and can further complicate the repeated prosthetics of patients (V.A. Zagorsky, I.S. Redinov, 1993).

Conducting regular follow-up examinations of patients using removable dentures helps to timely detect changes in underlying tissues and prevent or slow down unwanted processes (A.N. Ryakhovsky, 1992). The generally accepted timing for follow-up examinations is the same for patients with various

designs of removable dentures. At the same time, the processes of atrophy under laminar and clasp prostheses take place with different intensities, respectively, the frequency of control visits and the timing of relocation may vary.

Timely relocation can not only stabilize the tissue of the prosthetic bed, but also increase the duration of use of prostheses. However, in determining the timing of the relocation, the authors did not come to a consensus. Very often in everyday clinical practice, the need to relocate the prosthesis is determined by a violation of its stability or balance (R.F. Souza, J. Marra, 2009). Sometimes relocation of removable prostheses is carried out when the patient already makes the corresponding complaints.

The question of the intensity of atrophic processes in the near and long term after orthopedic treatment with various designs of dentures is not well understood. This issue is relevant and requires careful study and obtaining more accurate data that will help increase the effectiveness of orthopedic treatment of partial absence of teeth with the use of removable plate and arch prostheses.

Chewing pressure on the occlusal surface was studied simultaneously with the bioelectrical activity of the masticatory and bibrous muscles using an eight-channel radio transmitter mounted in the basis of the prosthesis. The results of the study showed that for chewing food there is enough effort of 4.5-6.8 kg and on the working side it is more than on the balancing side [105]. To study the depth of immersion of the prosthesis in the mucous membrane of the prosthetic bed, an ultrasonic research method was used. Upon receipt of the impression, differences were found in the immersion depth of the base of the removable prosthesis, depending on the compression of the mucous membrane of the prosthetic bed. So, according to the compression impression, the value of immersion of the base at rest reached 0.12 mm, and for unloading - up to 0.07 mm. Under static and dynamic chewing loads, the immersion value of the prosthesis base was 0.15–0.36 and 0.25–0.58 mm, respectively [30, 31]. The literature data indicate a variety of structural features of removable prostheses, as well as a variety of factors affecting the intensity of atrophic processes of the prosthetic bed. To reduce the negative impact of removable dentures on underlying tissues, many authors have proposed methods for preventing premature atrophy of prosthetic bed tissues. However, this issue requires further study.

Clinical and functional justification of the choice of materials depending on the topography of partial dentition defects, which is the further goal of our study.

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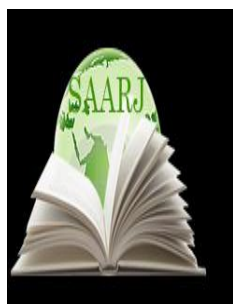
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STALKING THROUGH SOCIAL MEDIA: A SOCIOLOGICAL STUDY

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ABSTRACT

The proliferation of social media sites has made stalking a new form of social harassment and potential victimization. The study has thrown light on how stalking is done through social media, its impact on the victims and the coping strategies adopted by the victims have also been discussed. The study also presents 3 brief case studies about stalking incidences. The study is qualitative as well as quantitative in nature. Snowball sampling method and Case study method are well thought-out as the suitable way for collecting the quantitative and qualitative data respectively. Quantities data was collected from the female students of Cotton State University, Guwhati and Tezpur Central University, Tezpur. Total number of respondents for quantities data was 100.

KEYWORDS: Facebook, Social Media, Stalking, Stalker, Victims, Whatsapp,

INTRODUCTION

Stalking is an unwanted or obsessive behavior towards an individual, intended to frighten or coerce. It includes bombarding the individual with texts, emails, phone calls or gifts, showing up at someone's house or workplace, explicit or implicit threats, blackmail or even sexual assault. Though the term "stalking" is somewhat new to the modern lexicon, the behavior itself is not new to human experience. The conduct generally associated with stalking such as following, spying, unwanted calling, writing, accosting, harassing, and threatening is as old as the history of human relationships. Yet, it has only been within the last decade that stalking has been recognized as socially deviant behavior --even criminal. This process of distinguishing stalking from other deviant social or criminal behavior reached a defining moment in 1990 when the state of California passed the first statute that made stalking a crime.

Stalking: An overview

The proliferation of social media sites has made stalking a new form of social harassment and potential victimization. Social media is a tool, which is used to keep tabs on friends, but it can also make someone's life miserable. Social media enables an unprecedented amount of access to people's photos, whereabouts and dating history. When talked about social media stalking, one need to be careful not to victim-blame, but at the same time, one should be cautious about the information they put on the internet because, any post that's publicly visible — or anything that is sent privately via text or message app — can be used in a wrong way, there are many incidences narrating that—in September 2018, Californian police arrested a 21-year-old man after he broke into the house and bedroom of a 13-year-old girl, whose address he'd discovered by studying her posts on Instagram and other social media sites. In April 2018, police in Florida went public with the case of a Pennsylvania man who, for several years, had trawled social media for young girls to stalk online. Finding victims across a number of states, he came across one Florida girl when she was only 12, and then after a gap of seven years he sent a 'love' letter to her home address fortunately, his approaches didn't go any further. A stalker in UK murdered his ex-girlfriend in June 2017, after having asked another girl to monitor his former partner's social media accounts, so that he could learn her movements and follow her. Thus due to the rise of social media stalkers can stalk their victims from behind a screen. Stalkers no longer need physical presence to access information about their victims. Through the portability of mobile phones, geotags, check-ins and other location-identifying services, potential victims willingly share information through social media and the stalker can put away his all-black outfit.

Stalking incidences are increasing in India, according to the statistics on crime against women tabled by the then Minister of State for Home, Hansraj Ahir, stalking cases showed a consistent rise in the last three years. As per the data, 7,132 cases of stalking were registered in 2016, 6,266 cases in 2015 and 4,699 cases in 2014. (NDTV: August 8, 2017). According to a data by NCRB (National Crime Record Bureau) of India, 84.2 per cent of stalking cases registered are still pending in the courts. The conviction rate in stalking cases is 24.6 per cent as compared to other crimes. Between 2014-15, the stalking cases have gone up. (India Today: August 9, 2017). So the prevalence of stalking must be addressed with precedence. Looking into all these the study is an endeavour to throw light on the incidences of stalking in the Guwahati city and Tezpur town of Assam, India because in Assam also 88 cases of stalking was reported as per NCRB report of 2016. The study has paid attention on the exercise of Facebook, WhatsApp and Instagram by the stalkers.

DISCUSSION:

The quantities data gathered in the field is displayed below:

TABLE: 1

Causes of Stalking				
Variables	Number of Respondents		Total	Percentage
	Guwahati	Tezpur		
Love	12(24%)	15(30%)	27	27
Like	24(48%)	22(44%)	46	46
Obsession	14(28%)	13(26%)	27	27

Grand Total			100	100%
Relationship with the stalker				
Variables	Number of Respondents		Total	Percentage
	Guwahati	Tezpur		
Friends	8(16%)	11(22%)	19	19
Ex-partner	7(14%)	10(20%)	17	17
Unknown	35(70%)	29(58%)	64	64
Grand Total			100	100%

Data collected from the field

All the respondents have expressed that they were stalked through facebook and some of them have said that they are also stalked through whatsapp. Love, like and obsession was seen as the causes of stalking. 46% respondents have uttered that they were stalked because they were liked by their stalker and 27% each have stated love and obsession as the cause of being stalked. When the victims were asked concerning their **relationship with the stalker**, 64% have uttered that their stalker's were unknown to them, unknown stalkers include some mutual friends in Facebook, 17% respondents have expressed that they are being stalked by their ex-partner and 19% have said that they were being stalked by their friends.

Thus the above **table** exhibits that stalker's likeness towards the respondents have emerged as the highest cause of stalking in both Guwahati city and Tezpur town and highest number of respondents were being stalked by unknown persons.

TABLE:2

Family's Response				
Variables	Number of Respondents		Total	Percentage
	Guwahati	Tezpur		
Cooperative	20(40%)	39(78%)	59	59
Non-cooperative	-	-	-	-
Did not approach	30(60%)	11(22%)	41	41
	50	50	100	100
Grand Total			100	100%
Victim's Response/ Coping strategies used by the respondents				
Variables	Number of Respondents		Total	Percentage
	Guwahati	Tezpur		
Change phone number	4(8%)	5(10%)	9	9
Block the profiles	24(48%)	17(34%)	41	41
Started ignoring	13(26%)	23(46%)	36	36
Block the number	6(12%)	2(4%)	8	8
Inform the	-	-	-	-

developer of WhatsApp				
Start ignoring, change phone number, block the profiles, block the number	3(6%)	3(6%)	6	6
	50	50	100	100
Grand Total			100	100%

Data collected from the field

The respondents were also asked regarding the response of their family about the stalking incidence, out of total respondents 59% female have said that their family members were co-operative, and 41% have said that they haven't shared anything with their family members. The respondents were also enquired about the coping strategies that they had adopted while dealing with the stalkers, out of total respondents 41% respondents have said that they have blocked the profiles of their stalkers. 36% respondents have said that they have ignored their stalkers. 9 respondents have changed their contact number, 8 respondents have blocked the contact number of their stalkers and lastly 6 respondents have expressed that they have adopted all the strategies to get rid of their stalkers. However when the comparison was made between both the areas of study, it was revealed that in Guwahati highest number of respondents (i.e. 48%) have blocked the profile of the stalkers, while in Tezpur highest number of respondents (i.e. 46%) have ignored their stalkers.

Stalking through social media has far reaching consequences which has affected the respondents. The respondents have shared that stalking had affected their health as they were suffering from headache, sleep disorder and so on. The respondents have also expressed the emotional disturbances that they had experienced as a result of stalking. Respondents have said that they have become irritated because of stalking, while some have expressed that they were having the problem of fear, depression and confusion, they have also complained about anxiety, anger, fear, distrust and aggression and lastly two respondents in Tezpur town have also said that they had breakup with their boyfriends because of stalking.

CASE STUDIES

The case studies presented below have shown both stalkers' and victims' point of view.

CASE I Payal (name changed)

First case study is about ex-partner stalking and the stalker is female, she used to stalk her ex-boyfriend (Akash) as she was obsessed by him, and was desperate to get him back in her life. Payal knew Akash's Facebook's password because they have been in a relationship for a long period of time so she use to login and check Akash's facebook activity. She used to comment on those girls posts that she feels were close to her ex-partner. Akash was unaware of the fact that Payal was operating his Facebook account even after their break up. This instance continued for a long time and Akash continued ignoring her as he was not interested. Slowly Payal realized

that she will not get him back, this made her feel bad and after being ignored for several times she certainly came to the point where she realized that doing this won't bring him back and she moved on.

CASE II Rahul (name changed)

Second case study is about a college going boy named Rahul who was being stalked because of his good physic and charming personality. Initially he was unaware of the fact that he was being stalked but things became visible when those stalkers started expressing their love in different ways and also started spreading rumours about being in relationship with Rahul. Besides his friends also warned him about the ongoing situations and also asked him to be careful. All this effected Rahul emotionally and mentally due to which he was unable to focus on his studies.

CASE III Akansha (name changed)

Third case study is about a girl name Akansha, who became the victim of both physical stalking and online stalking. Her stalker used to stalk her through Instagram, he started texting her in her Instagram account and in his very first text he asked for some of her nude pictures to which she reacted very strictly. She informed the situation to her boyfriend which further worsened the situation. Her boyfriend messaged her stalker and asked him to stop his filthy act, this angered the stalker and he hacked Akansha's boyfriend's Instagram account, after hacking the account he started following some harlots from that hacked account, the stalker also asked those harlots regarding their demand per night. The stalker's demand was that Akansha's boyfriend should say sorry for his interference into the matter to which Akansha and her boyfriend strictly denied. The stalker further warned Akansha that if her boyfriend doesn't apologizes then he will kill her, to which Akansha replied that she is ready to give her life. The online stalking was not only limited to that as the stalker started stalking her physically too. The stalker kept a detail information about Akansha, one day when she was returning back from her college in rickshaw, she felt that her '*dupatta*' (a long scarf essential to many South Asian women's suits) was being pulled, she thought that it might have got twirled in the wheel of a rickshaw and she turned to took her '*dupatta*' out of the wheel but, when she reached home and checked her instagram texts, she found that her stalker had left her a message. The stalker asked her how did she felt when her *dupatta* got twirled in the wheel of a rickshaw, and added that it was a purposeful act done by him, these horrified her to no extend. Besides this the stalker also visits her place when she uses to be alone and rings the door bell. However Akansha have informed the matter to the police and the stalker had stopped his filthy act. So, Akansha presumes that the stalker might be aware of police's intervention into the matter, so he had stopped.

CONCLUSION:

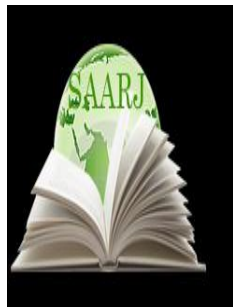
Social media is a great creation that has connected people across the globe. However as long as one is safe, media can be a positive part of one's life but as there are always two sides of a coin so social media too had some negative sides and incidences of stalking are as such. Thus it can be concluded that stalking is both a problem and a serious crime and this must be addressed with precedence from grass root level. Both men and women have been the victim of stalking. It is seen that majority of the time victims faces numerous consequences because of stalking, as stalking is not only limited to stalking but have a severe affect on their physical and mental health.

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MORPHOLOGICAL AND FUNCTIONAL STATE OF THE JAW FACIAL AREA AND CHEWING MUSCLES IN CHILDREN WITH CEREBRAL PALSY

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ABSTRACT

The term cerebral palsy has existed for more than a century, and the disease itself probably existed without a name throughout the history of mankind. However, despite its long history, so far there is no unity in views on this problem. The problem of cerebral palsy is one of the urgent problems of medicine. The social significance of this problem is so great that the increasing interest in it is quite logical. The complexity of the etiology and pathogenesis of the disease complicates the effectiveness of its treatment. Hypoxia, asphyxiation, congenital infections, birth trauma, which are the cause of a serious condition, require intensive care, have a negative impact on the functions of all vital organs and systems (G.N. Advey, 2007; L.O. Badlyan, 2003; T.G. Mordovina, 2007). In the available literature, we were not able to find detailed information on the morphometric parameters of the head and FRA of children with cerebral palsy and the relationship of these parameters with the functional state of the masticatory muscles. As well as the state of the anthropometric parameters of the HMO after correction with dental correctors.

KEYWORDS: *Morpho-Functional, Maxillofacial Region, Chewing Muscles, Cerebral Palsy*

INTRODUCTION

The complexity of the etiology and pathogenesis of the disease complicates the effectiveness of its treatment. Hypoxia, asphyxiation, congenital infections, birth trauma, which are the cause of a serious condition, require intensive care, have a negative impact on the functions of all vital organs and systems (G.N. Advey, 2007; L.O. Badlyan, 2003; T.G. Mordovina, 2007). As a result of studies of the dental status in children with cerebral palsy, conducted by scientists from different countries (V.M. Elizarova, 2007; S.V. Erzina, 2005; Available literature has reports on the state of the dent facial system in patients with cerebral palsy. (Z.N. Sharaevskaya, 1954;

V.E.Sukhorukova, 1963; R.S. Starodubtseva, 1968-1974; I.F. Popovich, 1971; I.I. Palkin et al., 1975; I.I. Palkin and M.N. Fainshtein, 1977; M. Perlstein and Massler, 1964; J.Jsshiki, 1968.1970) These authors, when describing the condition of the mouth and teeth in patients with cerebral palsy, focused mainly on the study of dental caries, non-carious solid dental tissues, periodontal disease rightly pointed to the relationship of tooth damage and the underlying CNS disease.

In the literature available to us, there are no comprehensive data on the frequency of dentoalveolar anomalies among children with cerebral palsy, depending on the etiological factor and on improving methods for their prevention and early treatment.

According to the literature, 70% of children with cerebral palsy have oral breathing. (Persin L.S. // Orthodontics.-2003.-S.94-106.) Oral breathing leads to disruption of the facial muscles, the circular muscles of the mouth, tongue and to the development of dentoalveolar anomalies (CCA). Violations of myodynamic balance are observed between the buccal, chewing, temporal and hyoid muscles. Myodynamic balance may be disturbed between the circular muscle of the mouth, the chin and the muscles of the bottom of the oral cavity. In case of respiratory dysfunction, the activity of the circular muscle of the mouth increases several times in comparison with the norm, and its endurance decreases significantly. In the available literature, we were not able to find detailed information on the morphometric parameters of the head and FRA of children with cerebral palsy and the relationship of these parameters with the functional state of the masticatory muscles. As well as the state of the anthropometric parameters of the HMO after correction with dental correctors.

RESEARCH METHODS

Anthropometry teletenography of the maxillofacial region panoramic radiography. electromyography of the masticatory muscles.

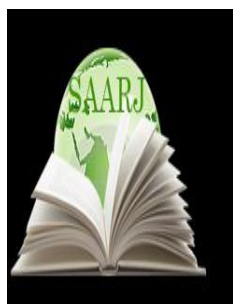
CONCLUSION

The results of the study can be used in the work of a neurologist, dentist, as well as in the departments of pediatrics, during medical examinations in various children's medical institutions, during medical examinations in schools and preschool institutions.

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SOME HYGIENIC ASPECTS OF THE USE OF KOTOFOR HERBICIDE IN AGRICULTURE IN HOT CLIMATES

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ABSTRACT

This article some hygienic aspects of the use of Kotofor herbicide in agriculture in hot climates. On this way, conducted both theoretical and practical analyses to get better results. The way of the research concluded with the point of the recommendations and suggestions to make further detailed analyses. The relationship between the value of the found residual amounts of the herbicide and the time elapsed after the treatment is inversely related. The concentration of the herbicide in the soil with a deepened soil profile is reduced. Along with this, on the value of the residual amounts of cotophor in the soil, the degree of migration and translocation into cultivated plants, the appearance of irrigation has a significant external appearance. Moreover, from a hygienic point of view, it is very important to clarify the question of the stability of triazines in soil and other environmental objects [4]. The duration of triazine storage depends on the nature of the soil, watering methods and climatic conditions of the region.

KEYWORDS: *Some hygienic, aspects, Kotofor, herbicide, agriculture, hot climates*

INTRODUCTION

Among the large number of materials currently used for chemical weed control, symmetrical triazines are increasingly used.

In this regard, the rest of the study requires the influence of compounds of this group not only on plant tissues, but also their behavior in the environment [1,2].

For more than 10 years, compounds of symmetrical triazines have been used as herbicides (against weeds) [1,3].

Moreover, from a hygienic point of view, it is very important to clarify the question of the stability of triazines in soil and other environmental objects [4].

The duration of triazine storage depends on the nature of the soil, watering methods and climatic conditions of the region.

In this regard, the study of the behavior of pesticides in soil, air and water in open reservoirs is the main criterion for assessing the degree of environmental pollution by chemical compounds [5,6].

When analyzing literature data, herbicides from the triazine class can be stored for some time in the soil, polluting funny objects of the environment during hygienic assessment of new pesticides, studying the fate of their soil, the processes of migration deep into it, accumulation in different soil levels, and also moving to food crops is important significance, since its results are the basis for the development of preventive measures that guarantee the safety of the use of chemical protective equipment in agriculture.

Main part

Based on the above, the purpose of this study was to study the processes of migration, translocation, and persistence of the Kotofor herbicide in different soil and climatic conditions of Uzbekistan (loamy-gray earth, gear-like), on plantings of different crops, with different types of irrigation. Kotofor manufactured by Tsiba-Geychi

(Switzerland) in the form of a 60% wettable powder. The product is intended for weed control on cotton and potato crops. The drug has low toxicity for warm-sulfur animals.

Study results and discussion

Studies on the migration of cotophor in soil and translocation into plants showed that when using the drug at the rate of 1.0.40 kg / ha 130 days after treatment in all studied horizons 10-10, 10-20, 20-30 cm) , in the soil and potato tubers, both with furrow and sprinkling irrigation, no herbicide was found.

With an increase in the consumption rate to 3.0 and 4.0 kg / ha, the kotofor was found under conditions of furrow and sprinkling irrigation of individuals in the surface horizon (0-10 cm) in amounts of 0.01 ± 0.001 - 0.02 ± 0.003 and 0.02 ± 0.001 - 0.03 ± 0.003 mg / kg, respectively.

When the concentration of cotophor in the soil in the indicated amounts was not observed, its translocation to the ground organs of potato culture was not observed.

We studied the presence of residual potatoes in different horizons of the soil, tops, and the edible part of the watermelon culture under furrow irrigation.

Studies have shown that when applying the herbicide, at the rate of 1.0 kg / ha after 121 days, its residues in all the studied soil horizons (0-10, 10-20, 20-30 cm) were not found.

With an increase in the consumption rate to 2.0 and 2.8 kg / ha, the kotofor was only in the soil horizon of 0-10 cm in amounts of 0.03 ± 0.005 - 0.04 ± 0.006 mg / kg.

For all the tested consumption rates of kotofor (1.0-2.8 kg / ha), its residues in the soil and the edible part of watermelons were not found.

Under the conditions of a full-scale experiment, a study was made of the resistance and migration of cotophore along the profile of the gray earth soil when used in furrow and sprinkler irrigation. The drug was applied to the soil at the rate of 1.0, 2.0, 3, 0, 4, 0, 0 kg / ha.

Results

The results of the study showed that 30 days after treatment, the drug was found in the horizon up to 20 cm (0.04 ± 0.004 - 0.15 ± 0.04 mg / kg).

The highest concentration of herbicide was found in the horizon of 0-10 cm, where its content was 0.25 ± 0.03 - 0.82 ± 0.09 mg / kg. On the 150th day after treatment at a consumption rate of 2.0 kg / ha, both with furrow and sprinkler irrigation, no cotophor remains were found in the soil. With an increase in consumption rates to 3.0 and 4.0 kg / ha.

Herbicide residues were found in the surface horizon (0-10cm) at the level of 0.02 ± 0.002 - 0.04 ± 0.002 mg / kg. 180 days after treatment under furrow irrigation, kotophor was found in all studied soil layers. At a consumption rate of 4.0 kg / ha, it was detected in trace amounts.

Based on the foregoing, it can be concluded that the Kotofor herbicide is mainly adsorbed in the surface soil horizon (0-10 cm). The degree of concentration of cotophor in the soil was directly dependent on the norms of its consumption. When using cotophore in conditions of sprinkling irrigation, the amount of its residues in the soil was 9.3-16.0% higher than with the furrow irrigation method ($P < 0.05$).

CONCLUSION

Summarizing the results of the above studies of samples of soil and plants taken from sections of soil treated with Kotophor, we can conclude that it is possible to preserve the remains of these herbicides in the soil and contaminate food products. At the same time, there is a direct correlation between the consumption rates of the herbicide introduced into the soil and the value of its residues in the soil and food products.

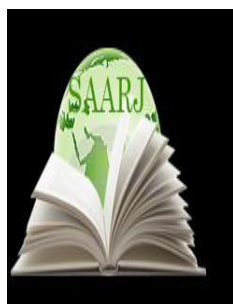
The relationship between the value of the found residual amounts of the herbicide and the time elapsed after the treatment is inversely related. The concentration of the herbicide in the soil with a deepened soil profile is reduced.

The concentration of the maximum amounts of cotophor in the surface horizon is explained, on the one hand, by the low and volatility of methyl ethyl triazines from the soil surface, and, on the other hand, by a relatively high content of organic substances in its surface layer. Along with this, on the value of the residual amounts of cotophor in the soil, the degree of migration and translocation into cultivated plants, the appearance of irrigation has a significant external appearance. At arv rates of cotophore consumption under the conditions of sprinkling irrigation in all studied layers of soil, tops and edible parts of the crop, their residues were higher than the furrow irrigation method. This circumstance can be explained by the fact that, due to their physicochemical properties, triazines do not remain on the surface of soil particles for a long time and can gasulate food products of plant origin grown on soil treated with cotophore.

From a hygienic point of view, it is proposed to use kotofor in agriculture at a consumption rate of not more than 2.0 kg / kg, which does not represent a risk of contamination of plant products grown on the soil treated with this chemical.

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THE STUDY OF ANOMALIES OF MAXILLA-FACIAL SYSTEM OF CHILDREN'S AGE IN THE BUKHARA REGION

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ABSTRACT

Maxillofacial abnormalities are the presence of declination from the normal development of dentitions, their relationship in different planes and bone tissues of the jaws. The study of the frequency and structure of anomalies of the dentition is due to the widespread prevalence of this pathology among children of all age groups. Prevention of maxillofacial anomalies is one of the most important tasks of orthodontics, it is a complex of medical, hygienic and social measures. In this paper, we studied the prevalence and structural changes of maxillofacial anomalies among schoolchildren. Increasing the level of orthodontic care for children to choose the optimal timing and direction of this contingent of the most rational treatment methods. Our research results may differ from data from other authors. However, it is important to note that the availability of such data for various regions, cities and other settlements will play an important role in creating the database. A survey was conducted over 400-450 children of 5 years of age in kindergartens of the city of Bukhara in order to identify a short frenum of the tongue and lip. The number of children in need of surgical and orthodontic treatment was determined. Subsequently, such occlusion disorders are difficult, long and expensive to fix (F.R. Kamalova 2019). The study of the frequency and structure of anomalies of the dentition is due to the widespread prevalence of this pathology among children of all age groups. Analysis of publications by domestic authors on the epidemiology of dental diseases over the past 30 years indicate a high level of pathologies of the development of the dentition. Prevention of maxillofacial anomalies is one of the most important tasks of orthodontics.

KEYWORDS: *Maxillofacial Anomalies, Prevention, Risk Factors, Orthodontics, School Age.*

INTRODUCTION

Maxillofacial abnormalities are the presence of deviations from the normal development of dentitions, their ratios in different planes and bone tissues of the jaws. They can have both congenital and acquired character. The study of the frequency and structure of anomalies of the dentition is due to the widespread prevalence of this pathology among children of all age groups. Analysis of publications by domestic authors on the epidemiology of dental diseases over the past 30 years indicate a high level of pathologies of the development of the dentition. Prevention of maxillofacial anomalies is one of the most important tasks of orthodontics.

It is a complex of medical, hygienic and social measures, the main task of which is to prevent occurrence of pathogenic and etiological factors (A. Kashkina).

I.G. Nizamov and co-authors (2003) analyzed the prevalence of dentoalveolar anomalies in various regions of our country and abroad, according to literature for the period from 1966 to 2002, and found that the prevalence of this pathology is 25-75%. In the structure of the prevalence of dental diseases in children, dentofacial anomalies take the third place after caries, and periodontal diseases, according to the WHO data, make up on average 50% (A.V. Anokhina et al., 2003).

The prevalence of maxillofacial anomalies and deformities in various regions of Russia, according to researchers, ranges from 30.9% to 76.5% (A.G. Korneev, 2005; I.M. Teperina, 2004; E.A. Vakushina, 1999). Analysis of these literature indicates the absence of a downward trend in this pathology over the past years. Moreover, the incidence over the past 5 years has increased by 1.5 times. (A.B. Anokhina, 2003; A.B. Alimsky, 1999).

There is a certain dependence - the older the age group, the more children need therapeutic orthodontic measures and less - preventive measures (F.L. Khoroshilkina, 1999; JI.C. Persin, 2003; Gherunpong S., 2006), so the greatest attention should be given to identifying the most effective methods of treatment and prevention at the stages of temporary and intermittent occlusion in children; since pathology, which was not eliminated at the stage of its formation, retains its significance, acquiring more pronounced and severe forms over time (O.I. Arsenina, 1998).

Work was done to study the prevalence of dentoalveolar anomalies and deformities among school-age children, as well as the need of the population for therapeutic and preventive orthodontic measures and the effectiveness of their treatment. (D.S. Kozlov 2009). A survey was conducted over 400-450 children of 5 years of age in kindergartens of the city of Bukhara in order to identify a short frenum of the tongue and lip. The number of children in need of surgical and orthodontic treatment was determined. Subsequently, such occlusion disorders are difficult, long and expensive to fix (F.R. Kamalova 2019).

Purpose of the study

To study the prevalence and change in the structure of maxillofacial anomalies among schoolchildren of the Bukhara region. Increasing the level of orthodontic care for children to choose the optimal timing and direction of this contingent of the most rational methods of treatment.

Research objectives

1. To study the prevalence of maxillofacial anomalies and deformities in 6 and 12 years old children.
2. To identify the frequency of occurrence of individual maxillofacial anomalies and deformations.
3. To evaluate the influence of some factors on the formation of deformations of the dental arch.

MATERIALS AND RESEARCH METHODS

A total of 86 schoolchildren from a secondary school in the city of Bukhara aged 6 to 12 years were examined (of which 34 were girls, 52 were boys). All children were examined by an orthodontist and a dentist.

The research program included traditional methods of clinical and dental examination, such as clinical and dental research methods, the study of functional occlusion and the assessment of occlusal relationships, the study of facial proportions. The survey was carried out according to the following parameters:

- Number of teeth (permanent and milk),
- face configuration
- bite condition,
- Condition of a short frenulum of the upper lip and tongue,
- swallowing, breathing and chewing functions.
- The presence of bad habits,
- Condition of the dental arch,
- crowding of teeth,
- diastem,
- A condition of permanent 6 teeth,
- Condition of chewing muscles.

All information including passport data, complaints, anamnesis, objective diagnostic indicators and diagnosis were entered into a special patient examination card that we developed.

The results of the study and their discussion:

A survey of children aged 6 and 12 years was conducted, it was found that more than half of the schoolchildren had a middle type face (51.8% wide), a triangular shape (41.3%) and had a direct profile (48.2%). Facial asymmetry was observed only in isolated (4) cases. In 60.9% of cases, chin standing was normal, but in 12.3% of cases, a decrease in standing was noted, and in 7.3% an increase. In 73.8% of cases, the lower part of the face of children was normal, in 10.4% there was an extension of the lower third of the face, 10% of children had nasal breathing.

During the study of the condition of the temporomandibular joint, it was found that in most (89.8%) cases, the opening of the mouth in schoolchildren was painless, yet 6.2% experienced

pain, 1.0% had difficulty opening the mouth. In boys, these symptoms were 2 times more common than in girls. In 1.2% of children, a crunch was observed with the movement of the lower jaw, in 8.4% - clicks, in equal shares to the right and left. In 11.3% of cases, the lips in children were excessively compressed, in 12.2% of the lips were ajar. The severity of nasolabial folds was reduced in 30.8% of examined, increased in every tenth case (10.4%). Speech education was found to be satisfactory only in half of the students (29.7%). Speech disorders were: in 10% of children - violation of the pronunciation of the letter "p", in 8.0% - wheezing, 8.7% - hissing sounds prevailed, 6.2% - violation of the pronunciation of the letter "l", 1.84 - not intelligible speech. Levels of such habits as lower lip bites (38.6 by 86), habit of biting nails (30.4 by 86), and pen (26.8 by 86) were quite high. Among the examined children, 16.4% received orthodontic treatment; moreover, boys were treated significantly more often than girls (28.0%, 10.4%). At the time of the examination, 8.4% of schoolchildren were examined by a specialist. The remaining 66.4% of the children have never been to the orthodontist. Meanwhile, when examining the oral cavity of schoolchildren, it was found that deformation of the dentition was observed in 22% of children. Most often (12 cases in 22), deformation of the lower dentition was noted, in 26 - of the upper. In 14% of children crowding of teeth was recorded, and 11.8% of cases were observed diaeresis, and in 16.2% - diastema. Most crowded teeth were observed in the anterior lower jaw. For every 12 children, the frenulum of the tongue interfered with the movement of the tongue. In a third of cases (33.8%), the bite was considered pathological, and with age, the proportion of schoolchildren with malocclusion increased: while in the age group under 6 years old the share of such pupils was 24.8%, then by the age of 12 it grew to 26.9 %. In the structure of the types of pathological occlusion, the deepest (12%) was most often found, the cross type was in second place (14%), the distal form was 10%, 7.1% was straight, 3.1% was open, 2.1% was mesial . Orthognathic bite was observed in 78.6% to a greater extent - in children under seven years of age. When assessing the midline of the face, it was found that in less than half of the children (45.7%), it was normal. In the remaining cases, the midline of the face was shifted, and in 36.1% of the changes concerned the lower dentition, and in 15.6% - the upper one.

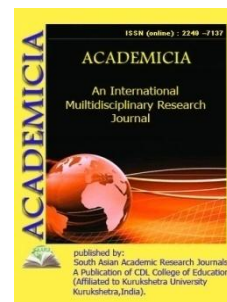
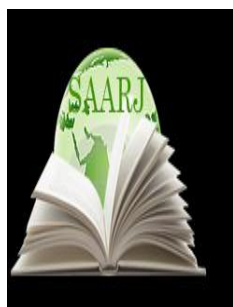
CONCLUSIONS:

With the growth and development of the child, the number of anomalies increases. According to our data, the occurrence of deep bite and distal occlusion is maintained at a stable level. Some types of anomalies are absent or have a low frequency of occurrence at early school age, gradually becoming more widespread (cross bite, mesial occlusion, narrowing of the dental arches) in older children and, on the contrary, such anomalies as back incisal overlap, extended dental arches have the opposite dynamics occurrences.

Our research results may differ from data from other authors. However, it is important to note that the availability of such data for various regions, cities and other settlements will play an important role in creating the database.

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PREVENTION AND TREATMENT OF CARIES IN CHILDREN WITH CEREBRAL PALSY

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ABSTRACT

Dental diseases are one of the most common diseases among other diseases, with caries and its complications leading to cerebral palsy. Cerebral palsy in children is defined as a disability from 3 to 5 patients per 1000 births. According to dental examinations, the spreading of caries and its complications in children with cerebral palsy varies from 80% to 85%. Congenital defects of the central nervous system, characterized by an increase and a combination of functional disorders, are indicative. Not only the maxillofacial region is characterized by secondary changes in the morphological structure of bones, but also damage to organs and tissues of the oral cavity. The problem of prevention and treatment of dental diseases in children with cerebral palsy is especially relevant today. It is important to develop special treatment measures for children with this pathology. In these children, caries indicates a high prevalence. Children with cerebral palsy need dental care, and the problem of prevention and treatment of caries is especially relevant for these children. The development and application of therapeutic and preventive measures in children with cerebral palsy, cerebral palsy, is aimed at improving the state of oral hygiene [7]. The obtained static data and the condition of the teeth, laboratory tests of children with cerebral palsy made it possible to increase the effectiveness of treatment and prophylactic measures for this group of children. A group of Russian scientists proposed an infiltration method that allows you to "save" the caries process in one visit to preserve the pseudo-intact enamel. French scientists share 20 years of experience in minimizing dental caries with the ability to provide effective recovery and preventive treatment [Holmgren C.J., Roux D., Doméjean S. 2013].

KEYWORDS: Caries, Prevention, Cerebral Palsy, Treatment

INTRODUCTION

Despite the care and treatment of children with cerebral palsy, the active work of medical workers and parents, the number of patients diagnosed with cerebral palsy is increasing every year.

Studies show that tooth decay is more common in children with cerebral palsy [1,2,4]. Solyanin (2005) shows that the average age of children with a diagnosis of cerebral palsy is 11.5 years [3]. In children with cerebral cerebral palsy, the age of a permanent bite begins at 12 years old, and in children poor oral hygiene. It is important to take measures to prevent and treat oral diseases in sick children.

Cardiovascular diseases in children with cerebral palsy are associated with the presence of major diseases that have been investigated for impaired vital functions (movement, psyche, speech) [9, 10]. Children do not have self-care skills due to poor oral hygiene. All this is accompanied by a lack of parental attention [7]. In these children, caries indicates a high prevalence. Children with cerebral cerebral palsy need dental care, and the problem of prevention and treatment of caries is especially relevant for these children. The development and application of therapeutic and preventive measures in children with cerebral palsy, cerebral palsy, is aimed at improving the state of oral hygiene [7]. The features of neuromuscular pathology in children with cerebral palsy were considered [7]. As far as possible, work with disabled children, diagnosis and treatment of children in a wide range of parents and specialists in the field of diseases of the oral mucosa is carried out according to special rules. should be effective [8]. Due to the existing somatic pathology in patients with cerebral palsy, it is difficult to use the traditional treatment regimen for certain dental diseases, which requires the search for new approaches to solve this problem. [5,6]

The basis for the selection of chewing phytocomplexes that we offer for the comprehensive prevention and treatment of caries in children with cerebral palsy are: lack of toxicity; easy to use; long-term actions; macro- and microelements and natural components with biologically active substances to improve local immunity and microcirculation in the periodontium; Hemostatic, wound healing, anti-inflammatory, antioxidant, cleansing, absorbing and soothing properties were identified [10]. The obtained static data and the condition of the teeth, laboratory tests of children with cerebral palsy made it possible to increase the effectiveness of treatment and prophylactic measures for this group of children.

Local factors contributing to the development of carcinogenic conditions in the oral cavity include poor oral hygiene, a violation of the composition and quality of saliva. Studies in Russia showed the results of a survey and oral examination of 12-year-olds (Kazarina L.N., Pursinova A.E., 2015). This, in turn, requires the development of a number of dental procedures. American scientists have provided data on the degree of demineralization of tooth enamel using fluorescence (QLF). In the available literature, various hygiene products are used to prevent caries in children.

Thai authors present the results of a clinical study of toothpaste with conventional toothbrushing in children to remineralize the caries process. With CPP-ACP fluoride toothpaste, it is recommended that you brush your teeth after school lunch under the supervision of a teacher. A group of Russian scientists proposed an infiltration method that allows you to "save" the caries process in one visit to preserve the pseudo-intact enamel. French scientists share 20 years of

experience in minimizing dental caries with the ability to provide effective recovery and preventive treatment [Holmgren C.J., Roux D., Doméjean S. 2013].

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