ISSN: 2613-5817; E-ISSN:2613-5825, DOI prefix: 10.23747
VOLUME 05 ISSUE 01 2019

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PROCEEDING OF THE INTERNATIONAL RESEARCH, EDUCATION & TRAINING CENTER

MULTIDISCIPLINARY JOURNAL
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I never think of the future - it comes soon enough. Albert Einstein

ISSN: 2613-5817; E-ISSN:2613-5825, DOI prefix: 10.23747
VOLUME 05 ISSUE 01 2019

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JOURNAL INDEXING

TALLINN, ESTONIA 2018

ISSN: 2613-5817, E – ISSN: 2613-5825; DOI PREFIX: 10.23747
MULTIDISCIPLINARY JOURNAL
REFEREED & REVIEWED

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ISSN: 2613-5817; E-ISSN: 2613 – 5825.
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International Research, Education & Training Center. R/C 80550594. Non-profit Associations and Foundations Register as at 21.05.2018

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THE ROLE OF FICTION IN TEACHING ENGLISH TO STUDENTS

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ABSTRACT

The proverb says: "Who reads a lot - he knows a lot." The benefits of reading are generally known to everyone, but the benefits of reading in English often remain underestimated. In the article we will consider how we can use fiction in teaching English.

What to use ?
Literary texts for learning English can be used both in original form (with high levels) and in simplified adapted versions. To work on the lesson and independently in educational process the following kinds of art works can be offered to students: stories, poems, novels, plays, lyrics.
Keywords: home reading, fiction, audio file, literary texts, language skills, discussion of the topic, novels, poetry

РЕЗЮМЕ

В статье говорится о важности использования художественной литературы в процессе обучения студентов английскому языку. Также отмечается необходимость применения разных методик в этом процессе. Использование литературы поощряет студентов говорить на английском языке и является отличной мотивацией. Таким образом, у студентов пополняется словарный запас и за счёт этого в процессе обсуждения они начинают свободно выражать свое мнение о произведении.
Ключевые слова: домашнее чтение, художественная литература, аудио файлы, литературные тексты, языковые навыки, обсуждение темы, романы, поэзия

REZÜME

Məqalədə ingilis dilinin tədris prosesində bədii ədəbiyyatın əhəmiyyəti barədə danışılır. Həm də bu prosesdə müxtəlif üsulların tətbiq etməsindən bəhs edilir. Ədəbiyyatın istifadəsi tələbələrə İngilis dilində danışmağa təşviq edir və bu mükəmməl motivator olduğunu bir daha sübut edir. Beləliklə, tələbələrin söz ehtiyatı artır və bu proses nəticəsində onlar öz fikirlərini sərbəst şəkildə ifadə etməyə başlayırlar.
Açar sözlər: ev oxusu, bədii ədəbiyyat, audio fayl, dil vərdişləri

Introduction.
First of all, the work of art is an excellent source of new vocabulary. Each of these genres is able to enrich the vocabulary of students and help to consolidate in memory previously learned words and expressions. However, literary texts serve not only to illustrate the natural functioning of grammatical structures and lexical units, but also help to develop all four language skills: reading, listening, speaking and writing.

How to use the literature in the classroom.

Use of books in English lessons.

There are several methods of using artistic works in English lessons. Below, we will look at the sample parts of the lesson from the fragment of the book for working in the classroom.

Step 1. Workout

A warm-up can help students start thinking about a topic that will be affected in the selected piece of the work. Ideas for the assignment: a short discussion of the topic, quiz on the topic (quiz or guessing game), brainstorm vocabulary on the topic. The warm-up can focus on the source of the literary fragment. You can discuss that students already know about the author of the work or the era in which he lived and / or wrote this work. You can invite students to read a short reference about this. You can discuss or briefly tell them how this work is so famous.

Step 2. Before Reading

This stage can coincide with the warm-up. Such tasks may include:

Pre-teaching the most difficult words from the text. Such words should not be much, because one of the goals of working with a literary work is the development of the skill of language conjecture. If you enter too many new words before reading, this either means that the text is too complicated, or you will have very little time for the text itself.

Anticipating the content. Show the students a few key words from the text and ask them to guess what the fragment will be about. If you work with a play, give them a few lines from it for the same purpose.

Prediction. Read the first paragraph of the text for students (books should be closed). Ask them to predict what will happen next.

Stage 3. Reading for common understanding

The first reading can be done by the teacher (if you work with a short story or a poem) and should not require students to perform a large and complex task. It is necessary that they enjoy reading, and too many tasks can deprive them of this. Let them get acquainted with the fragment and check their predictions, or answer one very general question about the text.

Step 4. Reading to understand the details

Only when the students got acquainted with the text once, discussed the general meaning and checked their predictions, it is possible to show them prepared questions for understanding the details. Let them get acquainted with the questions and try to find the answers to them in the text. When answering questions, encourage the use of your words. Questions on understanding the details can also contain a couple of questions on the interpretation of the text. For example, add to the list questions like:

What do you think?

How do you think the woman feels?

What made him do this?

Stage 5. Working with the language of the text

At this stage, you can more elaborate the vocabulary from the text. Select a few words and / or expressions from the work and ask the students to find them in the text and guess their meaning from the context. Such an exercise e will help them develop the language conjecture skill necessary for further reading of the literature in English for pleasure.

Here you can consider the stylistics of the author's speech. Invite students to look at the choice of words to describe, for example, the character, and invite them to interpret the author's attitude to the character based on the chosen vocabulary. Is it positive, negative or neutral?

Stage 6. Further work with the text and conclusion to speech

Literature in English lessons
Choose one of the ideas to use at the end of this lesson.

Poetry:

Expressively read the poem for training pronunciation and rhythm (you can use as a sample record of the poem, for example, read by a celebrity).
Rewrite the poem without changing the structure, but with a change in meaning.
Discussion of the problems raised in the poem.
Composition on the theme that stood behind writing this poem, for whom it is, about whom, about what, etc.
Story or fragment of the story:
Discuss the continuation or ending of the story, or what preceded it (verbally or in writing).
To rewrite or finish the ending of the story.
Personalize the content of the text, assignments such as "What would you do in this situation ..."

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ISSN: 2613-5817; E-ISSN: 2613-5825

Play a fragment of history by roles.
Fragment of the play:
Play the play by roles.

Organize the competition. Let the students record the audio file by roles based on the text. The jury (also from the students) must then select the best piece.
To rewrite the scene from the play, modernizing it (to bring into the scene the signs of the modern world, to rewrite the dialogues using more modern words, etc.) with further role-playing.
Prepare a real play based on the play.

Home reading
In the lesson, you can briefly discuss what you read as a warm-up or cool-down. At the end of the reading, you can ask the student to describe the book so that others want to read it. Invite students to write a book review or compare a book with a film on it.
How to choose a work.
In order not to be mistaken with the choice of a work for your students, we offer you a check list:Is there enough time to work on the text in class?
Does it fit with the rest of your syllabus?
Is it something that could be relevant to the learners?
Will it be motivating for them?
How much cultural or literary background do the learners need to be able to deal with the tasks?
Is the level of language in the text too difficult?
Ask yourself these questions when choosing a book and you definitely will not go wrong!

CONCLUSION

Remember, read for fun, too, you need to teach. If students look at the dictionary through each word or try to literally translate a 15-page story, it is likely to discourage them from reading in English at all. Start with the adapted texts to a level lower than the one you work with the student, as well as working with the work in the class. When students get used to reading in English, give them the freedom to choose works. Using literature as a long-term project with students is an excellent way of motivating and retaining students (if we talk about individual lessons). Invite the students to choose a book and start reading it. Give them a plan to read the book and put check points (days when they should be ready to talk about a certain amount of reading) or run progress reports with them, marking at what stage of the reading they are, what useful words they learned from the fragment . Teach your students to love reading!

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VOLUME 05 ISSUE 01 2019
ISSN: 2613-5817; E-ISSN: 2613-5825
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CERUND AND ITS FUNCTIONS IN ENGLISH

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ABSTRACT

The article deals with the Gerund in English. All English grammars distinguish between finite and non-finite forms of the verb. The non-finite forms, which are also called the verbal or the non-predicative forms of the verb, comprise, according to most grammars. There are 3 verbals in English. One of them is Gerund. Gerund is used in many functions in the sentence. Some grammarians do not distinguish between the gerund and participle I, calling them both *the -ing form*. The Collins Cobuild English Grammar (London 1995) prefers the term *-ing noun* to *gerund*. There are grammars which use the term gerund, but the functions of the gerund are not the same from one grammar to another. In this grammar the term *-ing form* is not used and a clear distinction is made between the gerund and participle I, for the reason that in spite of having the same form they function differently in a sentence. The gerund is close to a noun (pronoun) and has many nominal features, while participle I is close to an adjective and has adjectival features. Therefore, a number of the functions of the gerund and participle I do not coincide. Thus, the gerund, unlike participle I, can function as subject and object. As to the functions of attribute and adverbial modifi er, the gerund, when used in these functions, is always introduced by a preposition, while participle I is either introduced by a conjunction (adverbial modifi er of comparison and concession) or by nothing at all (attribute, adverbial modifier of time, cause, manner). The only functions in which participle I and gerund can be confused are those of the predicative and complex object. According to their functions in a sentence verb forms can be classifed into finite and non-finite. The finite forms perform the function of the predicate. The non-finite forms, sometimes called verbals, can perform various functions in a sentence except that of the simple verbal predicate. The verbals include the Infinitive, the Gerund and the Participle. The verbals have some features in common. First, they can show whether an action expressed by a verbal is simultaneous with the action expressed by the finite verb, or precedes it. To denote precedence we use perfect forms of the verbals. Second, all the verbals can be used:
a) singly:
• ***Annoyed**, she went out of the room* (single participle II).
b) in a phrase:
• *She spent whole days **reading books*** (participle I in a phrase).
c) in a predicative construction:
• *She noticed **him look back*** (infinitive construction)
Keywords: verb, finite and non-finite forms of the verb, Gerund, functions of gerund in the sentence.

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VOLUME 05 ISSUE 01 2019

ISSN: 2613-5817; E-ISSN: 2613-5825

POTENCIAL PROBLEMS IN CLASSROOM MANAGEMENT AT THE ENGLISH LESSON

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XÜLASƏ

Məqalə muəllimlərin vaxtaşırı dərsin idarə olunmasında qarsılasdığı pedaqoji problemlərdən və bu problemlərin aradan qaldırılması üsullarından bəhs edir. Dərs nə qədər planlaşdırılmış olarsa dərsin keyfiyyəti də bir o qədər yuksək olar. Həmçinin tələbələrə fərdi yanaşmanın, hər bir tələbənin dərsin gedişinde aktiv iştirakının təmin olunmasi, interaktiv üsulla dərsin təşkili cox böyük əhəmiyyət kəsb edir. Bu cəhətdən məqalənin məzmunu çox aktualdir.

Açar sozlər: qarsılıqlı əlaqə, munasib olmayan, səlahiyyət, alternativ secim, mötəbərlik.

РЕЗЮМЕ

В статье говорится о педагогических проблемах в аудиторном руководстве на занятиях английского языка. Насколько занятие будет хорошо планировано, настолько оно будет качественным. Очень важно пользоваться интерактивным методом. В этом смысле эта статья очень актуальна.

Ключевые слова: Взаимодействие, продуктивный, несоответствующий, полномочие, альтернативные выборы, достоверность.

Teachers often meet various problems dealing with the management of the lesson. This article is about the problems that any teacher can come across in real class from time to time. These are as follows:

1. Teacher talking time (T.T.T).

The more a teacher talks-the less opportunity there is for the learners. They need time to thinks, to prepare what they are going to say . Teacher should allow them the time and the quiet they need. She doesn't have to feel the need to fill every gap in a lesson, she has to explore the possibilities of silence.

2. Echo.

Student: I went to the cinema .

Teacher: You went to the cinema . Good.

Who gets more language practice here-the student or the teacher? If you become aware of your echoing –and then start to control it-you will find that learners get more talking time and that they start to listen to each other more. When you echo they soon learn that they don't need to listen to anyone expect the teacher-because they know that you will repeat everything! That has a dramatically negative effect on interaction patterns within the classroom.

3. Helpful sentence completion.

Student: I think that smoking is…

Teacher: … a bad thing. Yes, I agree.

Often a teacher is so desperate for a student to say (so that the lesson can move on to the next stage) that she is already predicting the words the student will produce and eagerly wishing for them to be said – so much, so that teachers often find themselves adding 'tails' to sentence after sentence. But this kind of "doing the hard work for them" is often counter productive.

People need to finish their own sentences. If students can't complete the sentence themselves they need help – but help to produce their own sentence, using their own words and their own ideas. By letting students finish what they are saying, the teacher also allows herself more time to really listen to the student and what he is saying.

4. Complicated and unclear instructions.

Teacher: Well, what I'm gonna do is I'm gonna ask you to get into pairs, but before that there are some things we have gotta work out. Could you write this, then when we have finished that we were going to do the next thing which involves more…

Unplanned, unstructured instructions are extremely confusing to student. They probably understand only a small percentage of what you say – and guess what you want them to do from one or two key words they did catch. Teacher should work out what is essential for them to know – and tell them that – without wrapping it up in babble.

5. Not checking understanding of instructions.

Even the clearest instructions can be hard to grasp – so, after the teacher has given them, it's well worth checking that they have understood. A simple way is to ask a student or two to repeat them back to you: "*Ali, what are you going to do*?". In this way you satisfy yourself that the task has been understood.

6. Asking "Do you understand? "

When you want to check learners understanding, questions such as " Do you understand? " are often useless. If you get a "Yes" reply it could mean " I'm nervous about seeming stupid " or "I don't want to waste the class's time any more" or " I think I understand but… " Teachers often need to get clear information about what students have taken in. The best way to do this is to get student to demonstrate their understanding , for example by using a language item in a sentence , or by repeating an instruction of an idea. This provides real evidence, rather than vague, possibly untrue information.

7. Insufficient authority / over – politeness.

Teacher: So if you don't mind, it would be very nice if you could just stop the activity if you feel that's OK.

This kind of pussyfooting is a common way in which teachers undermine themselves. Be clear. Say what you need to say without hiding it inside wrappings. If you want to stop an activity – say " Stop now, please " . Feel your own natural authority and let it speak clearly.

8. The running commentary.

Teacher shouldn't give a running commentary about the mechanics of past, present and future activities. Boring, hard to follow, unnecessary. Tell students what they need to know and stop.

9. Lack of confidence in self, learners, material, activity / making it too easy.

A common cause of boredom in classroom is when material used is too difficult or two easy. The farmer isn't hard to recognize – the learners can't do the work. A more difficult problems is when work is simply not challenging enough. Teachers often have rather limited expectations about what people can do – and keep their classes on a rather predictable straight line through activities that are safe and routine. Try to keep the level of challenge high. Be demanding. Believe that they can do more than they are aware of being able to do – and then help them to do it.

10. Over helping / over – organizing.

When you give students a task to do in a group, it's often best to let them get on with it. A lot of " teacher help " , although well – intentioned, is actually teacher interference and gets in the way of students working on their own. As long as you are around they will look at you for guidance , control and help. Go away – and they are forced to do the work themselves. That is when learning might happen.

For teachers it can be a difficult lesson to learn – but sometimes our students will do much better without us, if only we have the courage to trust them.

11. Flying with the fastest.

Teacher: So – what's the answer ?
Student A: Only on Tuesday unless it's raining.
Teacher: Yes very good – so everyone got it. And why did he buy the elastic band?
Student A: So, he wouldn't lose this letters.
Teacher: Good. Everyone understands then!

VOLUME 05 ISSUE 01 2019

ISSN: 2613-5817; E-ISSN: 2613-5825

If only listen to the first people to speak, it's very easy to get a false impression of how difficult or easy something is. You may find that the strongest and fastest students dominate and you get little idea of the class finds the work. This can lead you to fly at the top speed of the top two or three students and to lose the rest completely. Make sure you get constant answer and feedback from many students. Try directing question at individuals. (eg. "What do you think, Ali ? ") and sometimes actively 'shh' the loud ones – or simply " don't hear them.

12. Not really listening (hearing language problems but not the message).

As we are dealing in language as the subject matter of our lessons it's very easy to become over concerned about the accuracy of what is said and to fail to hear the person behind the words .The only point in language learning is to be able to communicate or receive communication - it is vital that work on the mechanical production of correct English doesn't blind us to the messages conveyed .Check yourself occasionally – are you really listening to your students - or only to their words?

13.Weak rapport –creation of a poor working environment.

If rapport seems to be a problem then plan work specifically designed to focus on improving the relationships and interaction within the class (rather than activities with a mainly language aim) until the relationships are good within a class the learning is likely to be of a lower quality – so it's worth spending time on this. The teacher should bear in mind the three teacher qualities that help to enable a good working environment – authenticity, respect and empathy.

These are the kind of problems we all have. I had some of abovementioned problems. I still echo students' answer, I can't give up my habit, but sometimes I get aware of my echoing and stop doing that. We must also accept that this is a part of the natural process of our own learning and development. As teacher's awareness and confidence grow she'll find that she not only becomes more able to recognize such problems in her own teaching, but that she can also start to find effective alternative options that enable rather than hinder learning.

Every lesson should be planned thoroughly. If the teacher plans lesson well there is no other way than having a lesson of high quality. It is also very important to use interactive methods during the lesson

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THE USE OF PREPOSITIONS IN ENGLISH

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XÜLASƏ

Bu məqalə sözönlərinə həsr olunur. İngilis dilində təxminən 150 sözönü var. Yəni bu, minlərlə digər sözləri (isim, feillər və s.) düşündüyünüzdə çox az saydadir. Fərdi sözönlərini digər fərdi sözlərdən daha tez-tez istifadə edirik. Hətta İngilis dilini ən yaxşı bilən qeyri-ingilislər də sözönləri ilə bağlı çətinlik çəkir, belə ki, onların birə-bir tərcüməsi demək olar ki, mümkün deyil. Bir sözönü bir neçə tərcüməyə malik ola bilər. İngilis dilində sözönlərinin hansının nə zaman və harada işlənə biləcəyinə dair konkret bir qayda yoxdur. Sözönlərini öyrənmənin ən yaxşı yolu onları lüğətlərdə araşdırmaq, ingilis dilində çoxlu (ədəbiyyat) mütaliə etmək və mümkün olduqca çox sayda sözönlü frazalar (söz birləşmələri) əzbərləməkdir
Açar sözlər: sözbirləşmələri, nümunələr, öyrənənlər, dəqiq məna və işlətmək üçün lüğət.

РЕЗЮМЕ

Это служебные слова, которые в сочетании с косвенными падежами именных частей речи выражают различные отношения между формами имени и другими словами. - производные (можно проследить словообразовательные связи со знаменательными словами, от которых эти предлоги образованы). Предлог не имеет самостоятельного значения. Под значением предлога понимают грамматические отношения, которые он выражает в сочетании с косвенным падежом существительного. Термин «предлог» буквально значит «перед словом». Предлоги обычно стоят перед словом, с которым они сочетаются. Общее грамматическое значение предлогов — обозначение подчинительной связи между знаменательными словами.
Ключевые слова: словосочетания, словарь, студенты, изучение языка.

There are about 150 prepositions in English.Yet this is a very small number when you think of the thousands of other words (nouns, verbs etc.)

Prepositions are important words.We use individual prepositions more frequently than other individual words. In fact,the prepositions of, to and in are among the ten most frequent words in English. Here is a short list of 70 of the more common one-word prepositions.

Many these prepositions have more than one meaning.Please refer to a dictionary for precise meaning and usage.

Prepositions indicate relationships between other words in a sentence. Many prepositions tell you where something is or when something happened.

Most prepositions have several definitions, so the meaning changes quite a bit in different contexts. Ending a sentence with a preposition is not a grammatical error.

Unfortunately, there's no reliable formula for determining which preposition to use with a particular combination of words. The best way to learn which prepositions go with which words is to read as much high-quality writing as you can and pay attention to which combinations sound right.

A preposition is a word or set of words that indicates location (in, near, beside, on top of) or some other relationship between a noun or pronoun and other parts of the sentence (about, after, besides, instead of, in accordance with). A preposition is not a preposition unless it goes with a related noun or pronoun, called the object of the preposition.

Example:Let's meet before noon.

Before is a preposition; noon is its object.

We've never met before.

There is no object; before is an adverb modifying met.

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ISSN: 2613-5817; E-ISSN: 2613-5825

Rule 1. A preposition generally, but not always, goes before its noun or pronoun. One of the undying myths of English grammar is that you may not end a sentence with a preposition. But look at the first example that follows. No one should feel complelled to say, or even write, That is something with which I cannot agree. Just do not use extra prepositions when the meaning is clear without them.

Correct:That is something I cannot agree with.

Correct:Where did you get this?

Incorrect:Where did you get this at?

Correct:How many of you can I depend on?

Correct:Where did he go?

Incorrect:Where did he go to?

Rule 2a.The preposition like means “similarly to.” It should be followed by an object of the preposition (noun, pronoun, noun phrase), not by a subject and verb. Rule of thumb: Avoid like when a ver bis involved.

Correct:

You look like your mother.

That is, you look similar to her.(Mother is the object of the preposition like.)

Incorrect:

You look like your mother does.

(Avoid like with noun+ verb.)

Rule 2b. Instead of like, use as, as if, as though, or the way when following a comparison with asubject and verb.

Correct: You look the way your mother does.

Incorrect: Do like I ask. (No one would say Do similarly to I ask.)

Correct: Do as I ask.

Incorrect: You look like you are angry.

Correct: You look as if you are angry. (OR as though)

Some speakers and writers, to avoid embarrassment, use as when they mean like. The following incorrect sentence came from a grammar guide:

Incorrect: They are considered as any other English words.

Correct: They are considered as any other English words would be.

Correct: They are considered to be like any other English words.

Remember: like means “similar to” as means “ in the same manner that.” Rule of thumb: Do not use as unless there is a verb involved.

Incorrect: I, as most people, try to use good grammar.

Correct: I. Like most people, try to use good grammar.

Correct: I, as most people do, try to use good grammar.

Note: The rule distinguishing like from as, as if, as though, and the way is increasingly ignored, but English purists still insist upon it.

Rule 3. The preposition of should never be used in place of the helping verb have.

Correct: I should have done it.

Incorrect: I should of done it.

See also couple of; off off; outside of.

Rule 4.It is a good practice to follow different with the preposition from. Most traditionalists avoid different than. Although it is an overstatement to call different than incorrect, it remains polarizing; A is different than B comes across as sloppy to a lot of literate readers. If you can replace different than with different from without having to rewrite the rest of the sentence, why not do so?

Polarizing: You're different than I am.

Unchallengeable: You're different from me.

Rule 5. Use into rather than in to express motion toward something. Use in to tell the location.

Correct: I swam in the pool.

Correct:I walked into the house.

Correct: I looked into the matter.

Incorrect: I dived in the water.

Correct: I dived into the water.

Incorrect: Throw it in the trash.

Correct: Throw it into the trash.

Preposition are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs)

Even advanced leaners of English find prepositions difficult, s a 1:1 translation is usually not possible. One preposition in your native language might have several translations is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart (study tips).

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THE BALTIC SCIENTIFIC JOURNALS
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PROCEEDING OF THE INTERNATIONAL RESEARCH EDUCATION & TRAINING CENTER

VOLUME 05 ISSUE 01 2019

ISSN: 2613-5817; E-ISSN: 2613-5825

PFO SIZE AND PARADOXICAL EMBOLISM (case)

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ABSTRACT

Purpose :This case have analyzed the most suitable strategy for the diagnosis and quantification of PFO,for its assessment in clinical practice. We conducted one case for demonstration PFO ,as general reasion of presenting transient ischemic stroke and to rule out any other condition . PFO is persistance of a embryonic defect in the intraatrial septum. In patent foramen ovale is the most common cause of paradoxal embolism in cryptogenic stroke. Hemodynamic alteration play a major role in determining the chances of paradoxal embolization, elevated right atrial pressure will increase the chance of right-to-left shunt.

Case: Patient, 44 old women ,was admitted in emergency department with coma . Brain MRT detected multifokal area of acute stroke in both hemisphere ,cerebellum, brain stem ,gliosis in right lobar lobe and basal ganglias. Transthoracal contrast echocardiography detected agitated saline contrast passage from right to left atrium. TEE revealed little, 1mm width and 4mm length hole of intraatrial septum(Pict1).After agitated saline contrast injection (bubbling) via the central vein catheter was detected provision of right heart with contrast and trustworthy signs of right to left shunt. This examination has determined patent foramen ovale .

Conclusion: Patent foramen oval (PFO) has been implicatedin the pathogenesis of cryptogenic stroke through paradoxal embolization to the cerebral circulation. This case evaluated the relationship between morphological and functional size of the PFO by echocardiography compared with cerebral infarct volume identified on MRI small size PFO was associated with significant strokes in brain. This case also have been analized the most suitable strategy for the diagnosis and quantification of PFO ,for its assessment in clinical practice

Keywords: patent foramen oval, paradoxal embilism, cryptogenic stroke

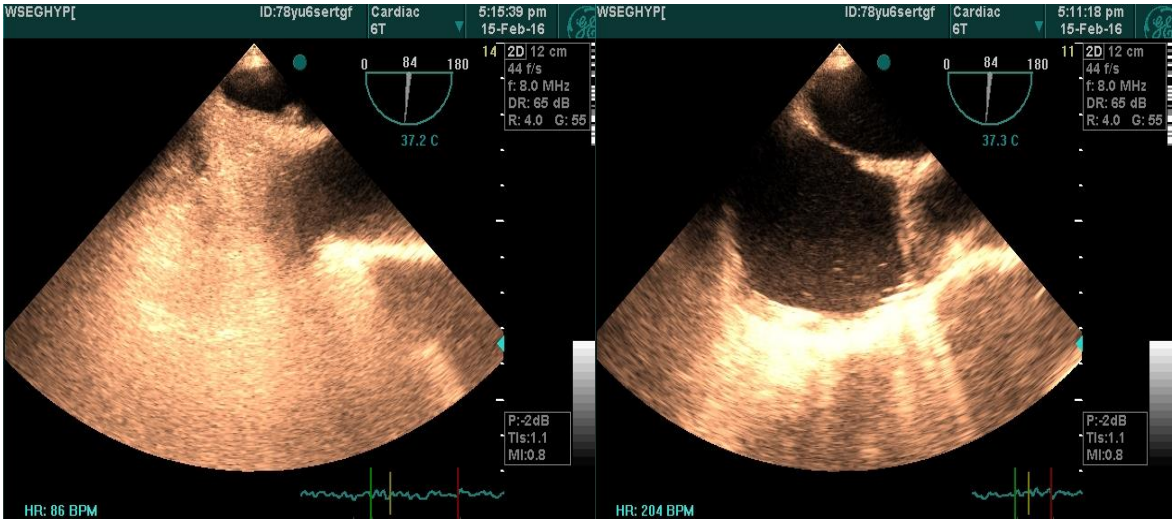
INTRODUCTION

PFO is persistance of a embryonic defect in the intraatrial septum. In Patent foramen oval is the most common cause of paradoxal embolism in cryptogenic stroke or platypnea-orthodeoxia syndrome (postural hypoxemia with breathlessness). Paradoxal embolism from right to left passage through a patent foramen oval is correctable cause of stroke . Hemodynamic alteration play a major role in determining the chances of paradoxal embolization, elevated right atrial pressure will increase the chance of right-to-left shunt. Paradoxal embolization is reported in PE patient .patient with right ventricular infarction or severe tricuspid regurgitation or mechanical left ventricular assist device have increased risk of right-to left shunt through a PFO. Pelvic vein thrombi are reported to be found more frequently in young patient with cryptogenic stroke .Possible treatment modalities to prevent recurrent events ,treatment with warfarin or antiplatelet agents, percutaneous PFO closure(PFO occluder) or surgical closure. This case have analyzed the most suitable strategy for the diagnosis and quantification of PFO, for its assessment in clinical practice. We conducted one case for demonstration PFO, as general reason of presenting transient ischemic stroke and to rule out any other condition .

Case: Patient, 44 old women, was admitted in emergency department by ambulance, with headache, vomiting at home ambulance detected convulsion. In history patient had episodes of syncope. CT scan did not revealed acute intracerebral process in brain. Neurological status: spontaneous eye opening ,localization of pain stimuli. Patient was intubated and was started mechanical ventilation. CSF was without signs of infection .

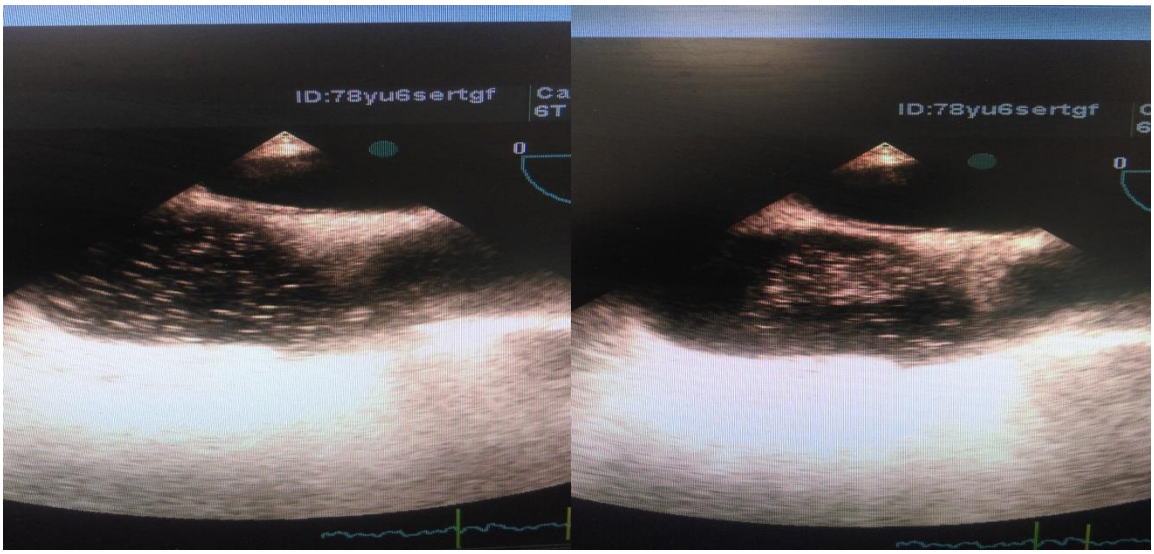
EEG revealed polymorphic dysrhythmia with interhemisphere activity and without specific pathological activity.
Brain MRT detected multifokal area of acute stroke in both hemisphere, cerebellum, brain stem, gliosis in right lobar lobe and basal ganglias.
By Lower extremities vessel ultra soundgraphy was detected normal blood flow in superfitial and deep veins, without thrombosis.
Intracranial vessels ultrasound evaluation revealed decreasion blood flow in subclavian and carotid arteries, without hemodinamically important stenosis of this vessels. In brain arteries ,basilar arteries, intracranial segment of vertebral arteries blood flow velocity and resistance indexes was simetrically decreased .

Transthoracal contrast echocardiography detected agitated saline contrast passage from right to left atrium. PFO was judged after appearance of microbubbles in the left cardiac chamber . For verification of intraatrial septal defect was performed transesophageal echocardiography(TEE).



Picture1. TEE

The defect of intraatrial septum or intraventricular septum was not detected, but revealed little, 1mm width and 4mm length hole of intraatrial septum(Pict1).After agitated saline contrast injection (bubbling) via the central vein catheter was detected provision of right heart with contrast and trustworthy signs of right to left shunt >20 bubbles. (Pict2). This examination has determined patent foramen oval. The severity of the shunt was quantified as moderate (10-20microbubbles).



Picture 2.TEE after agitated saline

Discussion: Paradoxal embolism through a PFO was first described in 1877 during an autopsy. Higher stroke rates also have been associated with the presence of an atrial septal aneurysm(ASA),dissections of the carotid and vertebral arteries are now recognized as relatively common causes of strokes .Hyperhomocysteinemia associated with greater risk of stroke(cohort and case control studies).Venous thrombosis is believed to be the source of paradoxal

VOLUME 05 ISSUE 01 2019

ISSN: 2613-5817; E-ISSN: 2613-5825

embolism in cryptogenic strokes associated with PFO, higher incidence of pelvic thrombosis is identifiable causes of cryptogenic stroke, PFO as a conduit for paradoxical embolization, there are occasional case reports demonstrating venous thrombi trapped in a PFO in patients with central or systemic embolization. Nevertheless, other possible mechanisms of stroke cannot be excluded. According our example vessels ultrasoundigraphy did not detect thrombosis. Given that a PFO can be a tunnel-like structure with possibly a stagnant area of flow, in situ thrombus formation may occur. Also, patients with PFO may be susceptible to atrial arrhythmias with possible intra-atrial thrombus formation, leading to stroke.

It is logical to assume that larger PFO would be associated with an increased frequency of cryptogenic stroke, but data have been conflicting .It is possible for a large stroke to occur with a small PFO as according our case. Transthoracic echocardiography and transesophageal echocardiography with saline contrast injection are used to detect PFO .PFO is judged to be present if any microbubble is seen in the left cardiac chamber within 3 cardiac cycles from the maximum right atrial opacification. Our evaluation of heart chambers after agitated saline injection detected right to left pasage of bobbles.

Possible treatments modalities to prevent recurrent events include medical treatment with warfarin and antiplatelet agents,percutaneous PFO closure and surgical closure.Rundomized studies comparing medical and percutaneous closure approaches are underway.

According of AHA/ASA guidelines 1.For patient with an ischemic stroke or TIA and a PFO, antiplatelet therapy is reasonable to prevent a recurrent event (ClassIIa, Level of Evidence B)2.PFO closure may be considered for patient with recurrent cryptogenic stroke despite optimal medical therapy(ClassIIa, Level of Evidence C) .Patient was treated with anticoagulants and antiplatelet drugs. After suitable treatment and management of all complications patient state was improved and discharged from hospital with good condition and appropriate recommendations.

Conclusion: patent foramen oval (PFO) has been implicatedin the pathogenesis of cryptogenic stroke through paradoxal embolization to the cerebral circulation. This case evaluated the relationship between morphological and functional size of the PFO by echocardiography compared with cerebral infarct volume identified on MRI. Small size PFO was associated with significant strokes in brain. This case also have been analyzed the most suitable strategy for the diagnosis and quantification of PFO, for its assessment in clinical practice

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VOLUME 05 ISSUE 01 2019

ISSN: 2613-5817; E-ISSN: 2613-5825

INFLUENCE OF DEVELOPMENT OF SPECIAL FLEXIBILITY ON A SPORT RESULT OF SLALOM-KAYAKERS 13-14 YEARS OLD

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ABSTRACT

The article deals with the issues of the relationship between the level of special flexibility and the competitive result of the 13-14 year-old anglers, identifies the direction of research, formulates the purpose and objectives, reveals the methods and organization of the research.
The purpose of the work is to develop and experimentally test a set of exercises for the development of special flexibility of slalom- kayakers 13-14 years.
For this purpose, in the real conditions of the educational process of the young slalom- kayakers, a study was conducted, the total duration of which covered seven months (the first four months - a stage of development of flexibility, and then three months - a stage of support for flexibility).
It was determined that the indicators of special flexibility are more closely interconnected with athletic skill ($p < 0,05$). Meanwhile, the growth of experience does not significantly affect the structure of special flexibility: the greatest factors of weight (34.7% -38.9%) in the slalom-kayakers of this qualification in the joints of the upper extremities. The dynamics of flexibility in young athletes is determined not only by processes of natural age development of an organism. The change in the mobility of the joints by 47% -48% is due to the influence of training activities.
The results of the experimental and control group in specially simulated competitions indicate that the difference between the personal results of the passage of the distance to the experiment between these groups is negligible and is not more than 2.4% and 0.81% in the standard type competitions. These data prove that the development of other physical qualities is relatively similar between experimental and control groups.
The experimental group has been offered a special developed training method, which envisaged the introduction of specially simulated competitions in the training process.
An assessment of the effectiveness of this implementation has made it possible to determine that the concentrated impact of specially directed actions in slalom- kayakers 13-14 years allows not only to effectively use periods of maximum rates of flexibility, but also to prevent the deceleration of the rates of growth of this quality in subcritical periods.
Keywords: special flexibility, competitive result, system of training, competitive activity, slalom- kayakers.

РЕЗЮМЕ

В статті розглянуто питання взаємозв'язку рівня спеціальної гнучкості та змагального результату слаломістів-байдарочників 13-14 років, окреслено напрям дослідження, сформульовано мету та завдання, розкрито методи та організацію дослідження, обґрунтовано отримані результати.
Ключові слова: спеціальна гнучкість, змагальний результат, система підготовки, змагальна діяльність, слаломісти-байдарочники.
Setting up a research problem. In the course of participation in the competitions a qualified slalom, while passing the distance, performs up to 50 technical elements that require a sufficiently developed special flexibility. Deviation from the poles when passing the gate is possible only with the active work of the body. And the execution of such a complex element as the "Eskimo" turn requires not only active work of the hands and trunk, but also good flexibility in the hip joint [4, 5].
The attention of trainers to the development of flexibility of athletes during the most favorable for this age period - 13-14 years due to the fact that the level of mobility in the joints is the basis of the slalomist, which is based on the technical and tactical skill of the athlete, is one of the factors that determines the high result at the level sport of higher achievements [2, 7].

Analysis of recent research and publications. Meanwhile, in sporting slalom practice, work on improving flexibility is based predominantly on the experience and intuition of the coach, as objective prerequisites are still very limited. Despite the work of a number of authors who considered the important theoretical positions of the general system of development of flexibility, there is every reason to speak about the availability of reserves in the development of many key issues, taking into account the specifics of this kind of sport [1, 2, 3].
Thus, the problem of the development of special flexibility in slalomists - kayaks at this time is not sufficiently highlighted in scientific methodology and literature on physical education, which led to the setting of the purpose of the study.
The purpose of the work is to develop and test the complex of exercises for the development of special flexibility of slalom-canoes 13-14 years old.
Research methods. The choice of research methods was determined by the tasks and existing requirements for conducting pedagogical research. The following methods were used: analysis of literature, photos and video materials; pedagogical observations; Survey of trainers; pedagogical control tests using goniometry and linear measurements; anthropometry and spirometry; pedagogical experiment; methods of mathematical statistics.

CONCLUSIONS

1. Analysis of scientific and methodological and special literature has allowed to establish that the optimal structure of special flexibility of slalomists is determined by the biomechanical structure of the sports activity. Depending on the features of the manifestation of mobility in the technical techniques of rowing slalom movements in the joints can be divided into three groups: not requiring development; which require a significant level of development; which require a high level of development.
2. Indicators of special flexibility are more closely interconnected with athletic athletics ($p < 0,05$). Meanwhile, the growth of experience does not significantly affect the structure of special flexibility: the greatest factors of weight (34.7% - 38.9%) in the slalomists of this qualification in the joints of the upper limbs. The dynamics of flexibility in young athletes is determined not only by processes of natural age development of an organism. The change in the mobility of the joints by 47% -48% is due to the influence of training activities. The concentrated effect of specially directed actions in slalomists 13-14 years allows not only to effectively use the periods of maximum speed of the progress of flexibility, but also to prevent the deceleration of the rates of growth of this quality in subcritical periods.
3. The effectiveness of the system of planning the standard training tasks for the development of flexibility was established in the real conditions of the training process. The reliable advantage of the experimental program is fixed at the level ($p < 0,05$).
Prospects for further research include the study of the influence of the flexibility of the slalom-kayakers 13-14 years on the sporting result.

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THE BALTIC SCIENTIFIC JOURNALS
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PROCEEDING OF THE INTERNATIONAL RESEARCH EDUCATION & TRAINING CENTER

VOLUME 05 ISSUE 01 2019

ISSN: 2613-5817; E-ISSN: 2613-5825

DEVELOPMENT OF POWER QUALITIES FOR BOYS 6 – 7 YEARS ENGAGED IN HEALTH ORIENTATION ACROBATICS

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ABSTRACT

Formulation of the problem. The development of power qualities in acrobatics is considered as one of the types of motor activity, which determines the level of technical skill of those involved, the health of boys, their appearance, physical and mental ability.
The search for innovative approaches to the organization of out-school physical education with children should take into account the special importance and attractiveness of acrobatics for them. Implementation of the technique of most acrobatics exercises is impossible without a certain level of development of physical qualities.
The purpose of the research: to experimentally substantiate and give a comparative description of the system of training sessions, which contribute to the development of force in boys 6-7 years engaged in health-improving orientation acrobatics.
The following research methods were used to solve the **set tasks:** analysis of references, pedagogical observation, pedagogical testing, and methods of mathematical statistics.
Presentation of the main material. The research was conducted on the basis of the out-school communal institution of the City Youth Children Sport School in sport gymnastics in Dnipro. The study was attended by 12 boys aged 6-7 engaged in health-orientation acrobatics. Trainings in the group were conducted three times a week for 90 minutes according to the traditional, adapted methods. A comparative analysis of the results of pedagogical testing showed that in the group of boys 6-7 years engaged in acrobatics in tests for determining the level of development of power, there is a significant increase in the indicators ($p < 0,05$) in all tests, except for dynamometry ($p > 0,05$) . Comparing the indicators, it should be noted that: in test № 1 (Pull-up) the result has improved from low to below average; in test № 2 (Push up) the result has improved from below the average to the average; in test № 3 (Dynamometry) the level remained low; in test № 4 (Hanging Double Straight Leg Lift) the indicators have increased from low to average; in test № 5 (Long jump) the result has improved from low to medium level.
Conclusions. Based on the results of the pedagogical testing of boys aged 6-7 engaged in acrobatics, we conclude that in the group indicators of the level of development of power qualities have increased. Comparing test results of the testing of the development of power qualities after the experiment, we proved the reliability of the difference between the results in most tests, which is confirmed by comparing the values of the Student t-criterion ($t > Tgr$, $p < 0.05$). This can be explained by the fact that power orientation exercises are performed at acrobatics trainings.
Keywords: strength qualities, development, acrobatics, training.
Анотація. В статі представлена дослідницька робота по розвитку силових якостей на заняттях акробатикою у хлопчиків 6-7 років. У проведеному дослідженні підтвердився вплив занять акробатикою на розвиток силових якостей у хлопчиків 6-7 років.
Ключові слова: силові якості, розвиток, акробатика, тренування.

Formulation of the problem. The development of power qualities in acrobatics is considered as one of the types of motor activity, which determines the level of technical skill of those involved, the health of boys, their appearance, physical and mental ability to work [1, 11].
The search for innovative approaches to the organization of extracurricular physical education with children should take into account the special importance and attractiveness of acrobatics for them. It allows to solve a complex of important tasks in working with children: to satisfy their need for movement, to learn to own a body, to develop physical qualities, intellectual and creative abilities, moral qualities, etc. [2, 6].
Implementation of the technique of most exercises acrobatics is impossible without a certain level of development of physical qualities. For the successful development of power qualities, first of all, the theoretical substantiation of the issue is necessary. Necessary knowledge for the development of power qualities belong to different branches of knowledge: theories and methods of physical education, anatomy, biomechanics, physiology. To find effective means of developing power qualities, an integrated approach is proposed that combines different areas of knowledge that will help to identify the causal link of all aspects of the development of power qualities [7, 8].
Analysis of recent research and publications. Today the problem of development of physical qualities is under the attention of specialists, educators, trainers, doctors. This is due to the general decline in the level of health, physical

training of children of different age groups. The active search of effective methods, optimal ways of development of motor qualities is constantly underway.

Scientific-methodical literature, contains a lot of publications related to force training of school-age children. In scientific guides in detail the principles of the methodology of the development of power qualities are described in detail, the leading components of the training influence on the development of force are determined, the characteristics of the means and methods of education of power qualities are given. Much attention is paid to the technique of performing exercises for the development of force, the power qualities regarding age and sexual characteristics, adaptation of the organism in long-term and short-term loads and other [4, 5, 9] are considered.

The problems of organizing the training process of training in sports acrobatics were carried out by specialists: N.V. Bachinsky, AV Fedoryaka, V.E. Chursinov and others [3, 10]. But there is a need to improve the methodology of training children engaged in sports acrobatics. Therefore, we believe that this problem is relevant and requires a more detailed study.

Conclusions. Based on the results of pedagogical testing of boys aged 6-7, who are engaged in acrobatics, we conclude that in the group indicators of the level of development of strength qualities have increased. Comparing the results of the testing of the development of power qualities after the experiment, we have proved the reliability of the difference between the results in most tests, which is confirmed by comparing the values of the t criterion of the Student ($p < 0.05$). This can be explained by the fact that exercises on acrobatics are carried out by force orientation. And also in the training sessions must be exercised general and special physical training.

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VOLUME 05 ISSUE 01 2019

ISSN: 2613-5817; E-ISSN: 2613-5825

MATHEMATICAL MODELS OF COMPUTERIZED MANAGEMENT SYSTEM AND METHODS OF THEIR CONSTRUCTION

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ABSTRACT

The software is a set of mathematical methods, and algorithms of information processing, which used in creating the control system. When designing control systems, Initial data for the design of control system.
The tasks of the computerized control system are understood as a part of the computerized functions of the computerized control system characterized by the outcomes and outputs in specific form. Control function is: commutative action for computerized control system, aimed to achieve a criterion goal. Depending on the properties of the process and their mathematical description can be combined into different classes; This paper shows the designing the mathematical models which need to computerized management systems models (3) – (8). In the same time this paper shows the main methods which were used to formulate the mathematical models as:

- Stochastic and deterministic;
- One dimensional and multidimensional;
- Linear and nonlinear;
- Static and dynamic;
- Stationary and non – stationary;
- With distributed and lumped parameters.

Keywords: management system, Algorithm, Information processing, Criteria, Mathematical model, Characters.

INTRODUCTION

The software is a set of mathematical methods, and algorithms of information processing, which used in creating the management system. When designing management systems (CS) , Initial data for the design of CS software system is a list of functional task includes the task and function of computer aid design (CAD), computerized enterprise management system and etc.

In this way, part of software of CS including mathematical methods, and means allows us to solve all given tasks a special place in the composition of mathematical support is occupied by mathematical models of continuous technological process, used to manage them. From the mathematical point of view, every continuous technological process can be represented as a control objects.

FORMULATION OF THE PROBLEM

The tasks of the computerized management system are understood as a part of the computerized functions of the computerized management system characterized by the outcomes and outputs in specific form. Control function is: commutative action for computerized management system, aimed to achieve a criterion goal.
Each task in computerized management system (figure 1) can be formulated at meaningful level but to solve it with the help of computational tools required mathematical description of the problem, i,e, formal presentation of its task Z may be defined as a set of raw data I and decision R:

$$Z \rightarrow \langle I, R \rangle \quad (1)$$

Solution can be obtained by using method, which implemented in the form of the computation chart (algorithm A) or set of algorithms. Solution R can be obtained by the form:

$$R = M[I] \text{ or } R = A[I], \quad (2)$$

Thus, formulation of the problem in computerized management system involves determining I, R, and selection of justification M. Description of the problem statement in computerized management system performed with accordance [1,2,3,4].
In the content of each task is: the purpose of the task, economic and mathematical model of the problem and method its solution, functional interconnectivity problems with information base of computerized management system and

enterprise services, how to implement task for computer, reliable solution approximate of the efficiency objectives (expected performance, the cost of machine resources, cost of labor time and material resources for its development).

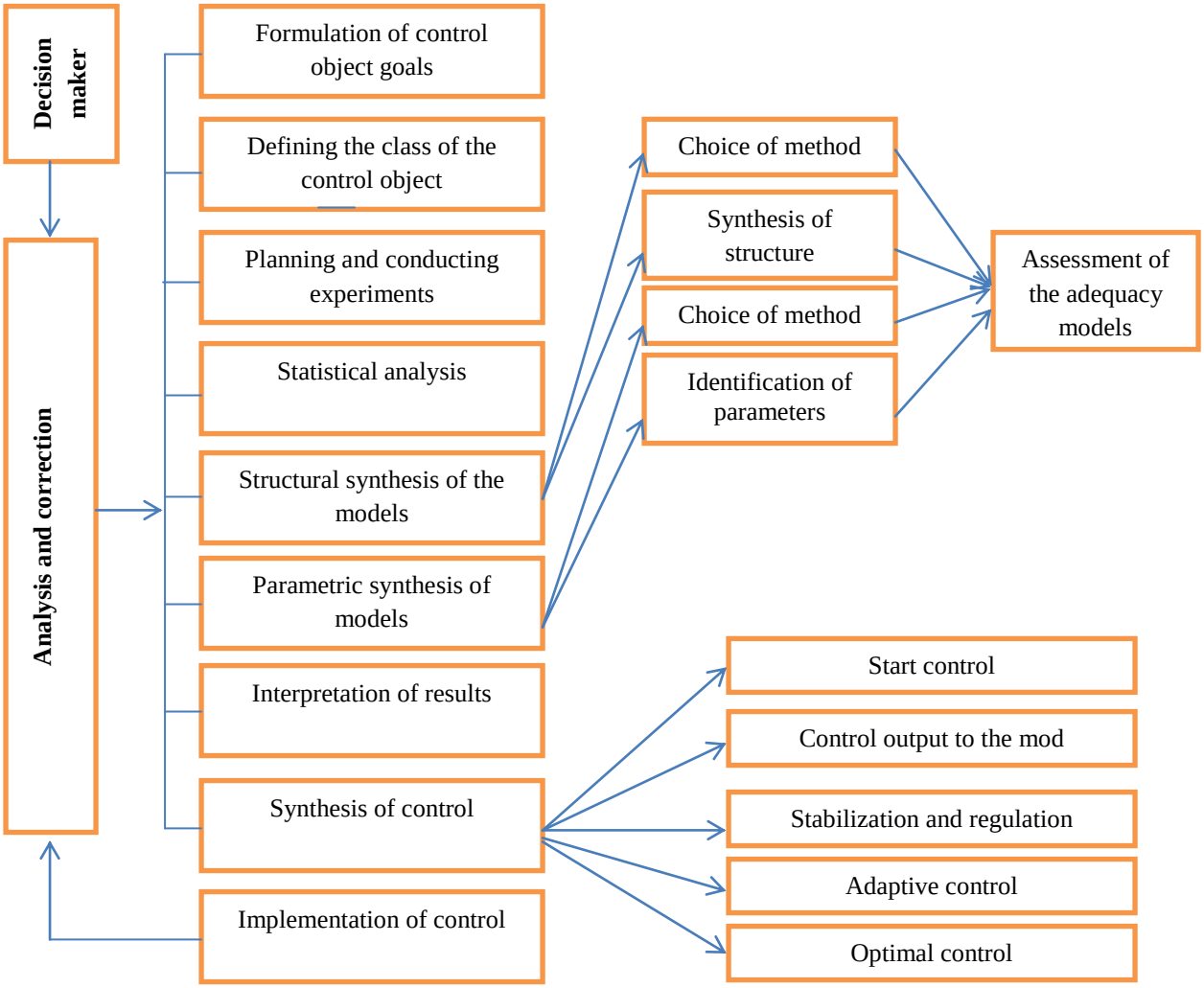

Figure (1) – levels of technological management object.

Content of the problem is included in documents (description of the problem statement) and description of the algorithms, who are working a document and design systems (Designers and programmers) and for employees of the enterprise management services.
Each document developed at the stage of technical design of MS and if necessary may be combined in one.
Realized of software and algorithmic support in MS is a software. A general description is made on the technical design stage and takes the form of a document (description of the software) of ICMS. Fully developed software is described in the detailed design stage and shall be in accordance with the requirements of the program document. The main section of the document (description of the problem statement):

1. Characterization of complex tasks;
2. Output information;
3. Input information

In CMS, engineering process is the main problem of mathematical models of technological process, are used to management the next tasks. Statement of the problem object management can be formulated follows:
Object is described input X; i.e. state of the environment, and output **γ,** i.e. state of the object

VOLUME 05 ISSUE 01 2019

ISSN: 2613-5817; E-ISSN: 2613-5825

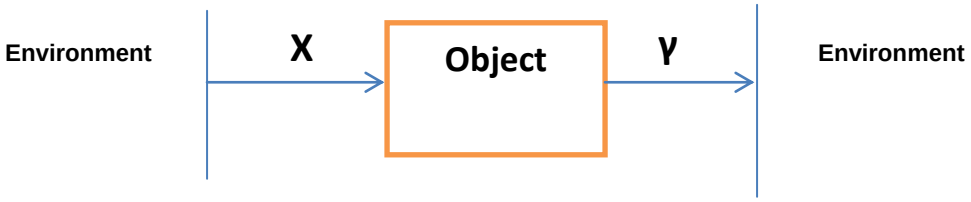

Figure (2)

State of the object **γ** depends on the environment X;

γ = f^o (X); where f^o – characterizes the relationship between input and output object.

Source management purposes the system designer, which forms the purpose in accordance with their needs. If the state **γ** not satisfied with the developer recently formative influence on the object, i.e. implements management. If Z^m indicated the desired goal, then verify the objective Z^m the object can only be for the conditions **γ.** For this state y object should be expressed in the form Z= ψ (y). If Z= Z^m , you must create a management system, which is implemented to purpose Z^m.

For the implementation of management necessary to find the factors, they may be input object. If we denote management V, then state of an object depends on the X and V: **γ =** f^o **(X, V).** To formalize the description of their content management problem statement must identify input information I = <X, **γ** > and the desired result V: Z= Z^m . The next step after the formulation of the problem is the formulation of mathematical models [5, 6, 7].

PROBLEM SOLUTION

Depending on the properties of the process and their mathematical description can be combined into different classes; next, we will talk about referring an object to a particular class according to certain feature.

The following classes of process stand out:

- Stochastic and deterministic;
- One dimensional and multidimensional;
- Linear and nonlinear;
- Static and dynamic;
- Stationary and non – stationary;
- With distributed and lumped parameters.

Model of technical process presented in general form: $y = F(x)$; characterized by a structure s_t and parameters C ; i.e. operator $F =< s_t, C >$. Let's consider the basic models taking into account that, in each class the defining one is one of the proprieties;

Multidimensionality, linearity, stochastic, dynamism, stationary, distribution.

The multidimensionality of an object is determined by the number of parameters, requiring control and regulation the larger this number is the more complex the subject. Some objects (power units and systems) are sometimes described in several tens and hundreds of parameters.

If, addition the decomposition into the system of linearly independent functions or higher – order differential equation, this dramatically increase the dimension of the problem. It is extremely difficult to obtain a complete mathematical description of such objects.

A linear is called an object, the reaction of with is sum of 2 impacts $x_1(t)$ and $x_2(t)$ equal to the amount of reaction to these impacts:

$$F[x_1(t) + x_2(t)] = F[x_1(t)] + F[x_2(t)] \quad (3)$$

The model of such an object is generally described by a relationship

$Y = \sum_{i=1}^{n} C_i x_j + \sum_{j=1}^{m} C_{n+j} V_j$, where x_i – and V_j - accordingly the guided controlled input of the object.

Stochastic associated with presence of objects and among various uncontrolled factors, the combined effect of which can simulate a statistical one. The structure of the models of such an announcement

$$Y = F(x, V, E, (t)) \quad (4)$$

Where E(t) – random process, modulating the existing uncertainty of the object and environment. This uncertainty can be due either to a rapid change in the state of the object, or interference, folding to measure the input and output of the object. Mathematical assuming that all deviations from regulation on the behavior of the object forms random interference E(t), the mode takes the form

$$Y = F(X, V) + E(t) \quad (5)$$

Dynamic is present in those cases, when the mathematical description of the process is insufficient representation in the form of a function, it is necessary to use different and integral calculi.

An example of statically model is the decomposition of the output of an object Y by a system of linearly independent functions {**φ**} inputs X,V:

$$Y = \sum_{i=1}^{K} C_i \, \varphi_i(X, V), \qquad (6)$$

Where C_i – model parameters.

An example to a dynamic structure is a model in the form of linear differential equation

$\frac{d^v y}{dt^v} + a_{p-1}\frac{d^{v-1}y}{dt^{v-1}} + \cdots + a_1\frac{dy}{dt} + a_0 y = B_2\frac{dt}{dt^2} + \cdots + B_0 X$ or of course the difference equation

$y_2 = \sum_{i=1}^{p} d_i y_{z-1} + \sum_{i=1}^{L} L_j X_{z-j}$; where a_i, B_j, d_i, L_j – model parameters; z- moment of time.

The nonstationary of object is associated with a deterministic or random change in the time of operator F.

If this change occurs slowly enough, in type Driff parameters, it can be ignored, since the model correction (adaptations) process at each step of control allows adjust a model and thereby compensate of Driff. With a rapid change in character F nonstationary must be taken into account in the structure of the model and types of dependence F and C from time t

$$Y = F_t\big(X, V, C(t)\big) = F(X, V, C, t) \qquad (7)$$

Where the parameters can depending $C = C_0 + C_i(t)$;

The reason for nonstationary of the object may be its again.

The distribution of parameters usually places in objects, extent territorial, in this case the parameter of the object is a function of the other parameters most often a long object L, i.e. the model takes the form

$$Y = F_L(X, V, C) = F(X, V, C, L) \qquad (8)$$

Models of the form (3) – (8) in addition to defining the structure it is necessary to estimate the parameters C, mathematical operator used to evaluate C, is the theory of optimal estimation.

Mathematical methods of model synthesis (3) – (8) they are called identification methods.

RESULT

The tasks of the computerized management system are understood as a part of the computerized functions of the computerized management system characterized by the outcomes and outputs in specific form. Management function is: commutative action for computerized management system, aimed to achieve a criterion goal. Depending on the properties of the process and their mathematical description can be combined into different classes; This paper shows the designing the mathematical models which need to computerized management systems models (3) – (8). In the same time this paper shows the main methods which were used to formulate the mathematical models as:

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ISSN: 2613-5817; E-ISSN: 2613-5825

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ISSN: 2613-5817; E-ISSN: 2613-5825

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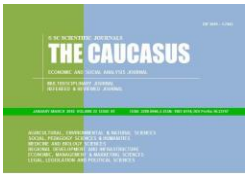

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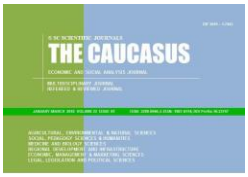

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ISSN: 2613-5817; E-ISSN: 2613 – 5825. DOI prefix: 10.23747
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ISSN: 2613-5817; E-ISSN:2613-5825, DOI prefix: 10.23747
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