

1ST INTERNATIONAL AZERBAIJAN ACADEMIC RESEARCH CONGRESS

MAY 28-29, 2022

ONLINE & FACE-TO-FACE PARTICIPATION

CONGRESS PROCEEDINGS BOOK

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%67.3 Foreign Participant Rate

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EVALUATION PROCESS

**All Submissions Have Passed a Double-Blind Referee Evaluation Process
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CONTENTS

TÜRK SİNEMASININ METİN MADENCİLİĞİ İLE ANALİZİ.....	1
Yılmaz AĞCA	
ULUSLARARASI NİTELİKTEKİ SİLAHLI ÇATIŞMALARDA IV. CENEVRE SOZLEŞMESİNİN İHLALI: I. KARABAG SAVAŞI'NDA YAŞANAN HOCALI SOYKIRIMI ÖRNEĞİ.....	13
Doç. Dr. Arzu AL Aybeniz ŞAHMAROVA	
THE CHALLENGE OF BEING AN INTERNATIONAL STUDENT IN STUDY ABROAD PROGRAMS.....	15
Yasemin Kırkgöz	
INVESTIGATING TEACHER BELIEFS IN TEACHING ENGLISH TO YOUNG LEARNERS	21
Yasemin Kırkgöz	21
SİGORTA HUKUKUNDA TAHKİM	27
Dr. Öğretim Üyesi Diğdem GÖÇ GÜRBÜZ	
ÇALIŞMA YAŞAMINDA BİLGİ UÇURMA KAVRAMI ÜZERİNE BİR DEĞERLENDİRME	29
Saliha Aslandoğdu	
THE EFFECT OF NANOFIBER INTERLAYERS ON FRACTURE TOUGHNESS OF NON- CRIMP E-GLASS/EPOXY COMPOSITE MATERIAL	39
Göksel Saraçoğlu	
AYRUPA YEREL YÖNETİMLER ÖZERKLİK ŞARTI ÇERÇEVESİNDE TÜRKİYE'DEKİ BÜYÜKŞEHİR BELEDİYELERİNİN DEĞERLENDİRİLMESİ	49
Haydar Albayrak	
RELATIONSHIP BETWEEN ATTITUDES AND LEVEL OF KNOWLEDGE REGARDING ORGAN DONATION AND RELIGIOUS ORIENTATION: A DESCRIPTIVE- CORRELATIONAL STUDY IN A SAMPLE FROM TURKEY	57
Metin Yıldız Mehmet Salih YILDIRIM Ayşe ELKOCA Yakup SARPDAĞI Ebru SOLMAZ Dursun Alper YILMAZ Gökhan DEGE	

THE RELATIONSHIP OF LIFE SATISFACTION AND SPIRITUALITY LEVEL IN PREGNANT WOMEN: DESCRIPTIVE-CORRELATIONAL STUDY IN A SAMPLE FROM TURKEY.....65

Metin Yıldız
Ela VAROL
Ahsen DEMİRHAN
Mehmet Salih YILDIRIM
Ebru SOLMAZ

EXAMINING THE RELATIONSHIP BETWEEN CYBERCHONDRIA AND E-HEALTH LITERACY IN PREGNANCY: A DESCRIPTIVE AND CORRELATIONAL STUDY..... 71

Metin Yıldız
Ela VAROL
Ahsen DEMİRHAN
Mehmet Salih YILDIRIM
Ebru SOLMAZ

RELATIONSHIP BETWEEN INDIVIDUALS' ATTITUDES TO CANCER, INFORMATION OVERLOAD AND HEALTH LITERACY LEVELS 77

Metin Yıldız
Ayşe ELKOCA
Mehmet Salih YILDIRIM
Yakup Sarpdağı
Muhammet Ali AYDIN
Ebru SOLMAZ

KIRMIZI CAMURDAN BAZI ANA ELEMENT OKSİTLERİN GERİ KAZANILMASI (SEYDİŞEHİR-KONYA, TÜRKİYE)..... 85

Muazzez Çelik Karakaya Aydın
RUŞEN
Necati KARAKAYA
Alican ÖZTÜRK
Serpil EDEBALI

POLATLI (ANKARA GÜNEYBATISI) HAYZASINDA MİYOSEN YAŞLI KARBONAT MINERALLERİNİN VE SEPIYOLİTLERİN ÇÖKELİM ORTAMI.....87

Muazzez Çelik Karakaya Necati
KARAKAYA

SEÇİLMİŞ KRİPTO PARALARDA YAPISAL KIRILMA ANALİZİ.....95

Emine Karaçayır

ELEKTİF LOMBER OMURGA AMELİYATLARINDAN SONRA ERKEN DÖNEMDE YÜRÜTÜLMENİN İYİLEŞME ETKİLERİ..... 105

Uğur Taşkın KAPLAN
Murat GEYİK
Necati ÜÇLER

TÜRKİYE PİYASASINDA SATILAN BAZI TALK PUDRALARININ MİNERALOJİK VE KİMYASAL BİLEŞİMİ..... 107

Muazzez Çelik Karakaya Necati
KARAKAYA

CAM SANATI..... 109

Fazilet Munise MERSİNLİOĞLU

SARS-COV-2 (COVID 19) AND ACUTE CHOLANGITIS: THE PROGNOSTIC VALUE OF TOTAL BILIRUBIN/LYMPHOCYTE, GGT/LYMPHOCYTE, ALP/LYMPHOCYTE RATIOS 11

Fadime Güllü Haydar

AZERBAJCAN'DAKİ SIVİL TOPLUM KURULUŞLARININ GELİŞİMİ: SIVİL VE KAMUSAL ALAN İLİŞKİLERİ..... 123
Chingiz NEYMATOV
Emrah AYHAN

SAMSUN VEZİRKÖPRÜ YÜZEY ARAŞTIRMALARI SIRASINDA TESPİT EDİLEN SOKU TAŞLARI.....125
Akın TEMÜR
Sefa TORUN

PERSISTENCE OF PUBLIC POLICY SHOCKS TO ECOLOGICAL FOOTPRINT: THE CASE OF TURKEY AND GERMANY 137
Mehmet ERDOĞMUŞ

DİKLOFENAK SODYUM ENJEKSİYONU VE YÜZ FELCİ: OLGU SUNUMU 139
Yavuz OTAL

THE ROLE OF SERUM MAGNESIUM AND ELECTROLYTE PANEL IN THE MANAGEMENT OF ACUTE MYOCARDIAL INFARCTION PATIENTS.....143
Attila Beştemir Yusuf
YÜRÜMEZ Murat
YÜCEL
H. İbrahim ÇIKRIKLAR

EVALUATION OF COVID-19 INFECTION IN RENAL TRANSPLANT PATIENTS IN OUR COUNTRY 145
Attila Beştemir

COVID-19 PANDEMİSİNİN SAĞLIK SEKTÖRÜ ÜZERİNDEKİ FİNANSAL PERFORMANS ETKİSİNİN BÜTÜNLEŞİK ENTROPİ-EDAS YÖNTEMİYLE İNCELENMESİ..... 147
Yasemin Aslan İnci
Merve ALTAN

ENERJİ FİYATLARI BORSA ENDEKS GETİRİLERİNİ ETKİLİYOR MU? BORSA İSTANBUL SİNAİ ENDEKSİNDEN KANITLAR 159
Müge SAĞLAM-BEZGIN

FARKLI BÖLÜMLERDE ÖĞRENİM GÖREN YÜKSEKÖĞRETİM ÖĞRENCİLERİNİN SPORA YÖNELİK TUTUMU (ORDU ÜNİVERSİTESİ ÖRNEĞİ)..... 169
Öğr. Gör. Dr. Ahmet İSLAM

Q-ÖĞRENME ALGORİTMASI İLE ADAPTİF PID KONTROLÖR TASARIMI179
Bekir Murat AYDIN
Burhan BARAKLI

DİJİTAL ÇAĞDA YAZMA EĞİTİMİ 185
Seher ÇETİNKAYA

ULUSLARARASI İLİŞKİLER, 'GÜVENLİK-DİŞILAŞTIRMA': UÇAK DÜŞÜRME OLAYI SONRASINDA TÜRK-RUS İLİŞKİLERİNDEKİ DEĞİŞİMİ ANLAMAK 193
Doç. Dr. Filiz Çoban Oran
Kübra Çiçek

HUZUREVİNDEKİ YAŞLILARA UYGULANAN ABDOMİNAL MASAJIN KONSTİPASYONA ETKİSİ	203
Onur ÇETİNKAYA Özlem OVAYOLU	
APPROACHES TO INCREASE LAMB PRODUCTIVITY AT BIRTH	205
Orhan Akat Mehmet Akif ÇAM Levent MERCAN Koray KIRIKÇI	
MODELING THE THERMAL CONDUCTIVITY OF GRAPHENE NANOPATELET FILLED POLYMER COMPOSITES.....	205
Nilay Kucukdogan	
EXAMINATION OF PRIMARY SCHOOL TEACHERS' VIEWS ON GRAMMAR TEACHING.....	209
Esra DEMİR Doç. Dr. Süleyman Erkam SULAK	
BAKİ ALİ NEFT MEKTEBİ ÖRNEĞİ ÜZERİNDEN MÜHENDİSLİK EĞİTİMİNE FARKLI BİR BAKIŞ	21
1 Aytan CAN Şükrü Can TUNALI	
II. KARABAĞ.SAVAŞI SIRASINDA ERMENİLER TARAFINDAN AZERBAYCAN ALAYHINE YÜRÜTÜLEN KARA PROPAGANDAYI ALMAN BASINI ÜZERİNDEN OKUMAK	225
Aytan CAN Şükrü Can TUNALI	
TANK KULESİ MİLİ VE DİŞLİSİ TASARIMINDA EN İYİ MALZEME SEÇİMİ ÇOK KRİTERLİ KARAR VERME PROBLEMİNİN ÇÖZÜMÜ	227
Hatice İnci Doç. Dr. Ercan ŞENYİĞİT Prof. Dr. Bilal DEMİREL	
YÜKSEK TEKNOLOJİ FİRMALARINDA AR-GE YOĞUNLUĞU VE FIRMA PERFORMANSI	233
Umut ÖNEŞ	
YENİ BİR P-AMİNOBENZOİK ASİT TÜREYİ VE ONUN CO(II) VE Nİ(II) METAL KOMPLEKSLERİNİN,BAZI ANTİBAKTERİYEL HEDEFLER ÜZERİNDEKİ ETKİLERİNİN İN SILİCO ARAŞTIRILMASI.....	235
Azer Özen Füreyra Elif ÖZTÜRKKAN	
EVALUATION OF SLEEP DISORDERS IN PARKINSON PATIENTS AND NURSING CARE.	243
Gül BÜLBÜL MARAŞ Bengü CEBECİ	

**DÜNYADAN VE TÜRKİYE'DEN ÖRNEKLERLE YENİKLİKÇİ HEMŞİRELER
TARAFINDAN GELİŞTİRİLEN İNOVATİF ÜRÜNLER..... 251**
Tuğçe DUMAN
Özüm ERKİN

DİNİN MAKSATLARI AÇISINDAN ÇEVRE BİLİNCİ..... 255
Dr. Medeni ŞAVLI

**INVESTIGATION OF BENDING BEHAVIOR OF E-GLASS FIBER REINFORCED
COMPOSITE SANDWICHES IN INDUSTRIAL APPLICATIONS257**
Tuğçe Kızılırmak Mehmet
Turan DEMİRCİ

SİROZ TESPİTİ İÇİN TOPLULUK YÖNTEMİNİN KARŞILAŞTIRMALI ANALİZİ 263
Pınar Karadayı ATAŞ

AN OVERVIEW OF CRASSULACEAE TAXA GROWING IN BAYBURT (TURKEY) 269
Abdurrahman SEFALI

**BEDEN EĞİTİMİ VE SPOR YÜKSEKOKULU ÖĞRENCİLERİNİN SPORA YÖNELİM
DÜZEYLERİNİN BÖLÜM VE SINIF DEĞİŞKENLERİNE GÖRE İNCELENMESİ275**
Doç. Dr. Mustafa Can KOÇ
Doç. Dr. Erdem EROĞLU
Doç. Dr. Sultan YAVUZ EROĞLU

OPTIMIZATION OF HARDNESS AND POROSITY OF HVOF COATINGS281
Savaş ÖZTÜRK

**COVID-19 SALGINININ YAŞANDIĞI YENİ NORMAL DÖNEMDEKİ BELİRSİZLİK VE
RISK ALGISİNİN TÜKETİCİ SATIN ALMA DAVRANIŞLARI ÜZERİNDEKİ ETKİLERİ
..... 283**
Prof. Dr. Erkan ÖZDEMİR
İlteray SOLA

**AÇIK İNOVASYON FAALİYETLERİ: RİSKLER, ENGELLER VE SONUÇLAR ÜZERİNE
BANKACILIK SEKTÖRÜNDE BİR ARAŞTIRMA297**
Prof. Dr. Erkan ÖZDEMİR
Şüheyda ORAN

COVID-19 VE ÜREME SAĞLIĞI ÜZERİNDEKİ ETKİLERİNE GENEL BİR BAKIŞ..... 309
Volkan EROĞLU
Özüm ERKİN

**İŞ PERFORMANSINA ETKİSİ AÇISINDAN “DEVLET MEMURU” VE “DÖVLƏT
QULLUQÇUSU” HAKLARI..... 315**
Kamil Ufuk BİLGİN
Hasan SÜLEYMANLI

**TRANSIENT TEMPERATURE DISTRIBUTION ESTIMATION IN SUBMERGED ARC
WELDING PROCESS APPLIED TO A387 CHROMIUM-MOLYBDENUM ALLOY STEEL
USING GOLDAK'S DOUBLE ELLIPSOIDAL MOVING HEAT SOURCE MODEL 325**
Asc. Prof. Dr. Murat Makaracı Mert
Turgut ŞENOL

TEMPERATURE DISTRIBUTION ESTIMATION IN SUBMERGED ARC WELDING

**PROCESS APPLIED TO A387 CHROMIUM-MOLYBDENUM ALLOY STEEL USING
GOLDAK'S DOUBLE ELLIPSOIDAL HEAT SOURCE MODEL 335**
Asc.Prof.Dr.Murat MAKARACI
Mert Turgut ŞENOL

**AKARYAKIT İSTASYONU BAYİLİK SÖZLEŞMELERİNDE SÖZLEŞME SÜRESİNİN SONA
ERMESİ DURUMUNDA SABİT YATIRIM GİDERİ TALEP KOŞULLARI337**
Dr. Hande Atmaca Ülkü

**KOC KOYUN FORMLU MEZAR TAŞLARI BAĞLAMINDA ANADOLU-AZERBAYCAN
İLİŞKİSİ: MUŞ ÖRNEKLERİ..... 341**
Bülent Nuri KILAVUZ

ENDÜSTRİ 4.0'IN İHRACAT ÜZERİNE ETKİSİ: BRICS-T ÜLKELERİ ÖRNEĞİ 353
Rahman AYDIN
Nazlı GÖKÇE

**PANDEMİ DÖNEMİ VE SONRASINDA TURİZM GELİRLERİNİN EKONOMİYE ETKİSİ:
TÜRKİYE ÜZERİNE BİR KIYASLAMA 355**
Nazlı GÖKÇE
Rahman AYDIN

**DETERMINATION AND ASSASSMENT OF THE PROBLEMS CAUSED BY WRONG
DRUG ADMINISTRATION TO THE PATIENT BY FISH BONE ANALYSIS357**
Gülsüm EYRİCE
Ömer
GÜNDOĞDU

**EVALUATION OF A HOSPITAL'S INSUFFICIENT OR INCORRECT PESTICIDE
APPLICATION BY FISHBONE ANALYSIS 369**
Funda KARADUMAN
Ömer GÜNDOĞDU

TÜRKİYE-ERMENİSTAN İLİŞKİLERİNDE FUTBOL DİPLOMASİSİNİN ETKİSİ 379
Muhabbet DOYRAN

**KEFİR ÜRETİMİNDE İKİNCİ FERMANTASYON TEKNİĞİ UYGULAMASININ SERBEST
YAĞ ASİTLERİ İÇERİĞİNE ETKİSİ 381**
Filiz YILDIZ
Atila YETİŞEMİYEN

**ANALYSING BITCOIN VALUE AND BRITISH POUND (£) RELATION USING
SUPERVISED AND UNSUPERVISED MACHINE LEARNING FORM OF DATA MINING
FOR AN ARTIFICIAL INTELLIGENCE DRIVEN SYSTEM DESIGN383**
Asst. Prof. Dr. Özerk YAVUZ

**EUROPEAN UNION DEMOCRACIES UNDER THREAT: BETWEEN INEVITABILITY OF
FURTHER MILITARIZATION AND CIVIL SOCIETY DEVELOPMENT395**
Joanna Rak, PhD

**MODERATING EFFECT OF A GREEN PRODUCT ON THE ENVIRONMENT-USING
GPAAKI MODEL397**
Dr. Mohammad Tariq Intezar
Dr. Mayank Pant

ENLIGHTENING THE FUTURE ON THE EFFECTS OF USING MODERN PESTICIDES&FERTILIZERS AND POTENTIALS OF BIO-CONTROL AGENTS AGAINST PESTS415

Isah Umar USMAN
Muhammed ABDULLAHI

GROUNDWATER CONTAMINATION AND ITS EFFECT ON HEALTH: SURVEY STUDY OF THE FARMERS IN MANESAR INDUSTRIAL AREA.....423

Priyanka Yadav and Deepika Pandey

THE USE OF HYPERBARIC OXYGEN THERAPY IN THE TREATMENT OF DIABETIC RETINOPATHY; A SYSTEMIC REVIEW425

Dua Ahmed ALI
Iqra Ahmed ALI
Uooja DEVI
Chanchal MAHESHWARI

ASSESSMENT OF MENTAL HEALTH STATUS OF PUBLIC OF PAKISTAN DURING THE CORONA VIRUS PANDEMIC.....427

Dua Ahmed ALI
Iqra Ahmed ALI
Chanchal MAHESHWARI
Tahoor GHANI

FACTORS AFFECTING THE QUALITY OF E-LOGISTICS SERVICES IN DANANG CITY 429

Trinh Le TAN
Nguyen Duc TRI
Dao Thi Dai TRANG

THE IMPERATIVE OF MARITAL CONFLICT RESOLUTION MECHANISM IN MARRIAGE STABILITY AMONG COUPLES IN LAGOS STATE NIGERIA: PREVENTIVE COUNSELLING APPROACHES447

Moruf Adebayo Abidogun

CREATING DRIP TO MARKET AGRO CORRIDOR (DMAC) FOR REDUCING WATER FOOTPRINTS IN AGRICULTURE: BEST PRACTICES OF WORLD’S LARGEST DRIP IRRIGATION PROJECT AT RAMTHAL MAROL, KARNATAKA, INDIA..... 455

Suresh S Manasa
GOWDA Sandesh

ENDOPHYTIC FUNGI: POTENTIAL IN PEST MANAGEMENT AND THEIR ROLE AS PLANT GROWTH PROMOTERS 457

Tarekegn FITE, Erana KEBEDE, and Zelalem BEKEKO

EFFECTS OF PHOBIA IN THE ERA OF COVID-19 AND INSECURITY ON SECONDARY SCHOOL STUDENTS’ PERFORMANCE IN PHYSICS, BILLIRI LOCAL GOVERNMENT AREA, GOMBE STATE, NIGERIA..... 459

S. Amasuwa, M. L. Jatau, I. U. Ayuba

THE CRISIS OF IR THEORIES AND CHALLENGES OF EUROCENTRIC PARADIGMS 469

Ketevan GRDZELIDZE

CHEMICAL CHARACTERIZATION AND ANTIMICROBIAL POTENTIAL OF LESS EXPLORED HERACLEUM CANDICANS WALL. EX DC. FROM PAHALGAM, KASHMIR, INDIA’S NORTHERN HIMALAYAN REGION 471

Dar NA

Tewari D
Raja WY
Bhat ZA

THE IMPACT OF RUSSIA-UKRAINE CONFLICT ON VIETNAM'S ECONOMIC DEVELOPMENT.....	473
Son T. Nguyen	
A STUDY OF WEIGHTED FAIR QUEUEING IN SCHEDULING ALGORITHM IN INFRASTRUCTURELESS WIRELESS NETWORK.....	481
L. Abisheka K.Thamizhmaran	
A STUDY OF SHORTEST JOB FIRST IN SCHEDULING ALGORITHM IN INFRASTRUCTURELESS WIRELESS NETWORK.....	487
M.Gobhika K.Thamizhmaran	
A STUDY OF PRIORITY QUEUEING IN SCHEDULING ALGORITHM IN INFRASTRUCTURELESS WIRELESS NETWORK.....	493
J. Harshini K.Thamizhmaran	
A STUDY OF FIFO IN SCHEDULING ALGORITHM IN INFRASTRUCTURELESS WIRELESS NETWORK.....	499
K.Hamavalli K.Thamizhmaran	
PERFORMANCE OF SIMULATION TOOLS THROUGH ON-DEMAND ROUTING PROTOCOL FOR MANET	505
K.Thamizhmaran Dr. A.Charles	
NIGERIA VERSUS BOKO HARAM: A WAR WITHOUT END?	511
Ikenna Steve NWEKE	
ISOLATION, IDENTIFICATION AND CHARACTERIZATION OF UROPATHOGENS AND ANTIMICROBIAL POTENTIAL OF AEGLE MARMELLOS	513
Angel MATHEW Kalidoss ANNATHURAI	
IMPROVING THE MULTIPLICATIVE-THINKING AND MATHEMATICS PERFORMANCE OF VARIED ABILITY LEVEL PRIMARY SCHOOL PUPILS WITHIN A FLIPPED-CLASSROOM IN NIGERIA	515
J. M. TIMAYI and S. G. GWANDUM and E. U. ZAMBUK	
PHYTOCHEMICAL STUDY OF CEDRUS DEODARA (ROXB.) LOUD.....	517
Baseerat HAMZA	
CRITICAL ANALYSIS OF YOUTHS ENTREPRENEURSHIP EDUCATION AND SUSTAINABLE DEVELOPMENT GOALS IN NIGERIA: CHALLENGES AND PROSPECTS .	519
E. H. Luther, M. M. James, C. O. Obi	
ASSESSING THE IMPACT OF MICROTEACHING AS A COURSE TO THE PROFESSIONAL DEVELOPMENT OF STUDENTS IN OYO STATE COLLEGE OF EDUCATION, LANLATE	521
Gbadamosi, Rasheed Kolawole	

DETERMINATION OF WATER QUALITY INDEX USING SOME PHYSIOCHEMICAL PARAMETERS OF SELECTED GROUND WATER IN KASHERE, GOMBE STATE..... 527

I. O. Raheem, J.A Rabi, Q.A Adeniji, A. I. Olanrewaju, M. N. Abdulkareem & N. Usama

DO THE INVESTORS FROM DEVELOPED MARKETS GAINS WITH THE PORTFOLIO DIVERSIFICATION IN FRONTIER MARKETS? - AN ASSESSMENT OF COVID-19 PERIOD529

Prof. Ritesh PATEL

AN ASSESSMENT ON THE POLITICAL ECONOMY OF THE FOOTWEAR INDUSTRY IN LILIW, LAGUNA 531

Genevieve D. CRUZ, Ramces M. DILI,
Rovelyn V. ESQUIVEL, Rica Daniella P. RAMOS

SMART CONTROL SIGNAL SYNCHRONISATION..... 535

Prof. K. Thamizhmaran

MULTIPATH ROUTING PROTOCOL..... 541

L. Abisheka, J.Harshini, K.Hamavalli, M.Gobhika and K.Thamizhmaran

AZERBAIJAN TOWARDS ROBUST NATIONAL DEVELOPMENT: AN ANALYSIS OF POST- CONFLICT RECOVERY’ 547

Khalid Taimur AKRAM

AZERBAIJAN’S RECONSTRUCTION AND DEVELOPMENT PLANNING IN LIBERATED AREAS: ANALYZING POLICIES AND INITIATIVES 549

Maryam RAZA

ROLL OF SECOND-ORDER DIFFERENTIAL EQUATION IN A SENSITIVITY ANALYSIS IN INCREASING POPULATION 551

Abha SINGH

WORK SIMULATION IN THE TIME OF PANDEMIC: REFINING THE COOKERY STUDENTS’ VERBAL SKILLS IN CUSTOMER SERVICE 553

Jennifer M. TIBURCIO

ISRAELI-IRANIAN RIVALRY AND THE QUEST FOR SUPREMACY IN THE MIDDLE EAST 555

Leila BIDI

Fatiha Kaïd BERRAHAL

PLANNING AND INTEGRATION OF ICT ON TEACHER EDUCATION PROFESSIONAL DEVELOPMENT FOR ENHANCING TEACHING AND LEARNING OF YORUBA MIGRATED INDIGENES OF LAGOS STATE IN DIASPORA..... 557

GBESOEVI, Emmanuel Semako (Ph.D)
HUNPEGAN, Hendeweh Dorcas
GBENU, Jide Pius (Ph.D)

ABUSE OF POLITICAL PROCESSES AMONG ELITES IN NIGERIA..... 559

Samuel Olanrewaju OLADAPO

VALORIZATION OF SOME MEDICINAL PLANTS: ANTIBACTERIAL AND ANTIOXIDANT POWER OF ESSENTIAL OILS..... 561
Mounia CHROHO
Touriya ZAIR Latifa
BOUISSANE

ASSESSMENT OF ENTRANCE SKIN DOSE AND EFFECTIVE DOSE FOR COMMON DIAGNOSTIC X-RAY IN FEDERAL TEACHING HOSPITAL GOMBE 563
Rabiu, J.A., Raheem I.O, Kolawole A.A and Bello S.A

EVALUATION OF RADON AND THORON CONCENTRATION IN GROUNDWATER SAMPLES FROM PARTS OF ABEOKUTA OGUN STATE, NIGERIA USING SSNTDS 565
J. A. Rabiu
O.A. Mustapha
I. O. Raheem
Q. A. Adeniji

A META-ANALYSIS OF THE PERFORMANCE OF THE TEACHER EDUCATION STUDENTS OF ASIST IN THE STANDARDIZED APTITUDE TEST FOR TEACHERS (SATT): MODERATORS AND COMPONENTS OF EFFICACY567
Lemyrose B. Balmaceda, Ed.D. Leila
Evangeline Alagao

IMPACT OF FEEDBACK ON ACADEMIC ACHIEVEMENT OF STUDENTS AT B.S LEVEL: A SURVEY.....577
Dr. Muhammad Safdar BHATTI
Rini LISTYOWATI,S.S.,M.Pd.
Zahida Shahbaz RAFIQUE
Faiqa TABASSUM

BAYANIHAN TO HEAL AS ONE ACT (RA 11469): A CASE STUDY ON THE DISTRIBUTION OF THE FIRST TRANCHE OF SOCIAL AMELIORATION PROGRAM IN BARANGAY PINAGBUHATAN, PASIG CITY579

Calderon, Johanna Rebekah G.

Gamboa, Pamela B.

Isip, Sean Kent E.

Miguel, Gabriel Alejandro Diego A.

ОСНОВНЫЕ НАПРАВЛЕНИЯ МОДЕРНИЗАЦИИ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ В РЕСПУБЛИКЕ КАЗАХСТАН 589

А. Ж. Архыматаева

г. Нур-Султан, Республика Казахстан

THE CORRELATIONAL ANALYSIS BETWEEN THE PERSISTENCE OF POLITICAL FAMILIES AND VOTING BEHAVIOR: THE CASE OF THE 2019 LOCAL ELECTIONS IN MANDALUYONG CITY 595

Clariño, Ma. Estela C. Garcia, Amyll Ed G.

A STUDY ON SIGNIFICANT ROLES OF INTERNATIONAL LAW IN INTERNATIONAL RELATIONS..... 609

Hasnain MAHMOOD

EMERGENCY REMOTE TEACHING IN RURAL BANGLADESH: UNHEARD VOICES OF STUDENTS, PARENTS, AND TEACHERS 611

Dr. Kh Atikur RAHMAN

EPIC MEMORY OF OUR PEOPLE: OUR EPICS STATE CARE..... 613

Vildan Mammadova

DIVERSITY AND REGENERATION STATUS OF PINE TREES IN LOLAB VALLEY OF KUPWARA DISTRICT (JAMMU & KASHMIR) 617

Hind LaL

MAURYA Javid

Ahmad KAK Dr

Sonu RAHI

Dr Santosh AGNIHOTRI

DIFFERENCES HEAVY METALS ADSORPTION ON NATURAL, MODIFIED AND SYNTHETIC ZEOLITES 621

Sebghatullah MUDABER

Jenaidullah BATUR

THE DISTRIBUTION OF THE FIRST TRANCHE OF SAP ASSISTANCE IN THREE BARANGAYS IN PASIG CITY DURING THE COVID-19 PANDEMIC TOWARDS THE EFFICIENCY OF POLICY IMPLEMENTATION 623

Benedicto, Ma. Theresa G.
Mimbalawag, Abdulbarie S.
Nubla, Kathleen Bernice L.
Perez, Margaret Dae F.

ENHANCING FUNCTIONAL VISUAL ART EDUCATION IN 21ST CENTURY REALITIES: THE WAY FORWARD 633

BABALOLA Samson Adekunle

CHALLENGES IN QUALITY OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS (HEIS) OF PAKISTAN 641

Zohaib Hassan SAIN

“YENİ BÖYÜK OYUN” NUN MÜNAQİŞƏ VƏ ƏMƏKDAŞLIQ BÖLGƏSİ GÜRCÜSTAN: TÜRKİYƏ VƏ RUSIYA RƏQABƏTİNDƏ 643

Murad ƏSƏDOV

TISSUE-CULTURED BANANA SEEDLINGS LABORATORY IN PANABO CITY: A BUSINESS QUALITATIVE RESEARCH 645

Amelie L. CHICO
Cherish Lindy M. LALLEN
Angel S. PASCUAL
Naumay C. GAQUING

APPLICATIONS & PARADIGM SHIFT OF SUSTAINABLE SUPPLY CHAIN MANAGEMENT TOWARDS ACHIEVING A CIRCULAR ECONOMY (CE) 647

Favour Ifeoma CHIBUNNA
Oladeji Daniel OLADELE
Gideon Oluwaseun OLAYIOYE
Aderemi Timothy ADELEYE

SUSTAINABLE AND GREEN ENVIRONMENTAL REMEDIATION OF WASTEWATER USING AGRO-WASTES 649

Promise Goodness ADELEYE
Gideon Oluwaseun OLAYIOYE
Aderemi Timothy ADELEYE Chuks
K. ODOH

PARENTAL INVOLVEMENT TOWARDS THE ACADEMIC PERFORMANCE AMONG FUTURE SECONDARY EDUCATORS 651

Marvin C. LOFRANCO

THE PERCEPTION OF SENIOR HIGH SCHOOL BIOLOGY TEACHERS: A PHENOMENOLOGICAL RESEARCH 653

Jovany Gleen L. ALLAWAN

IMPROVING THE MULTIPLICATIVE-THINKING AND MATHEMATICS PERFORMANCE OF VARIED ABILITY LEVEL PRIMARY SCHOOL PUPILS WITHIN A FLIPPED-CLASSROOM IN NIGERIA 665

Joseph Majiyebo Timayi
Sammy Golly Gwandum
Emmanuel Usman Zambuk

MISINTERPRETATION OF WORD BOUNDARIES IN ENGLISH: A STUDY OF SYRIAN STUDENTS IN BENGALURU - INDIA 677

Farah HIJAZI

AN ETHNO BOTANICAL SURVEY OF MEDICINAL PLANTS USED BY THE LOCALS IN BUDGAM, JAMMU AND KASHMIR, INDIA 679

Hind LaL MAURYA
Javid Ahmad KAK

APPLICATION OF A DESIGN FOR EXCELLENCE METHODOLOGY FOR A WIRELESS CHARGER HOUSING IN UNDERWATER ENVIRONMENTS 687

Pedro N.A.A.S. PEREIRA
Raul D.S.G. CAMPILHO
Andry M.G. PINTO

IMPACT NUMERICAL ANALYSIS OF ADHESIVES JOINTS BY COHESIVE ZONE MODELLING 689

Duarte M.S.R.B. MACHADO
Raul D.S.G. CAMPILHO
Isidro J. SÁNCHEZ-ARCE

A NOTE ON CONSUL KUMARASWAMY DISTRIBUTION 691

Prof. Awad kadim Shaalan Al-khalidi
Noor Aamer AL_bazzony

NUMERICAL VALIDATION OF COHESIVE LAWS FOR ADHESIVE LAYERS WITH VARYING THICKNESS IN BONDED STRUCTURES.....697

Rui P.R.O. ANTUNES
Raul D.S.G. CAMPILHO
Isidro J. SÁNCHEZ-ARCE

CHARACTERIZATION OF THE MECHANICAL PROPERTIES OF A STRUCTURAL ADHESIVE MODIFIED WITH EXPANDED CORK POWDER.....699

Pedro J.J. MONTEIRO Raul
D.S.G. CAMPILHO Isidro
J. SÁNCHEZ-ARCE Paulo
J.R.O. NÓVOA

TAP WATER IMPAIRS SCHOOLCHILDREN’S COGNITIVE DEVELOPMENT IN AFGHANISTAN701

Abdullah SHINWARI
Alain VÉRON
Mohammad Harris ABDIANWAL
Elisabeth JOUVE
Remi LAPORTE

ASSESSMENT OF SEAGRASS IN COASTAL AREA IN BARANGAY PUNTA BILAR, SURIGAO CITY 703

Jee Jean L. BULALA Jazzelle
Lovely A. LOVETE Rhazel
Jhane C. PANAMBO DJ
Jamaica Earl O. VITOR
Manny P. EVIOTA

AMİR TEMUR’UN “BOBURNOMA”DAKİ GÖRÜNTÜSÜ 705

Botirali YULDASHEV

1918-1920-Cİ İLLƏRDƏ AZƏRBAYCAN XALQ CÜMHURİYYƏTİ, GÜRCÜSTAN DEMOKRATİK RESPUBLİKASI VƏ DAŞNAK ARARAT RESPUBLİKASI ARASINDA MÜNASİBƏTLƏR..... 707

Vahid ÖMƏROV

AZƏRBAYCAN DEMOKRATİK CUMHURİYETİ, GÜRCÜ DEMOKRATİK CUMHURİYETİ VE TAŞNAK ARARAT CUMHURİYETİ ARASINDAKİ İLİŞKİLER 1918-1920 YILLARINDA 713

Vahid Allahverdi Oğlu ÖMƏROV

ERMƏNİSTANIN AZƏRBAYCANA TƏCAVÜZÜ ZAMANI KİMYƏVİ SİLAHLARDAN İSTİFADƏ FAKTLARI..... 715

Nigar MUSTAFAYEVA

MILITARY-POLITICAL COOPERATION BETWEEN RUSSIA AND ARMENIA.....717

Musayeva GUNEL

MASS MEDIA AND THE CHALLENGE OF POLITICAL INTOLERANCE AND STATE VIOLENCE IN NIGERIA'S DEMOCRATIC PROCESS 719

Egunjobi Abiodun AKANNI

EFFECT OF GLASS MICROFIBRES IN A POLYURETHANE STRUCTURAL ADHESIVE 731

João N. MARCOS Raul

D.S.G. CAMPILHO

Paulo J.R.O. NÓVOA

Raul D.F. MOREIRA

Isidro J. SÁNCHEZ-ARCE

Ricardo J.B. ROCHA

ANALYSIS OF THE EFFECT OF ADHESIVE FILLETS ON THE STATIC STRENGTH OF TUBULAR ADHESIVE JOINTS733

Tiago A.P. ALMEIDA

Raul D.S.G. CAMPILHO

Raul D.F. MOREIRA

Isidro J. SÁNCHEZ-ARCE

Ricardo J.B. ROCHA

EMİR TEMUR'UN HAREMI "HABİB US-SİYAR" VE DİĞER KAYNAKLARDA İNCELENMESİ ÜZERİNE..... 735

Gayratjon JUMAYEV

VALIDATION OF A CZM APPROACH FOR IMPACT ANALYSIS OF SINGLE-LAP ADHESIVE JOINTS741

Luís M.C. PERES

Raul D.S.G. CAMPILHO

Ricardo J.B. Rocha Isidro J.

SÁNCHEZ-ARCE Raul

D.F. MOREIRA

ANALYSIS OF COMPOSITE DOUBLE-LAP ADHESIVE JOINTS UNDER IMPACT LOADS ..743

Luís A.R. GOMES

Raul D.S.G. CAMPILHO

Ricardo J.B. ROCHA Isidro

J. SANCHEZ-ARCE Raul

D.F. MOREIRA

ABOUT THE ESTABLISHMENT OF THE PARLIAMENT OF AZERBAIJAN745

Haji Nuru oglu HASANOV

Elmar Ali oglu MAHARRAMOV

Zeynab Agamammad gizi GAFAROVA

Ruqiya Rauf gizi TALIBOVA

ENGINEERING SERIES OF TITANATE NANOTUBES (TNT) FOR ADSORPTION AND PHOTOCATALYTIC REMOVAL OF METHYLENE BLUE FROM ENVIRONMENTAL WASTEWATER747

Solomon Tosin OKESHINA

Ojo Segun SAMSON

Victor Chibueze CHIBUNNA

Aderemi Timothy ADELEYE

AN EXAMINATION ON THE RELATIONSHIP OF FLOODING AND ECONOMIC DYNAMISM IN MANILA CITY'S COMPETITIVENESS PERFORMANCE749

Ramces M. DILI

Mark Daniel A. QUITORAS

Dan Michael B. SURBAN

Geric G. TABORETE

Dave Martin S. VERSOZA

DISCONTINUOUS SOLUTIONS IN BEM FOR PLATE ANALYSIS IN REISSNER-MINDLIN THEORY.....751

Galbinean Sergiu

WOMEN IN INDEPENDENT INDIA 759

Gayatri SUNKAD

CUES ON EXPANDED LIMITED FACE TO FACE INSTRUCTION THROUGH HYBRID TEACHING AND LEARNING763

Dr. Jennifer M. TIBURCIO

Dr. Clarabelle V. DALIMIT

Mrs. Melissa H. VICTORIA

Mr. Michael Angelo P. RAMOS

KNOWLEDGE, ATTITUDES, AND PRACTICES (KAP) ON THE IMPLEMENTATION OF SOLID WASTE MANAGEMENT IN BARANGAY TAGANITO, CLAVER, SURIGAO DEL NORTE, PHILIPPINES765

Jenny May P. JACULBA Shiela
Mae G. LOSBAÑES Rogelio F.
PARIAN JR.

STATISTICAL INVESTIGATION ON THE INFLUENCE OF THE PHYSICOCHEMICAL BIODIESELS PROPERTIES ON THE RESPONSES OF A COMPRESSION IGNITION ENGINE 767

Abdelkader Bendriss
Lakhdar Aidaoui Yahia
Lasbet

1918-1920 YILLARINDA AZERBAYCAN'DA ERMENİLER TARAFINDAN İŞLENEN KATLIAMLAR..... 779

Ramile Dadaşova

CƏNUBİ QAFQAZDA COVID-19 PANDEMİYASI VƏ BƏZİ DÖVLƏTLƏRİN ƏSASSIZ ƏRAZI İDDİALARI PROBLEMI..... 785

Prof. Dr. Qasım HACIYEV

ERMƏNİSTANIN İQTİSADI-COĞRAFI MƏNZƏRƏSİ İSRAİL ÜÇÜN NƏ QƏDƏR CƏLBƏDİCİDİR?..... 787

Yeganə BAXŞIYEVA

ANCESTOR HERITAGE IS A SOURCE OF EXAMPLE 793

Komiljon SULTONOV

AZERBAYCAN CUMHURİYETİ SİYAI HUKUK KONTEKSTİNDE 797

Dr. Ruşan Ruşanzade

FROM THE HISTORY OF LIBRARY ACTIVITIES IN THE AMIR TEMUR AND TEMURIDS EPOCH809

Sharipov Azizjon AZIMOVICH

AN UPDATE OF ETHNOMEDICINAL, ETHNIC FOOD, ECONOMICAL USES OF LEEA MACROPHYLLA ROXB. EX HORNEM 817

Riya* & Dr. Anil kumar

PET/CT IN THE DETECTION THE EXTRANODAL INVOLVEMENT IN LYMPHOMAS 823

Dauytova Yu.T.
Azizova M.
Muratkhanova A
Dzhamalov S
Rakhimov S

DIGITAL MARKETING CHANNELS POST COVID-19 ERA 825

Dr. Rupali Pramanik
Mr.Sanjay Pramanik
Mr.Vijay Pampana

ANALYSIS OF THE ANCESTRAL DOMAIN INVESTMENT PLAN FOR HEALTH PROGRAM FOR THE MANGYAN IN THE MUNICIPALITY OF MAMBURAO, OCCIDENTAL MINDORO 831

BAUTISTA, John Paul
BERGAMO, Danica
ESPIRITU, Karen Claire
PANALIGAN Jr., Joel
POCDOL, Geff Lester

DESTRUCTIVE ACTIVITY OF DASHNAKS ON THE EVE OF THE ESTABLISHMENT OF THE AZERBAIJAN DEMOCRATIC REPUBLIC 833

Sevil Həsənova

TERRORISM AS A FORM OF DESTRUCTIVE BEHAVIOR..... 839

Sudaba Huseynova

İNTERNETİN İNFORMASIYA PSİXOLOJİ TƏHLÜKƏSİZLİK SİSTEMİNDƏ ROLU 845

Gültəkin İSMAYILOVA

CƏMIYYƏTİN VƏ ŞƏXSİYYƏTİN İNFORMASIYA TƏHLÜKƏSİZLİYİNİN İDARƏ EDİLMƏSİ 847

Elnur RÜSTƏMOV

EFFECT OF PEER FEEDBACK AND TEACHER- FOCUSED FEEDBACK ON SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN NARRATIVE ESSAY IN ONDO STATE..... 849

OGUNYEMI Kehinde Olufemi
DAODU Olayinka Comfort

STRUCTURAL BEHAVIOR OF KENAF FIBRE OIL PALM SHELL REINFORCED CONCRETE BEAMS.....	851
Sayed Javid AZIMI Abdulhai KAIWAN Dr.Ritu RAJ	
STRESS MANAGEMENT THROUGH STRESS SURVEILLANCE.....	853
Dr. G.LATHA	
COST EXPEDIENTS OF HETEROGENEOUS QUEUING SYSTEM UNDER FUZZY ENVIRONMENT	857
Ramesh. R, Seenivasan. M	
PLASTIC FOOTPRINT OF MOBILE FOOD STALLS OF SURIGAO CITY	859
LAYUG, Ian Paul A. PIAO, Ivan P. CERVANTES, Ece Jean L. GORILLO, Angela A.	
ASSESSMENT OF MACROINVERTEBRATES IN BARANGAY NABAGO, SURIGAO CITY	861
Madel D. RAMOS Joyce mate L. Delos REYES	
SEISMIC RESPONSE OF MULTI-STOREY BUILDING USING DIFFERENT VIBRATION TECHNIQUE-A REVIEW	863
Abdulhai KAIWAAN Sayed Javid AZIMI Dr. Ritu RAJ	
NEDEN A VİTAMİNİ TÜKETMELİYİZ?	865
ŞƏFA KƏRİMOVA	
ALZHEİMER HASTALIĞI	867
Aliyeva Telli	
THE MOST COMMON MORPHOLOGICAL AND SYNTACTICAL MISTAKES IN ACADEMIC WRITING	869
Natka Jankova Alagjovska Saska Jovanovska	
II KARABAĞ SAVAŞI SONRASI GÜNEY KAFKASYADA MEVKİ SAVAŞI.....	875
Humbətov Samir	

SƏNAV BƏRİNİN PEYZAJ LİRİKASINDA POETİK XÜSUSİYYƏTLƏR877

Natəvan Bağirova

EXPLORING THE EXPLORERS: BITTERSWEET EXPERIENCES IN THESIS WRITING THROUGH THE LENS OF UNDERGRADUATE STUDENTS 883

Harvey B. Tabaque Princess
Joy C. Sumalinog Joszel
Jeanne A. Doriquez Haziell
Kaye B. Dabon Edlyn Joy P.
Espiritu

DUAL ROLES: BEARING THE ACADEMIC AND PARENTAL RESPONSIBILITIES OF BEING A STUDENT MOTHER901

Edlyn Joy P. Espiritu
Jasper Jan M. Auguis
Phoebe Mae C. Gedaro
Myca S. Kimilat Charisse
Elica T. Lucas Shekinah
Pearl C. Niog

AZƏRBAYCAN TARİHİNDE EMİR TİMUR'UN KİŞİLİĞİ: DÜŞÜNMEK İÇİN MALZEMELER919

Sharipov Azizjon Azimovich

SKIN DISEASE AND CLIMATE CHANGE SCENARIO IN SIKKIM HIMALAYA, INDIA .927

Sundeep CHETTRI
Bayvesh LUITEL

CITIZENS' PARTICIPATION IN LOCAL EDUCATION GOVERNANCE: AN ASSESSMENT OF THE FUNCTIONALITY AND SPENDING INDICATORS OF THE CITY SCHOOL BOARD OF CALOOCAN..... 929

Ellenor Joyce G. BARTOLOME
Aubrey F. GARGANERA
Arthea Marie M. GENOVA
Anjel Mae N. PINEDA

GENETIC EVALUATION OF BACILLUS SUBTILIS FOR PECTINOLYTIC GENE ISOLATION931

Nagina RAFIQUE
Saima RAFIQ
Raina IJAZ

SPIRITUAL ECONOMICS ON HAHSLM METHOD FOR CURCULAR WELLBEING .	933
Roikhan Mochamad Aziz	
LEGAL LIABILITY OF ARTIFICIAL INTELLIGENCE.....	945
Iffla Firdous	
Roveal Murtaza Syed	
DESIGN AND IMPLEMENT THE BRAND ARCHITECTURE STRATEGIES: A SYSTEMATIC REVIEW.....	953
Amina Syarfina Abu BAKAR	
Abu Bakar Abd RAUB	
ANALYSIS OF INFORMATION ABOUT AMIR TEMUR'S ATTITUDE TO SCIENCE AND SCIENTISTS IN ARABIC MANUSCRIPTS	955
Imamov KHURSHID	
GEO-ENVIRONMENTAL DISTRIBUTION OF ZIZYPHUS NUMMULARIA OF CHURU DISTRICT, RAJASTHAN.....	959
Dr. Mukesh Kumar Sharma Dr.	
Ravindra Kumar Sharma	
APPLICATION OF GEOGRAPHICAL INFORMATION SYSTEMS TO OIL AND GAS ASSETS MANAGEMENT IN NIGERIA	965
YUSUF Y. Y, YAU. A	
AHMED. A. H, ALIYU	
B.M	
MOHAMMED, A. S, MOHAMMED. Y.	
CƏNUBİ QAFOAZDA AZƏRBAYCAN TİMSALINDA KÜTLƏVİ DEPORTASIYALAR MUNAQIŞƏLƏRƏ APARAN YOL	981
Qasımova Türkan İlqar QIZI	
44 GÜNLÜK MÜHARİBƏNİN BEYNƏLXALQ MÜNASİBƏTLƏRƏ TƏSİRLƏRİ	989
Aynur Hüseynova Qardaş QIZI	
DASTAN YAZAN ZABİTİN XATİRƏLƏRİNDƏ ZƏFƏR TARİXİMİZ.....	999
baş leytenant Orxan Əhmədli	
ADR-İN 28 MAY BƏYANNAMƏSİ (1918-1920) BÖYÜK TURAN LAYİHƏSİNİN TƏMƏLİ İDİ: TİQRAN DAVİTAVYAN.....	1005
Babayeva-Şükürova Fərahilə Fazil	
ÖZELLİK SEÇİM YÖNTEMLERİNİN MAKİNE ÖĞRENMESİ KULLANILARAK VÜCUT YAĞ YÜZDESİNİN TAHMİNİNƏ ETKİSİ.....	1007
Asude Altıparmak Bilgin	
Burhan Baraklı	
II QARABAĞ SAVAŞI VƏ İNFORMASIYA MÜHARİBƏSİ	1022
Sevil Həsənova	

THE MOST COMMON MORPHOLOGICAL AND SYNTACTICAL MISTAKES IN ACADEMIC WRITING

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ABSTRACT

Academic writing is something that students find difficult not only in secondary schools but also on tertiary level. It is usually an optional course for students at universities and they often try to avoid it. The reason for that is the fact that the title of the course alludes to writing and they think they must be writers in order to succeed in it. However, it should be pointed out that in Academic Writing students can learn the techniques of how to use other sources, how to quote, how to paraphrase and most importantly how to avoid plagiarism. Apart from those, students can also learn the most common mistakes on a syntactical and morphological level. In order to master the way of writing, knowledge in Syntax and Morphology is obligatory. This study will analyze some of the most common mistakes students make according to some current research in this field.

Keywords: academic writing, morphology, syntax, culture, mistakes, analysis.

INTRODUCTION

Academic writing is a lot different than any other type of writing. It is usually mastered at tertiary level i.e. at universities. Before students go to university, they are usually taught to write some kinds of essays during their English lessons. However, they are still not much acquainted with the term “academic writing” which is a writing very often clear, concise, structured and backed up by evidence. When students hear the term, they think it is something difficult and often try to avoid it if it is an optional course. It must be pointed out that the real picture is much different because Academic Writing teaches students some rules of structure, how to use the language accurately and finally how to be critical thinkers and show their understanding of something they have read. It has a formal tone and style, but it is not complex and does not require the use of long sentences and difficult vocabulary. Very often it is stated that academic writing is direct and clear. According to Lunsford (2020), the best strategies to achieve directness in writing are the following:

- State your main point early and clearly
- Avoid qualifying your statements i.e. avoid using the use of first person
- Avoid digressions
- Use appropriate evidence such as concrete details to support each detail
- Make clear transitions i.e. use pronoun/word reference accurately
- Follow logical organizational patterns
- Design the writing project according to the purpose and audience.

THE WRITING SITUATION

In order to succeed in writing, one must analyze a complex situation and respond to it effectively. It is important to be able to put yourselves in the shoes of the reader and be able to connect to your readers. Students very often find this difficult but if they become aware with the philosophy of the writing situation, the picture is much better. Students need to understand that the main function of language is to be able to communicate (Crystal, 1973). The act of communication involves sending a message from a source to a receiver. When speaking about language, the source and the receiver are human, and the message can be transmitted vocally or written on a paper. So, we all write in order to connect with somebody. In the case of academic writing, students usually write papers for professors and professors usually write papers for editors. In both cases it is important to understand the rhetorical situations. It is the situation a writer analyzes, looking at it from all possible points of view and taking into consideration each element. In connection to this, Lunford (2020) pointed out the most important elements according to Aristotle's philosophy (fig.1):

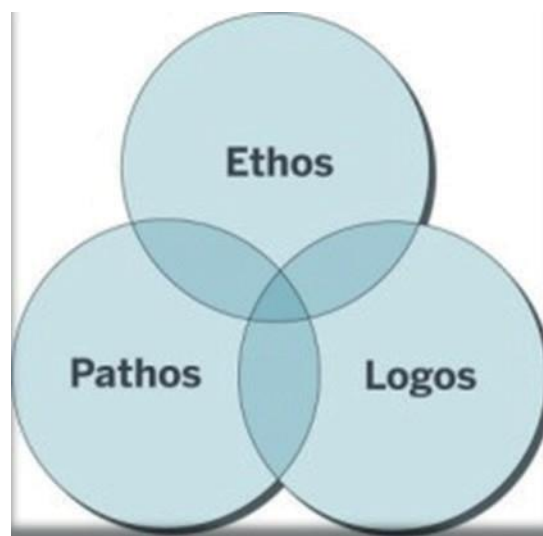


Figure 1

- The writer (ethos)
- The audience – pathos
- The topic (purpose)- logos
- The context – the background of the ethos, pathos, and logos i.e. time, space limitations, genre, tone, style and level of language)

In our case, English language writing is being discussed. However, each subject discipline has certain writing conventions, vocabulary and types of discourse that are mastered during the students' studies. Speaking about English, the most recent tendencies in research confirm that students tend to make certain types of mistakes that can be analyzed on a morphological and syntactical level. Sheng (2016) states that when speaking about foreign language acquisition and learning what should be taken into consideration is the impact of negative transfer of the mother tongue. That is why the cultural background of the students should always be considered. By mastering foreign languages students acquire knowledge and understanding of the culture of the language. They cannot learn the language for real until they learn the culture contexts used in that language. To realize that, the teachers must make the cultural aspect more explicit altogether with the linguistic forms. According to Thanasoulas "Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and

writing. It is always in the background, right from day one...challenging (learners') ability to make sense of the world around them"(2001, p.1). This means the concepts of linguistic and cultural competence must be introduced into the classroom together. It is a mere fact that some teachers and students seem to forget that the knowledge of the grammar system of a foreign language needs to be complemented with the cultural context and this is important for writing the most. The case is different for different foreign language speakers. For special English sentence patterns, especially in Chinese, there are no sentence patterns. What should be clearly done is to consolidate the knowledge of English grammar; master the rules of grammar and flexible application (Sheng, 2016). Thus, not only knowledge in Morphology and Syntax is important for writing, but also the cultural aspect as well. This is merely because students tend to transfer their thoughts from the mother tongue language which is not appropriate but they tend to avoid it with more knowledge and practice during their studies.

THE MOST COMMON MISTAKES IN ACADEMIC WRITING

The prime aim of this study is to analyze the types of mistakes college students usually conduct on a morphological and syntactical level. Mistakes in writing can be different: grammar, punctuation, different word choice etc. The mistakes learners and students make can be analyzed in terms of Morphology and Syntax. It is well known that Morphology deals with words and their parts i.e. the smallest unit of grammatical analysis which are the morphemes (Crystal, 1971). More precisely, Morphology is the study of structure of words: how they are built up, using roots, prefixes, suffixes etc. Syntax on the other hand deals with set of rules that determine the arrangement of the word parts in a sentence of a foreign language needs to be complemented with the cultural context and this is important for writing the most. It is the study of the way words work in sequences to form larger linguistic units (Crystal, 1987). Why students need knowledge in Morphology and Syntax in order to write more accurately will be discussed further.

DISCUSSION

According to Lunford (2020), all writers want to be considered competent and careful. In order to become a better academic writer, the most common mistakes should become familiar to the students as a great strategy to overcome the problems with academic writing. As mentioned above, academic writing requires knowledge in Morphology and Syntax and below the most common mistakes in writing are divided in terms of Morphology, Syntax and style reference (table 1):

Table 1. The most common mistakes in writing

Morphology	Syntax	Reference Style
Wrong word	Missing coma after an introductory element	Incomplete documentation
Vague pronoun reference	Missing word	Mechanical error with a quotation
Spelling	Faulty sentence structure	Unnecessary coma
Unnecessary shift in tense	Missing coma with a non-restrictive element	Poorly integrated quotation
Unnecessary apostrophe (genitive)	Missing comma in a compound sentence	
Unnecessary or missing hyphen	Run-on sentence	
	Comma splice	
	Lack of pronoun -antecedent agreement	
	Sentence fragment	

Students in college have problems with these mistakes maybe not because of lack of knowledge but because they have not done enough writing before. Since in college or university students are asked to write a lot in different courses, they should get more knowledge in academic writing i.e. learning the widespread conventions for different academic situations. Having in mind that our students are already familiarized with these mistakes, the result of it will be discussed further. Which are the mistakes our students usually do, and can students perceive them? In our study, the students were given essays with morphological and syntactical mistakes conducted by other students and their task was to find all those mistakes and see if they are morphological or syntactical. It was a short project for the students and some most important examples are going to be discussed below:

Essay Number 1:

1. In recent years, children, like adults, *have had* become increasingly exposed to computers.

CORRECTION:

- In recent years, children, like adults, *have become* increasingly exposed to computers.

EXPLANATION

In this sentence *have had* is used incorrectly because it can be seen that the main verb is become and it is an activity which can be understood as an experience and should be written in the present perfect after which the adverb increasingly follows and was also used incorrectly in terms of its position. It can be concluded that this is the mistake “using a wrong word” (Table 1).

2. To begin with, there are *clearly* reasons why computers do not allow children to develop long attention spans.

CORRECTION:

- To begin with, there are *clear* reasons why computers do not allow children to develop long attention spans.

EXPLANATION

Clearly is an adverb formed from the word clear, which means free from obscurity or free from doubt and in the sentence case, what should be used is the word clear which is an adjective. Again a “wrong word” is being used and this is a morphological mistake.

Essay No 2

3. for example, a study by the new york child learning association found that children who read from picture books were 50% less likely to get distracted then children who played educational computer games! therefore computers almost clearly have negative impact on young children?

CORRECTION

- For example, a study by the New York child learning association found that children who read from picture books were 50% less likely to get distracted then children who played educational computer games! Therefore, computers almost clearly have a negative impact on young children.

EXPLANATION

The sentence always starts with a capital letter, names for cities, people, items and so on are written in capital letters. Also, the indefinite article is used before a noun that is general or when its identity is not known. And another suggestion is that the conclusion does not end with a question mark. This can be seen as a mistake in punctuation and sentence structure.

4. However, since the world has become heavily reliant on computers, there are also *clearly* advantages *to* exposing children to computers. This is because children with such exposure will stand a better chance of finding employment

CORRECTION

However, since the world has become heavily reliant on computers, there are also *clear* advantages *of* exposing children to computers. This is because children with such exposure will stand a better chance of finding employment

EXPLANATION

In this case, the wrong usage of comparative and superlative structures, wrong use of prepositions take place which can be seen as morphological mistakes.

Essay No3

5. Experts throughout the developing both and developed world have debated whether the advent of sophisticated modern technology so as mobile phones, laptops and iPad have being helped to enhance and improve people's social lives or whether the opposite has become the case.

EXPLANATION

In this sentence there is a wrong use of "so as" which shall be replaced with such as and another mistake is the wrong use of "have being" which should be corrected with "has" and the mistake is a change of the verb form and the verb "have" that does not seem to agree with the subject. This is a semantical mistake or lack of subject and verb agreement.

CORRECTION

Experts throughout both the developing and developed world have debated whether the advent of sophisticated modern technology such as mobile phones, laptops and iPad have helped to enhance and improve people's social lives or whether the opposite has become the case.

CONCLUSION

The best way to avoid making mistakes is to identify the common writing mistakes you make and learn from them. A very useful advice can be to take the top twenty mistakes into consideration (Lunsford, 2020). What is important to consider is to complete each step of essay writing (research, writing, editing) precisely. Skipping one of these steps or completing one of these steps half-heartedly will impact your essay's grade or publication. Finally, writing essays and articles on an academic level is not easy. It involves skills not only in terms of content, but in terms of citing properly and finishing them on time. Some useful tips that can be considered by students who want to achieve academic success in writing are the following:

- Do not always rely on the spell check (on a computer)
- Do not plagiarize
- Learn how to quote precisely
- Do not capitalize a lot
- Learn from your own mistakes

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