

of 'Zablotsky Clinic'. This is very promising approach in making investment in Ukrainian health care. Moreover, Ukrainian dental professionals have developed the network of well-known dental clinic 'Parodont' in Canada and the USA.

The literature in the area of cultural awareness and education for oral health professionals points out the necessity of both exploring health professionals' knowledge and attitudes toward transcultural care or the need for transcultural training. There is a need to integrate cultural awareness, knowledge, identification, and respect into the dental hygiene curriculum through the incorporation of competencies and standards associated with dental practice. Future dental specialists should be linguistically and culturally competent to render oral care to an ever diversified population.

THE COMPARISON OF INCLUSIVE EDUCATION IN CANADA, DEVELOPING COUNTRIES AND UKRAINE

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The aim: to raise an issue about the elaboration of inclusive education and socialization in Ukraine, to collate the methodology and experience of successful socialization and to find out the leading trends in this practice.

Materials International journal of special education Vol25#1 2010 "Inclusive education in developing countries in the sub Saharan Africa" -J.Charema Policy development for inclusive schools: Guidebook/J.Blaise, E.Chornoboy, S.Crocker.-K.: Palivoda AV, 2012.-46p.

Methods: theoretical analysis; logistic methods (comparison).

Results and Discussion: Inclusiveness is an action that enables each individual to feel involved and useful. This is achieved through appreciation and interaction with each student as a person.

A certain considerable event to change the gist of education was the Education of All Disabled Children's Act made public in 1975.

This report presents the results received by comparing such parameters as the period of introduction of inclusive education, categories of population which are typically covered with this education, accessibility of inclusive education. We have also revealed factors promoting or impeding successful socialization.

Canada encouraged the policy of inclusion as early as 1983. Schools made local decisions; revised financing structure; a supportive relationship between local authorities and school staff.

Developing countries. Uganda has opened education system to under privileged children. Lesotho started a pilot programme in 1993, in which primary schools included local children with disabilities in the regular classroom. So, poorness isn't the explanation for not realization of inclusion.

The introduction of inclusive education in Ukraine began last year. 8 July 2017 came into force the Law "On Amendments to the Law of Ukraine "On education" regarding the Accessibility of Persons with Special Educational Needs to Education Services". The document established the right to education for people with special educational needs. From the 1st September 2017 had been joined 4 regions.

Conclusion: The way to inclusion involves change of attitudes, of teacher training programmes and of school systems. Supporting the systems both within schools and outside is a key to progress. The foundation of inclusion must be classrooms and teachers that already provide support naturally as part of daily practice. In this case schools should ensure that all pupils are fully involved in lessons and have opportunities to interact meaningfully with the teachers and with one another and that they benefit. Staff development programmes should be intensified in all schools to equip teachers with the necessary skills to teach in an inclusive environment. Main challenge isn't about poverty, it's about attitudes, values and beliefs and political will.

ADAPTATION CONDITIONS AND FEATURES OF TEACHING STUDENTS FROM INDIA IN UKRAINIAN MEDICAL UNIVERSITIES IN THE STUDY OF BIOLOGICAL DISCIPLINES

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The study of medicine varies greatly throughout the world. The Indian education system is more similar to that of the Anglo-Saxon countries such as the United Kingdom, the United States, Canada, Australia and Ireland. The biological sciences occupy an important position in studying as well as research activities in India. Instruction in General Biology starts at the primary school level when the schoolchildren begin to understand the main properties of living beings and their diversity around the world. Biology as a discipline constitutes a significant component of the science curriculum and is studied by all students till the middle school level. At the secondary school level biology becomes an independent subject. The process of specialization starts at the higher secondary level with a selection of future choices. Students who desire to prepare for a career in medical practice usually select biology as one of their subjects at the higher secondary level. An increasing number of students in India in recent years have shown preference for "modern" biology and choose to study subjects like Biotechnology, Genetics, Molecular Biology, etc., rather than the traditional Botany or Zoology. The range of laboratory exercises varies and remains limited, in a majority of cases, due to constraints in resources. Public interest in biology medical universities has greatly increased in recent years, thanks to the developments in genomics and biotechnology. Molecular biology and environmental studies such as ecology have attracted young persons and prospective doctors.

Being a doctor is one of the most exciting and challenging careers, but also requires some of the most extensive training. Studying medicine in Ukraine ensures a learning process that combines practical teaching with theories and recent medical development. For the Indian students the medical studying in Ukraine are the best in the whole Europe offering the quality of education by the well trained teachers in their subjects always ready to help the medical students in getting the learning of the course and establishment of great learning in the different and enhanced medical courses. It is integral for