

во было взаиморасположение пострадавшего и автомобиля в момент их первичного контактирования, какие детали автомобиля и части тела пострадавшего вступили между собой в первичный контакт, какие телесные повреждения при этом образовались у пострадавшего, и какие повреждения и следы возникли на автомобиле».

Представляется, что предлагаемое упорядочение этих вопросов будет полезно как экспертам, так и следственным работникам.

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VEGETATIVE REACTIVITY IN USMA EGYPTIAN STUDENTS DEPENDENTLY ON THEIR GENDER

Autonomic nervous system is in the Egyptian scientists attention. We met following scientific works on this subject: about cochleopathy in Egyptian adolescents with insulin-dependent diabetes mellitus [5, p. 1558–1564], thorascopic excision of the sympathetic chain as an easy and effective treatment for hyperhidrosis in children [6, p. 245–248], adenosine A2A receptor signaling role in the nicotine-evoked attenuation of baroreflex the dysfunction of which contributes to increased cardiovascular risk in cigarette smokers [3, p. 229–237], reflex bradycardia baroreceptor control facilitating with testosterone [2, p. 754–763], natural progression of cardiac autonomic neuropathy in patients with type 1 diabetes [1, p. 224–231], cardioregulatory autonomic functions non-invasive assessment in children with epilepsy [4, p.

337–384]. We did not meet the works about autonomic nervous system state assessment in Egyptian students.

Physiological functions vegetative regulation disorders (vegetative-vascular dystony of peripheral genesis and neuro-circulative dystony of central genesis) are observed nowadays in every 2nd person that increases a given topic actuality. Besides, ethnic aspect must be obligatory taken into account because every area of living has its norms boarders and one can put pathological state wrongly in a human being though these ranges can be normal for a given area. Also vegetative or autonomic regulation peculiarities must be taken into account by the professors due to students wide exchange because autonomic nervous system participates greatly in an educational process and answers to exams or modules stress directly and indirectly while influence on visceral organs.

We studied vegetative regulation peculiarities in 18 Egyptian girls and 18 guys from all courses both faculties during 2005–2011 academic years. We used assessing the pupillar reactions, reaction to eyes convergence, red and white dermographism, tests of Erben and Abrams.

6 girls had miosis despite midriasis at eyes closage with a shield and opened eye gave midriasis despite miosis, other 12 girls' pupil did not change its lumen (may be due to vegetative-vascular dystony in them). All guys had correct, physiological reaction: midriasis under the shield and miosis in opened eye (sympathetic and parasympathetic reaction correspondingly). All students had tachysphygmy after eye convergence during 15 sec – sympathicotonic physiological reaction. All girls had white dermographism as a dominant and it was present even for 2 hours that testified about expressed sympathicotony while all guys possessed expressed red dermographism. Vagotony dominance in the girls was proven by pulse retardation to 15–25 beatings per 1 min while Erben's probe performance. Guys had pulse acceleration at Erben's test performance that testified to sympathicotony. All the students independently on their gender had pulse retardation to 8–12 beatings per 1 min at Abrams' test that testified to physiological norm.

Thus, one-digit conclusion about gender influence on vegetative reactivity in Egyptian students is impossible to be done because answer reactions profile was mosaic at various probes performance.

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ПРИНЦИПИ КОНСПЕКТУВАННЯ ЛЕКЦІЙНОГО МАТЕРІАЛУ У ПІСЛЯДИПЛОМНОМУ МЕДИЧНОМУ НАВЧАННІ

Як традиційно провідна форма навчання у ВНЗ, лекція розкриває понятійний апарат конкретної галузі знання, проблеми, логіку, дає цілісне уявлення про предмет, показуючи його місце в системі науки, зв'язок із спорідненими дисциплінами, збуджує інтерес до предмета, розвиває професійні інтереси, значною мірою визначає зміст інших видів занять. У лекціях викладач, поряд з систематичним викладом фундаментальних основ науки, висловлює свої наукові ідеї, своє ставлення до предмета вивчення, своє творче розуміння його сутності і перспектив розвитку [1]. Лекція призначена для того, щоб закладати основи наукових знань, визначати напря-