

## SECTION 25.

### MEDICAL SCIENCES AND PUBLIC HEALTH

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**Tkachenko Elena**

Candidate of medical sciences, assistant  
*Ukrainian Medical Stomatological Academy, Ukraine*

**Ajdakar Adil**

Student  
*Ukrainian Medical Stomatological Academy, Ukraine*

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## **INTER-DISCIPLINARY AND INTRA-DISCIPLINARY INTEGRATION AND TYPOLOGICAL ASPECTS: THEORETICAL DATA AND APPLIED SIGNIFICANCE**

Oncological problems take the third position among the morbidity structure after heart-vascular diseases (the 2<sup>nd</sup> position) and hemostasiopathies (both of vascular-platelet and coagulational hemostasis). It is known that stomach cancer in men and breast cancer in women is widely-spread. Multi-sided research by specialists' from many branches of Science all over the world is essential to achieve as early as possible proper diagnostics, treatment and prevention. On the other hand, ethiopathic and pathogenetic therapy either often impossible or is not single and is applied together with the symptomatic one. Breast tumors in women (and in men) represent good example of gender typological aspect applying in Medicine. If to take into account the patients' ethnicity one can speak about ethnic-gender typological aspect. Interesting research about cognitive rehabilitation effectiveness in relation to retrospective and prospective memory worsening in Iranian women sick in breast cancer under chemotherapy demonstrated its valuable positive effect particularly while being helpful for reducing the chemotherapy side effects [1].

Ethno-age typological aspect concerning to memory applied significance touches visual (photographic in part) and auditory working memory study in Iranian children with childhood onset fluency disorder [2], attention deficit hyperactivity disorder [3; 4; 5]. Behavioral strategies in part coping is studied together with other typological aspects. There is a connection between Psychology, Physiology and Medicine in the work about coping strategies applying positive influence on working memory at diabetes: it-is so-called coping with stressful events and its avoiding on the contrary reduced short-term memory capacity in the Iranian patients with insulin-dependent and insulin-independent diabetes mellitus [6]. Impulsivity-reflexivity together with coping-avoiding as typological aspects were studied in Iranian patients with Type 2 Diabetic Retinopathy: diabetic retinopathy patients were more passive (so, possessed avoiding behavioral strategy in bigger extent) and weaker in terms of memory comparatively to their healthy counterparts as well as possessed less inhibition and more impulsive behavior; impulsivity-reflexivity and behavioral strategies were assessed in a complex with ethno-age aspect (Iranian patients were aged 32-55 years) [7].

Educating is evidently based on higher brain functions in part memory, speech, attention and others. Although not all aspects of education are connected to higher brain functions, the 2<sup>nd</sup> signal system (speech) but they are delt to the 1<sup>st</sup> signal system (analyzers work). Vast research is

performed to compare word definition in normal-hearing and hearing-impaired (with cochlear implant) 4,5-7,5-year-old Iranian children with the conclusions about delay in word definition content aspect together with other language skills in hearing-impaired children as well as training and rehabilitation necessity in them [8]; vocabulary and reading comprehension skills among the fourth grade students with hearing aid, cochlear implant as well as the normal ones with the conclusions about hearing loss negative impact on development of lexical knowledge and reading comprehension skills as well as recommendation of vocabulary size increasing for reading comprehension improving by sick children [9]. Bilingual (Azeri-Persian) schoolchildren with hearing problems have their peculiarities: normal Iranian first-graded bilingual children demonstrated bigger lexical richness and utterance Mean length in Persian comparatively to bilingual children with cochlear implantation [10]. Peculiarities, possibilities and various helping and rehabilitation programs of different-aged low-vision and blind children in various countries are very important as well as significant changing the attitude to these children in part in relation to their educational right. These researches widen the ethno-age typological aspect applied significance in Physiology, Psychology, Ophthalmology and Pedagogy [11].

There are researches with significant interdisciplinary integration because there is a whole Science – a Science about Human Being. Physiology is in tight connection with Psychology, Pedagogy. Teaching process can be realized not only by students in the classrooms but for example in sportsmen or simply in people who do exercises not for sportive results but for health maintaining. Typological aspects (mainly ethno-gender, ethno-age and ethno-gender-age) found their reflection in the works dealing to Sport Physiology [12], Sport Psychology [13] and even Sport Pedagogy. Constitution taking into account (at least while taking into consideration the person's height and weight) together with other mentioned typological aspects is considered to be very important particularly in Sport Physiology in connection with Medicine [14]. These are interdisciplinary integration examples. But there exists also intra-disciplinary integration between one science chapters or organism various systems. Taking into account nervous regulation and higher brain functions participating in governing the multiple organism functions in people from different countries, men and women, children and adult, such works are predictable [15].

Although some pathological conditions (we mention the example of the disease that can influence on learning) have no age and gender differences for instance strabismus in Iranian 3-6 year-old boys and girls [16].

Thus, typological aspects assessment has theoretical and applied significance and it concerns to intra-disciplinary and inter-disciplinary integration in part between Physiology, Psychology, Pedagogy and Medicine various branches.

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