

**Міністерство охорони здоров'я України
Полтавський державний медичний університет
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ембріологів та топографоанатомів України**



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з міжнародною участю

**СУЧАСНІ ПРОБЛЕМИ ВИВЧЕННЯ
МЕДИКО-ЕКОЛОГІЧНИХ АСПЕКТІВ ЗДОРОВ'Я ЛЮДИНИ**



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aspect correlation to interhemispherical asymmetry individual profile was detected; ethnic typological aspect can be added because the researches were performed in France [2].

Asymmetry, left-handedness as its population-species level can be physiological and pathological. Here are the diseases and syndromes examples: stuttering, intellectual disability, learning developmental disorders, dyslexias (speech disturbances met in males because of more expressed big hemispheres laterality due to interhemispheric callosal body anterior part dominance over the posterior one because of which only one but not both hemispheres participate in speech comparatively to females with callosal body posterior parts bigger development with both hemispheres ability to get involved into speech processes), dys-graphias (writing problems), attention deficiency and hyperactivity syndrome (ADHS), autism and autism spectrum disorders, mirror writing (possible to be reproduced only in left-handers and mixed-handers or ambidexters) [3], co-ordination disturbances, enuresis (urine incontinence in ambidexters), apraxias (impossibility to acquire new skills), epilepsy, schizotypy (character schizotypic accentuation) and schizophrenia, dys-chronoses (it is harder for left-handed International student to move to another country), Alzheimer's disease, parkinsonism and Parkinson's disease.

Thus, indeed, asymmetry and various typological aspects contribute into hereditary and acquired pathology in human being. This brief review reflects interdisciplinary integration in part between Molecular Biology, Medical Biology, Genetics, Physiology, Neurology, General and Medical Psychology, Urology.

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Zhukova Maryna, Tkachenko Olena
Poltava State Medical University, Poltava, Ukraine

REFLEXY SOME ASPECTS

Personalized Medicine, Individualized Education, Reflective Education, Inclusive Education – these are modern branches of Medicine and Pedagogy which are

in priority in many countries. They can be united in one group of branches because all of them are based into individual approach to the patients and students. And, even, it is possible to mention that all of them have a common background – reflexivity. There can be reflexivity of patient's needs, taking his/her diagnosis, anamnesis morbi and vitae in obligatory consideration. In our opinion, any doctor should follow an advice of Hippocrate, Father of Medicine: "A Doctor must treat a patient, not a disease". What did he mean? Any human being, and a patient is not an exception, represents bio-psycho-social system. If one from one-egged twins has bad life circumstances and the second one good, if the first one spends his life in an urban city while his brother or sister – in a village, the first one will get married while the second one will remain single, the first one loves meat and fatty fast-foods so much while the second one became a vegetarian while eating pure own vegetables and fruits, the first one will breath polluted air of a big city while the second one – clean village air – physiological systems will function differently, the diseases pattern and course will vary in them. And a doctor should reflect mentioned life peculiarities, with other words – take them into obligatory consideration during these two one-egged twins treatment.

UN and UNESCO claimed about essentiality and expedience to apply inclusive education not only for people with special needs but for International students as well. Unfortunately International students have inclusive education rather seldom. It is based into enforced humanism and exclusive individual approach to their education, with other words, maximal reflexivity, much more than while teaching the domestic students. We follow this opinion as well and try to do our best for the International students' maximal individualization in their study.

It concerns English groups, Russian groups and "special" students, whose one parent can be from Arabic country, even who could receive his/her education in our glorified Ukrainian medical stomatological academy medical and dental faculty, who finished Ukrainian school but still have significant language barriers while being among "usual" Ukrainian students, rather often with the same approaches from the teachers' side, without translation of non-understandable words, phrases in Russian, English, French; Ukrainian students, as a rule, prefer re-writing the text from the methodical instructions with one pen color but they would like to see the topical schemes with less words but bigger essence, probably even with the terms bigger explanation (it would be perfect to see their translation into Russian, English, Latin, sometimes French, to split the words into the words' structural parts to understand the words' etymology, the terms' origin but not to learn by heart as "usual" Ukrainian students do rather often); they will be glad to see the texts on the board with different-colored chalks and markers like all International students; they will be very happy if a teacher helps them individually in viber or Whats'App to write a detailed concept on 5-10 pages, to underline, to mark the main, to answer their personal questions; it would

be more comfortable also to write the tests on the board with further discussing the correct answers in the groups, with their marking on the board, re-writing in their copy-books with the correct answers' further backgrounding; if they have less velocity of writing, they would be glad to have permission to write only the tests' key words and correct answers' with short explanation, to have permission to write the concepts in the languages they manage well – Russian, English, French, Moroccan, Spanish, Arabic – for themselves. We saw the concepts of our students from the International faculties who were writing in Russian, English, French, Moroccan, Arabic in parallel to understand Science better if not completely while being at preparing department, the 1st and the 2nd courses, - 5-10 sheathes of the text, with different pens, pencils, markers. Such “unusual” students who are in “usual” Ukrainian groups like doing the same, comparatively to Ukrainian students' majority they catch every word of the tutors and write them very carefully.

Such “unusual” students, belonging to International faculty not always, while having attachment only to Ukrainian med or stomat, would like to receive their education in their own groups, with the teachers working with the International students, who understand their individual-typological peculiarities rather well, who perform the biggest degree of their needs' and distinguishing features' reflexivity. They don't speak much about such desires, while being Grateful to God for their possibility to receive education in PSMU, while having a silent suffering from non-helping, non-understanding, ignorance, considering as “usual Ukrainian students”. They have no friends, they have problems with academic, cultural and even cross-cultural adaptation and Do Ask God and Understanding Teachers to Help them to study in a separate academic groups. We follow their opinion as well and would like to be the Tutors of such “unusual” students and to Help them.

Яськів Н.А.

**Тернопільський національний медичний університет
імені І.Я. Горбачевського, м. Тернопіль, Україна**

FEATURES OF CELLULAR COMPOSITION OF RECURRENT APHTHOUS STOMATITIS LESIONS

Reccurent aphtous stomatitis (RAS) is one of the most common disease of oral mucose. The etiology and pathogenesis of RAS remain unclear. Multiple factors are associated with development and onset of this disease, such as: a positive family history, food hypersensitivity, smoking cessation, psychological stress and immune disturbance. Immune dysregulation linked to several triggers may facilitate the

Ваценко А.В., Єрошенко Г.А., Улановська-Циба Н.А., Передерій Н.О., Рябушко О.Б., Клепець О.В., Кінаш О.В., Шевченко К.В., Григоренко А.С., Донець І.М.	28
ОСОБЛИВОСТІ ТЕХНОЛОГІЇ ДИФЕРЕНЦІЙОВАНОГО НАВЧАННЯ	
Виженко Є.Є., Курєдова В.Д.	30
СТАН ТКАНИН ПАРОДОНТУ В ОРТОДОНТИЧНИХ ПАЦІЄНТІВ	
Галич Л.Б., Виженко Є.Є., Курєдова В.Д.	32
АКТУАЛЬНІ ПРОБЛЕМИ ВИКЛАДАННЯ ОРТОДОНТІЇ В РЕАЛІЯХ ВОЄННОГО СТАНУ	
Герасименко Л. О., Ісаков Р.І.	33
ПСИХОСОЦІАЛЬНА ДЕЗАДАПТАЦІЯ, ЯК РЕЗУЛЬТАТ ПОРУШЕННЯ ПАРАМЕТРІВ ЕКОЛОГІЧНОЇ СИСТЕМИ	
Годуадзе Г.Н., Пелипенко О.В.	35
РОЛЬ КОМП'ЮТЕРНОЇ ТОМОГРАФІЇ У ПЛАНУВАННІ ОПЕРАТИВНИХ ВТРУЧАНЬ ПРИ ВНУТРІШНЬОСУГЛОБОВИХ ПЕРЕЛОМАХ П'ЯТКОВОЇ КІСТКИ	
Григоренко А.С., Єрошенко Г.А., Шевченко К.В., Лисаченко О.Д., Клепець О.В., Ваценко А.В., Улановська-Циба Н.А., Рябушко О.Б., Передерій Н.О.	37
УЛЬТРАСТРУКТУРНА ПЕРЕБУДОВА КЛІТИН ДИФУЗНОЇ ЕНДОКРИННОЇ СИСТЕМИ У СТІНЦІ 12-ПАЛОЇ КИШКИ ПІД ВПЛИВОМ ХАРЧОВИХ ДОБАВОК	
Гринь В.Г., Костиленко Ю.П., Рябушко М.М.	39
ІМУНОГІСТОХІМІЧНЕ ДОСЛІДЖЕННЯ ГРУПОВИХ ЛІМФОЇДНИХ ВУЗЛИКІВ ЩУРІВ ПІСЛЯ ВВЕДЕННЯ АНТИБІОТИКУ	
Гулієва М.Х., Гасімов Е.М.	40
ЕФЕКТИВНІСТЬ ОЗОНОТЕРАПІЇ ПРИ ЛІКУВАННІ ГЕРПЕТИЧНОГО УВЕЇТУ	
Деміденкова Г. Г., Демченко К. І., Боголюб М. А., Левков А. А.	42
МЕДИКО-ЕКОЛОГІЧНІ АСПЕКТИ ЗДОРОВ'Я ЛЮДИНИ	
Дерев'янюк Т.В., Звягольська І.М.	44
МЕДИКО-ЕКОЛОГІЧНІ АСПЕКТИ ЗДОРОВ'Я ПОДОРОЖУЧОЇ ЛЮДИНИ	
Дігтяр Н.І., Герасименко Н.Д., Лавренко А.В., Авраменко Я.М.	46
ВЗАЄМОЗВ'ЯЗОК ЗМІН В РОТОВІЙ ПОРОЖНИНІ З ЗАХВОРЮВАННЯМИ СЕРЦЕВО-СУДИННОЇ СИСТЕМИ	
Донець І.М., Єрошенко Г.А., Шевченко К.В., Рябушко О.Б., Клепець О.В., Ваценко А.В., Улановська-Циба Н.А., Передерій Н.О., Григоренко А.С., Кінаш О.В.	47
ДИНАМІКА ЗМІН МОРФОФУНКЦІОНАЛЬНОГО СТАНУ БРОНХОАСОЦІЙОВАНОЇ ЛІМФОЇДНОЇ ТКАНИНИ ЛЕГЕНЬ ЩУРІВ ПРИ ВИКОРИСТАННІ КОМПЛЕКСУ ХАРЧОВИХ ДОБАВОК	

Янко Н.В., Каськова Л.Ф., Хміль О.В.	182
ПРОБЛЕМИ НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ НА КЛІНІЧНИХ КАФЕДРАХ У СУЧАСНИХ УМОВАХ	
Baidi Ayman, Bourtal Yassir	183
FEATURES OF POPULATION MORBIDITY AND HEALTH CARE SYSTEM IN MOROCCO	
Vainores Alfonsas, Mintser Ozar P., Potiazhenko Maksim M., Bumblite Inga B., Nevoit Ganna V.	185
NANOLEVEL BIOLOGY: THE ROLE OF BIOPHOTONS IN PHYSIOLOGICAL AND METABOLIC PROCESSES IN THE HUMAN BODY	
Digitar N., Gerasimenko N., Lavrenko A., Avramenko Ya.	188
INNOVATIVE ISSUES OF IMPROVING THE QUALITY OF THE EDUCATIONAL PROCESS	
Donchenko S.V., Bilash S.M.	189
IMMUNOHISTOCHEMICAL CHARACTERISTICS OF STRUCTURAL CHANGES IN THE CORTEX AND MEDULLA OF THE ADRENAL GLANDS UNDER THE INFLUENCE OF A FOOD ADDITIVE COMPLEX	
Maksymenko O.S., Hryn V.H.	191
STRUCTURAL AND TINCTORIAL CHARACTERISTICS OF CATGUT THREAD	
Oliinichenko Ya. O., Bilash S. M.	192
STRUCTURAL ORGANISATION OF THE RATS' ILEUM	
Tkachenko Olena, Jha Sahil, Bourtal Yassir, Baidi Ayman, Chentir Wassim, Ben Tamarout Syrine, Darkouch Ayman, Abbassi Marouane, Jemai Merouane	194
TO THE QUESTION CONCERNING ASYMMETRY AND TYPOLOGICAL ASPECTS CONTRIBUTION INTO HEREDITARY AND ACQUIRED PATHOLOGY	
Zhukova Maryna, Tkachenko Olena	195
REFLEXY SOME ASPECTS	
Яськів Н.А.	197
FEATURES OF CELLULAR COMPOSITION OF RECURRENT APHTHOUS STOMATITIS LESIONS	