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CONNECTIONS BETWEEN SCIENTIFIC AND EDUCATIVE ACTIVITY IN THE STUDENTS

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Annotation. The article is devoted to connections between educative and scientific activity in dependence in part on the applicants' activity in the students' scientific research groups as well as foreign applicants psycho-physiological distinguishing features which encouragement and development helps not only in their educative but scientific activity.

Key words: foreign students, Pedagogy, students' scientific research groups, educative-scientific competence.

On one hand, Present time is time of new challenges, prospects and opportunities. Bolon system introducing in the educative system created new possibilities to the tutors and students to study abroad, to share their knowledge and experience at different-leveled conferences, congresses, meetings both in their own educational establishments, their own countries and abroad. Big amount of the gradulators became and become candidate and doctors of sciences. On the other hand, unfortunately, the interest to scientific activity is bigger in the education foreign applicants than in the Ukrainian ones probably because of the current situation (though many of Ukrainian students started thinking about scientific activity only as about the source of additional degrees at the corresponding chairs since 2007, by our own experience), decreased interest to study, to its self-work compound from the domestic students' side, impossibilities to perform the experimental research because of low income, seldom grants. Also unfortunately less degree necessary for the entrance to the educational establishments defined much less or absent survey during the entrance that in turn led to many occasional people among domestic students in Medicine. It is a pity because scientific competence development is necessary both to the students and to the teachers. The experience received during the work in the students' research group is non-valuable by the words of our foreign students participating in this activity type, many of which even from the 1st course of their

study in our educational establishment though Physiology is studied at the 2nd one, they say about only one Science – a Science about Human Being and academic disciplines studied in the medical university as a separate compounds essential for multi-facetated and deep understanding the interrelations between structure and functions as well as human organism activity tight mechanisms at alive matter organization various levels beginning with the molecular one and ending with the organismic and even population-species and biospheric if the interrelations between the organisms and external environment are taken into consideration. Work in the students' scientific research group is accompanied by lectures and discussing the materials on common-biological topics – first these meetings were off-line, later they acquired the form of on-line discussions and conversations. Our participants from the foreign countries told many times about big assessment of our printed works, reports, certificates in their native countries and in the others they continued their education or/and scientific and treaty activity. They emphasized to such activity significant role in helping and teaching to work with the scientific literature in usual and electronic libraries by the key word/s. They mentioned to bigger using these skills while preparing to the lessons and increased joy received from the self-work. Also managing the rules of abstracts', articles', books' compiling and writing allowed them having many printed works when they were the students that defined better place for post-graduating and work after receiving the diplomas of the Specialists. Maximal works amount of the International students – 38, 34 for all academic years, 15 for one; the Egyptian students had 22 and 19 printed works; one Indian student since July second half till 5/11/2022 had 14 printed works while working in the Physiological students' research group, 1 brilliant report with the 1st place in the Indian city Chandigarh, many certificates for the printed works at the International conferences and for the report. Sahil Jha does love Ukraine, Ukrainian language. When there was a conference dedicated to the Day of the Ukrainian in the PSMU he was the only reporter-student together with the teachers of Ukrainian language and humanitarian sciences, Sahil was telling the poem of Vasyl' Symonenko by heart from Delhi by ZOOM. Dr Mina Maarefdoost, graduate from the International faculty by the direction "General medicine" at 2012, started her PhD under guidance of the Prominent Neurologist dealing to genetic mechanisms of Alzheimer's disease, lateral amyotrophic sclerosis, Parkinson's disease, working at the Neurological Department of King's College in London, Jemeen Sreedharan. Mina had many brilliant reports at Physiology lessons, circle's meetings, scientific conferences and congresses on the topics concerning to nervous system physiology and pathology. The responsible for the students' physiological research group at Physiology chair is PhD Tkachenko Olena Viktorivna.

Foreign students know English, French, Arabic and other languages well. Unfortunately little percentage of the domestic students knows English. Foreign students like topical schemes compiling and writing that allows them processing and noting bigger volume of the information even if they don't know the language they study in well. They like using colored pens, markers. Ukrainian students don't like topical schemes, they re-write the sentences completely if they write conspectuses at all – modern domestic students don't like writing concepts while there were and are the foreigners whose concepts were and are 5-8 sheathes in volume, with colored pens, markers and the copy-books are like journals in size, the materials are often written even in every square. By our own experience, foreigners preferred using the colored chalks by the tutors as well, also they asked not to unite letters, use the capital letters while writing the materials on the board for their better distinguishing; especially it was concerning to the foreigners receiving their education in Ukrainian and Russian academic groups, less in English [1, 254-258]. We would like to emphasize the connection between educative and scientific activity in this aspect because if a student can mark the main, he/she will understand better and will be able to process bigger volume of the information; it will be useful both for educative and scientific activity, while making the scientific search in the libraries on the topic/s, writing the printed work/s, preparing the report/s to the conferences with own multimedia presentation/s. One can say about educative-scientific competence in this aspect. Taking into account that our time sends requests for professionalism this competence development must be originated from higher educational establishment at the 1st courses if not from college or school. Of course these skills will define ability to win in the competitions after the educational establishments graduating, will define better place for post-graduating study and work. We teach the students to split the terms to remember them better but not learn them by heart; the words parts are derived from various languages and such work both at the lessons and in the scientific research group activates desire to study foreign languages to be able to use them in the educational and scientific activity in part, to count for good income if to choose going abroad after the education completing or to change it for grants.

Thus connections between scientific and educative activity are really significant, can and must be developed by tutors and scientific supervisors in parallel.

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ОСОБЛИВОСТІ ІНКЛЮЗИВНОГО НАВЧАННЯ ДІТЕЙ З СИНДРОМОМ ДАУНА

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Annotation. The theses reveal the features of inclusive education for children with Down syndrome. Enrollment of children with Down syndrome in inclusive institutions is based on the opinion of the inclusive resource center. This is the basis for drawing up an individual development program and an individual curriculum. It was found that an inclusive environment provides high-quality and continuous psychological and pedagogical support for children with Down syndrome, as well as their harmonious inclusion in society.

Key words: Down Syndrome, children, inclusion.

Зростання кількості дітей із синдром Дауна, який вважається найрозповсюдженішим серед генетичних порушень, останнім часом привертає все більше уваги українських та закордонних вчених. Поширеність цього синдрому у світі є неоднорідним [4].

Сучасна освітня політика України гарантує право на здобуття освіти кожній дитині незалежно від її можливостей та досягнень. Відповідно, діти з синдромом Дауна також мають право здобувати освіту в закладах дошкільної освіти та закладах загальної середньої освіти з інклюзивною формою навчання. Позитивними результатами включення дітей цієї групи інклюзивне середовище та правильна організація інклюзивного навчання та виховання, на наше переконання, сприяє їхній повній адаптації та соціалізації.

Створення інклюзивних класів для дітей з синдромом Дауна – це, перш за все, забезпечення права кожної дитини брати участь в освітньому процесі разом зі своїми однолітками, незалежно від своїх здібностей і особливих потреб. Разом з тим, організовуючи такі класи необхідно прийняти один найважливіший принцип інклюзії: включаючи дитину з особливими потребами в загальну школу, фахівці повинні створити такі умови для її навчання, щоб дитина максимально проявила свої здібності та адаптувалася в шкільне середовище. Саме такий підхід забезпечить можливість успішного навчання для дитини з синдромом Дауна в колі однолітків (рис. 1).