

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ  
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ»**



## **МАТЕРІАЛИ**

**104-ї підсумкової науково-практичної конференції  
з міжнародною участю  
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БУКОВИНСЬКОГО ДЕРЖАВНОГО МЕДИЧНОГО УНІВЕРСИТЕТУ  
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**Чернівці – 2023**

1867; 1868 – 1875; 1876 – 1903 (we distinguish two subperiods within the last period: 1876 – 1891 and 1892 – 1903).

Syntactic means play an important role in understanding of the artist's poetic language. Repetitions, among which the anaphoras dominate, are the components of poetic syntax. Mostly, their use falls in the third period of poet's creativity (FC – 0,04). Since this period is the richest in creativity achievements, we will show the dynamics of several more figures: the refrain (I period – 0.002, II – 0.001, III – 0.002), the take-up (I period – 0.002, II – 0.008, III – 0.008), condilk (I period – 0,005, II – 0,005, III – 0,01). The selection of stylistic figures in S. Vorobkevych's works is quite rich. Rhetorical questions, inversion, antithesis, enzhambeman, ellipsis, figurative parallelism, anadiplosis, asyndeton, polysyndeton, pleonamism, anastrophe, likasaprene, polyptot, imprecation, climax, symposium etc. were practiced by the Bykovinian poet in the rhymed poetry.

**Conclusions.** The obtained results are an important material for expressing our knowledge of the poetics of S. Vorobkevych's poetic works; they are the material for comparison with the similar material on the artistic nature of Y. Fedkovych's poetic works. On the basis of revealing common features, taking into account the data of the other Ukrainian poets of the region of this period, it becomes possible to get the general picture of the poetics of domestic poetry works in Bukovyna in the second half of the nineteenth century.

**Osypenko V.A.**

## **FEATURES OF SOCIAL AND PSYCHOLOGICAL ADAPTATION OF THE INDIVIDUAL IN CRISIS SITUATIONS**

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**Introduction.** The events of the last three years in Ukraine are of great interest to both psychologists and practitioners. Ukrainians are going through a long-term crisis and collective trauma now. The issue of various aspects of personal adaptation during the war is intensively studied by psychologists. Thus, the problem of socio-psychological adaptation from the point of view of socialization of the personality, social adaptation was studied by such scientists as T. Kabachenko, V. Kyslyy in the process of socio-psychological adaptation distinguish the stages and inherent factors, Y. Bokhonkova, N. Zavatska studied the indicators of its success.

**The aim of the study.** Crises are actually psychological, related to personal changes, and crises, the origins of which are not internal transformations, but external stimuli - war, revolution, disasters.

**Material and methods.** A dangerous option for the development of the crisis is inhibition at a certain stage, when further development of the personality is blocked by the fixation on the previous thinking and behavioral patterns.

**Results.** Preventive and rehabilitation measures to overcome the crisis of war should be aimed at reducing the risks of the neuroticism of adolescents after quarantine in the context of the epidemiological threat of COVID-19, should be aimed primarily at increasing communicative openness, emotional stability, social courage, self-confidence, while reducing anxiety and tension.

Scientific studies have described an interesting phenomenon. Students during the pandemic experienced more depression, lack of socialization and social connections. Currently, perhaps the biggest educational topic is how to ensure social proximity through technology because one of the key parameters of education is social capital, but what to do with it in the online environment.

Today there is an integration of different people in society. We often hear: we are Ukrainians; we are from Ukraine, etc. This is what allows us to develop adaptive integration strategies.

The study of socio-psychological adaptation of the individual in war conditions suggests that adaptation is a complex multidimensional process of interaction, which results in the formation of a

new positive social identity that is adequate to social changes, which, in particular, occur as a result of military conflict.

**Conclusions.** Adaptation can be positively or negatively influenced by various factors. The list of factors that cause a positive or negative impact is diverse and concerns all spheres of life of a person. Factors of the first type can significantly affect the success of adaptation, facilitate the period of adjustment to the new rules, strengthen healthy confidence and resilience in the individual, and it helps to keep positive changes in focus. Factors of the second type can significantly complicate the adaptive period of the individual in the conditions of war; strengthen the negative view on the assessment of life situations.

**Rak O.M.**

## **ALTERNATIVE WAYS OF IMPLEMENTING THE EDUCATIONAL PROCESS IN MODERN CONDITIONS**

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**Introduction.** The onset of the COVID-19 pandemic forced many educational institutions to adapt and search for alternative means of implementing the educational process. Bukovinian State Medical University, like other educational institutions, has adopted a combined or mixed form of education to cope with the restrictions introduced due to the pandemic.

**The aim of the study,** Mixed learning form offers flexible and more individualized learning paths for students and requires a combination of pedagogical methods and approaches, as well as the mobilization of alternative educational resources from national and international platforms. COVID-19 has shown that innovation and creativity are widespread in the world and not just in a few well-off centers. At this stage, it is important to study the experience, the contribution of the teaching staff not only of our department, but also of other specialized departments of higher medical educational institutions of in Ukraine and the world, all those who work on the implementation of strategies and methods of education.

**Material and methods.** This formulation of "mixed learning" originates at the end of the 20th century and has been practiced since then, it is also called hybrid, where the student partially studies in a controlled physical institution, partially online with a certain element of student control over time, place, and way and/or learning pace.

**Results.** In everyday work, communicating with colleagues from both our and related departments of other educational institutions, we come to the conclusion that the vast majority considers mixed learning to be a viable and long-term part of the educational environment. The majority of interviewed teachers see this as a way of development and improvement, of course, in the presence of the necessary financial support and material and technical means, as well as training of students and teachers in these methods, and a positive change of views on modern education. COVID-19 and the challenges posed by the war only accelerated the process towards a technologically integrated education system.

**Conclusions.** The should also not forget that any educational institution is the environment of communication, exchange of ideas, a place where we can experiment, explore, which allows us to meet people who are different from us, people who teach students who expand their understanding of a wide spectrum of the expression "to be human". In short, Alma mater gives us the opportunity to become the people, professionals in our field, who we want to become. Despite the fact that the university space remains fundamental for learning, today's challenges prove that it must be constantly expanded, rebuilt and improved.