

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



МАТЕРІАЛИ

**105-ї підсумкової науково-практичної конференції
з міжнародною участю
професорсько-викладацького персоналу
БУКОВИНСЬКОГО ДЕРЖАВНОГО МЕДИЧНОГО УНІВЕРСИТЕТУ
присвяченої 80-річчю БДМУ
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Матеріали підсумкової 105-ї науково-практичної конференції з міжнародною участю професорсько-викладацького персоналу Буковинського державного медичного університету, присвяченої 80-річчю БДМУ (м. Чернівці, 05, 07, 12 лютого 2024 р.) – Чернівці: Медуніверситет, 2024. – 477 с. іл.

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У збірнику представлені матеріали 105-ї підсумкової науково-практичної конференції з міжнародною участю професорсько-викладацького персоналу Буковинського державного медичного університету, присвяченої 80-річчю БДМУ (м. Чернівці, 05, 07, 12 лютого 2024 р.) із стилістикою та орфографією у авторській редакції. Публікації присвячені актуальним проблемам фундаментальної, теоретичної та клінічної медицини.

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literary fakes in particular, what Russian historian's community providing and proving constantly as well as literary myths, false messages of the Russian 'ant measured' (according to M. Epshtein) discourse use to create on the world cultural space.

Bebykh V.V.

MASTERING ACADEMIC ENGLISH FOR MEDICAL RESEARCH

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Introduction. English academic communicative competence of PhD students in medicine is important for further scientific activity, and its formation includes several components: systematization and generalization of knowledge in general and professional English as well as communication skills in academic English. The latter means practical skills of academic writing, in particular, writing a scientific article and an abstract, preparing reports, writing formal letters, presentation of one's own scientific research, etc. PhD students need knowledge of the discourse norms widely accepted in publishing in medical English-language journals and most of them have difficulties in acquiring a good command of academic literacy. They are expected to be able to produce research papers in their field but there has been little research on how to acquire the writing skills.

The aim of the study. To investigate the predominant strategies used in English medical discourse to acquire academic communicative competence with the ultimate objective of development educational and methodological support for PhD students to acquire the necessary academic writing skills in the field of medicine.

Material and methods. Educational and methodical material development has been carried out in two planes: linguistic and methodical. The study is based on a model that includes linguistic and methodological assistance for PhD students training in English academic medical writing and learning strategies. This model foresees the use of pedagogical resources of linguistic and methodological character as a comprehensive support of the process of English academic writing skills formation and the discursive competence development of PhD students. The method of formal analysis, structural as well as comparative methods were used in the research.

Results. Based on the analysis of different approaches to teaching written communication, we chose the genre approach as the most appropriate for PhD students academic writing training. The priority method of written speech competence formation involves: sample texts study, structure analysis, analytical processing of information, presentation of language material through a ready-made unit or so-called "ready-made blocks" of speech and assimilation of terminology as stable non-phraseological phrases. We offer the implementation of the target on the basis of a set of academic texts of the medical sphere, compiled in accordance with structural-semantic and genre-compositional features. All texts are united by the professional significance of medical discourse. Sample texts were selected taking into account the communicative intent, authenticity, professional orientation, socio-cultural value, integrity and completeness. To perform one or another speech function, the linguistic means of expressing the speech functions of English-language academic writing were chosen.

The set of educational texts and tasks for the study guide was developed in accordance with structural-semantic and genre-compositional features using certain language models and structures of a scientific and professional nature. The presentation of language material was done through certain language models and structures in various communicative situations in the form of persistent non-phraseological turns. Pedagogical resources for the formation of the academic writing skills are based on multi-genre written discourses of various formats.

Conclusions. This linguistic and methodological support of the educational process in a form of the study guide will ensure the effectiveness of teaching academic writing of PhD students in medicine. Processing medical texts of the different formats for writing their own ones will expand their vocabulary and form a sense of genre. Methodical hints as a part of this study guide contribute to better assimilation of educational material, solving tasks that involve further

improvement and development of previously acquired knowledge of professional English in the medical field for conducting professional and scientific research activities.

Borysiuk A.S.

MENTAL HEALTH IN A STATE OF WAR

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Introduction. The issue of mental and psychological health of the population of Ukraine is becoming increasingly relevant. The number of mental disorders and borderline conditions is rapidly increasing. A large number of our fellow citizens have neurotic problems, typical not only for a "transitional" society with its economic instability, high unemployment, fast-paced life, and significant personal responsibility, but also due to the state of war. In times of war, familiar values are lost, old stereotypes are destroyed, and behavioral patterns change.

The aim of the study. Theoretical overview of social and psychological features of mental health of the individual during state of war.

Material and methods. Theoretical analysis, synthesis and generalization of research results. War has caused numerous irreversible processes that will be extremely difficult, and sometimes impossible, to restore in life.

Results. Common reactions to strong distress include behavioral responses such as crying, screaming, laughter, hyperactivity, immobility, aggression, sleep disturbances, and fears; emotional responses like shock, irritability, fear, sadness, anxiety, shame, numbness, rapid emotional changes; cognitive responses such as poor concentration, forgetfulness, confusion, reflection, indecision; and general responses like lack of energy, emptiness, hopelessness, and social withdrawal. Adaptation in times of war is a necessary element of self-preservation. Reactions like anger, despair, shame, fear, and hatred are entirely typical and normal. Each person has the right to react in their own way to changes and protect themselves from negative consequences. In this way, the personality becomes accustomed, accepts the situation, and adjusts to constant "emotional swings." This defensive reaction allows individuals to continue living, enjoying life, being happy, and working. For a long time after the war, we will encounter individuals with vividly expressed "warrior psyche" complexes, including a strong desire to be understood – to have such reciprocal communication with their surroundings that justifies morally their participation in brutal violence for social benefit; to be socially recognized; to strive for acceptance in the system of social relationships and peaceful life with a higher social status than before; and astonishment at the realities of peaceful life (at a time when they risked their lives, nothing has changed in the country, and society did not notice their absence); insufficient measures or violations/absence of consistency and sequence in the implementation of rehabilitation measures lead to the development of addictive disorders. Three main groups of symptoms that tend to intensify over time are identified: excessive arousal; periodic episodes of depressive mood; features of dissociative reactions.

Conclusions. Therefore, the content of mental health is not limited only to medical and psychological criteria, but includes those social norms that affect a person's life. Mental health is a state of well-being in which each person can realize their potential, cope with life stresses, work productively and fruitfully, and contribute to the life of their community.

Manchul B.V.

EXPLORATION INTO THE HARMONY OF INTERDISCIPLINARITY: CROSSING BOUNDARIES AND ADVANCING COOPERATION

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Introduction. The ongoing discourse continues to delve into the nuanced equilibrium within interdisciplinary exploration, where the focal points revolve around fostering collaborative frameworks, mitigating disciplinary separations, and optimizing tools to enhance seamless interdisciplinary communication. This intricate tapestry of discussions underscores the multifaceted