



ISU

INTERNATIONAL SCIENTIFIC UNITY



**XXXII INTERNATIONAL  
SCIENTIFIC AND PRACTICAL  
CONFERENCE  
«Global Trends and Direction  
of Scientific Research  
Development»**

**July 31-August 2, 2024  
Hamburg, Germany**

**ISBN 978-617-8427-24-5**



INTERNATIONAL SCIENTIFIC UNITY

**XXXII INTERNATIONAL SCIENTIFIC AND  
PRACTICAL CONFERENCE**  
«Global Trends and Direction of Scientific  
Research Development»

Collection of abstracts

July 31-August 2, 2024  
Hamburg, Germany

UDC 01.1

XXXII International scientific and practical conference «Global Trends and Direction of Scientific Research Development» (July 31-August 2, 2024) Hamburg, Germany. International Scientific Unity, 2024. 285 p.

ISBN 978-617-8427-24-5

The collection of abstracts presents the materials of the participants of the International scientific and practical conference «Global Trends and Direction of Scientific Research Development».

The conference is included in the Academic Research Index ReserchBib International catalog of scientific conferences.

The materials of the collection are presented in the author's edition and printed in the original language. The authors of the published materials bear full responsibility for the authenticity of the given facts, proper names, geographical names, quotations, economic and statistical data, industry terminology, and other information.

The materials of the conference are publicly available under the terms of the CC BY-NC 4.0 International license.

ISBN 978-617-8427-24-5



© Authors of theses, 2024  
© International Scientific Unity, 2024  
Official site: <https://isu-conference.com/>

<b>Vereshchak O.</b> AUDITATIVES LERNEN ALS WICHTIGE LERNKOMPONENTE FÜR DEN SPRACHERWERB IM FREMDSPRACHENUNTERRICHT.....	157
<b>Добровольська Н.</b> КЛАСИФІКАЦІЯ ПРОФЕСІЙНО ВАЖЛИВИХ ЯКОСТЕЙ ТА ІНШОМОВНИХ ПРОФЕСІЙНИХ УМІНЬ В МАЙБУТНІХ ФАХІВЦІВ З ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ.....	160
<b>Комар І.В.</b> СОЦІАЛЬНІ АСПЕКТИ ТЕХНОЛОГІЇ РАННЬОГО ВТРУЧАННЯ.....	162
<b>Vinnikova L.</b> HUMANIZATION OF MEDICAL EDUCATION.....	166
<b>Бондар В.</b> СТРУКТУРА ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ 029 «ІНФОРМАЦІЙНА, БІБЛІОТЕЧНА ТА АРХІВНА СПРАВА» БАКАЛАВРСЬКОГО РІВНЯ.....	170
<b>Звєкова В.К., Єніна Г.С.</b> ОСОБЛИВОСТІ ВИХОВНОЇ РОБОТИ В СИСТЕМІ ІНКЛЮЗИВНОЇ ОСВІТИ НА СУЧАСНОМУ ЕТАПІ.....	173
<b>Звєкова В.К., Чапой Т.С.</b> ОСОБЛИВОСТІ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ В КОНТЕКСТІ ФОРМУВАННЯ СОЦІАЛЬНИХ НАВИЧОК.....	176
<b>Chemerys I.</b> FOREIGN LANGUAGE COMPETENCE IN THE IT SECTOR: FACILITATING PROFESSIONAL MOBILITY.....	177
<b>Мосій І.М.</b> СПОСОБИ МОТИВУВАННЯ СТУДЕНТІВ ДО УЧАСТІ В НАУКОВИХ ПРОЕКТАХ.....	179
<b>Повар В.М., Вітрук О.Є., Сало В.В.</b> ТЕХНІЧНІ НЕОЛОГІЗМИ. ОСОБЛИВОСТІ ВИНИКНЕННЯ ТА СКЛАДНОЩІ ПРИ ПЕРЕКЛАДІ З АНГЛІЙСЬКОЇ МОВИ.....	181
<b>Саміленко О.</b> ДІАГНОСТИКА РІВНЯ СФОРМОВАНOSTІ НАВИЧОК СИСТЕМНОГО МИСЛЕННЯ У МОЛОДШИХ ШКОЛЯРІВ.....	183

виникнення серйозних проблем у майбутньому та покращує якість життя. Раннє виявлення та підтримка дітей з особливими потребами допомагає уникнути подальших соціальних проблем, таких як ізоляція, труднощі в навчанні та проблеми з поведінкою. Батькам важливо бути обізнаними про можливості раннього втручання та не зволікати з отриманням допомоги, якщо є підозри на відхилення в розвитку їхньої дитини.

Інтеграція послуги раннього втручання в систему соціальної роботи підвищує ефективність інших соціальних послуг, забезпечуючи комплексний підхід до підтримки дітей і сімей. Завдяки ранньому втручання, поліпшується якість життя як дітей, так і їхніх батьків, що позитивно впливає на загальне благополуччя суспільства. Послуга раннього втручання є ключовим елементом у системі соціальної роботи в Україні, що сприяє здоровому розвитку дітей та забезпечує підтримку для сімей, створюючи умови для успішної соціалізації та інтеграції в суспільство.

#### **Список використаних джерел**

1. Конвенція ООН про права дитини. Режим доступу: [https://zakon.rada.gov.ua/laws/show/995\\_021#Text](https://zakon.rada.gov.ua/laws/show/995_021#Text)
2. Конвенція ООН про права осіб з інвалідністю. Офіційний переклад Конвенції надісланий листом Мінсоцполітики № 8006/0/2-23/61 від 19.06.2023. Режим доступу: [https://zakon.rada.gov.ua/laws/show/995\\_g71#Text](https://zakon.rada.gov.ua/laws/show/995_g71#Text)
3. Концепція освіти дітей раннього та дошкільного віку. Режим доступу: <https://dnz71.edu.vn.ua/uploads/tiger-1599493145.pdf>
4. Концепція створення та розвитку системи надання послуги раннього втручання в Україні. Режим доступу: <https://zakon.rada.gov.ua/laws/show/517-2021-%D1%80#n8>
5. Литовченко С. Деякі аспекти реалізації послуги раннього втручання для дітей з порушеннями слуху. Особлива дитина: навчання і виховання, № 3, 2020. С.47-52.
6. Стратегія створення безбар'єрного простору в Україні до 2030 року. Режим доступу: <https://dnipr-2023.kyivcity.gov.ua/files/2024/2/7/12.pdf>

## **HUMANIZATION OF MEDICAL EDUCATION**

**Liliia Vinnikova**

Senior Lecturer

Faculty of Romance and Germanic Philology

Department of Linguistics and Translations

Borys Grinchenko Kyiv Metropolitan University, Kyiv, Ukraine

[orcid.org/0000-0001-6384-97121](https://orcid.org/0000-0001-6384-97121)

Humanization in medical education is aimed to the development of empathy, communication and ethical awareness among future medical professionals. It means to integrate humanities into the curriculum in order to foster the understanding of the importance to care about patients not only while treating them, but also it must be

taking into account beyond the technical skills. The aim of humanization is not just to prepare clinically proficient physicians, but also reflective and compassionate ones which ultimately can lead to the development of good doctor- patient relationship as well as to improving healthcare outcomes. As a result, there is a need for medical professionals who are ready to act in difficult moral dilemmas and, on the other hand, they are able to provide qualified, empathic and patient-oriented care.

Nowadays, the role and significance of sources of influence on the consciousness of citizens, capable of producing positive emotions, are increasing. The importance of a kind, thoughtful word aimed at improving a patient's psycho-emotional state is hard to overestimate. Particularly high moral demands are placed on the work of doctors. This is due to the fact that the relationship between a doctor and a patient is unique and not found in any other profession. Educating future doctors to be humanists, instilling in them humanistic views, and thereby acquiring medical skills and the art of healing, is quite challenging. The excessive efforts of educational teams in higher medical institutions to maintain the educational process within the framework of humanism, along with numerous examples of humanity, love for people, and patriotic acts aimed at realizing humanistic beliefs from our rich history, are now almost ineffective. However, the education of future doctors, their training, and the formation of them as public figures and patriots will be significantly simplified by strengthening the state and improving the welfare of the entire community, primarily the bearers of the humane profession – doctors.

In Ukraine, institutions of higher medical education are transitioning to the global methodology and approach for training doctors. As a result of the close integration of international relations, along with the latest methodology, the corresponding "doctor-patient" relationship system has quietly made its way to us. This is the ideology of the new system. It is inseparable from the new methodology, as it is generated by it as a superstructure over the foundation of entrenched market relations in society. With this form of economic relations, rationalism and practical orientation, which materializes, prevail in the "doctor-patient" relationships. The activity of doctors is increasingly subordinated to the scientific component, which is defined and guaranteed by instructions and clinical protocols for every step. Such protocols for examining and treating each patient diminish in the doctor's mind the need and ability to think creatively and to apply an individual approach to the patient. Moral principles, considered the organic foundation of the art of healing and nourished by the natural and acquired qualities of the doctor's personality, are present only as secondary elements.

Art is one of the forms of social consciousness. It is based on practical skills, the mastery of their application, and deep knowledge. Without a deep penetration into the matter, without a solid scientific foundation, and without a conscious desire for self-improvement, the artistic foundation in medicine does not exist. In the art of healing, people have always found peace, mental balance, the expression of their desires, and a call to mobilize mental and physical efforts for the sake of recovery.

Today, there is a real threat of losing a significant part of the healing process - the art of healing. We deliberately separate this from the scientific component, which includes modern views on the causes, pathogenesis, diagnosis, and prescription of

medications. In the understanding of the concept of "the art of healing," we include the moral and ethical norms of the doctor's work with the patient, utilizing all known means of this influence for the patient's quick recovery.

The foundation of such work is humanism. When embedded in the "doctor-patient" relationship, humanism as the basis of a doctor's activity implies humane and benevolent views and actions. We consider humanism to be the shortest path to medical mastery and the art of healing. The uncoordinated actions in society, which determine its paths of development—disregard for the rights and freedoms of citizens, blatant violations of laws, corruption, and so on—have a noticeably negative impact on the consciousness of doctors.

By nature, a person is a humanitarian. It is important that the desire to do good, to empathize, and the readiness to help others always prompt action, becoming an integral component of the psycho-emotional activity in treating patients. Such traits are fostered through the influence of societal morality [2].

The cultivation of bearers of humanism — a worldview imbued with love for people, respect for human dignity, and concern for well-being — is currently hindered in society by the substitution of moral and ethical norms of communication with materialized ones. Students of higher medical education and doctors are active members of the community, living by its interests, analyzing events, and giving them proper evaluation. Information placed in the mass media is quickly replaced by what is experienced firsthand and by their relatives and close ones.

Therefore, the education of future doctors as humanists, instilling humanistic views in their consciousness, and through them, acquiring medical mastery and the art of healing, is extremely important in modern conditions [1,5].

Higher medical education strives to achieve three interrelated and mutually determined aims: to give knowledge, skills and abilities in the most important fields of medicine at modern scientific level; to teach student how to enlarge their knowledge and to improve their professional development in the chosen area of medicine constantly; to create conditions for the development of an initiative and creative personality that is a creative personality of a doctor.

Medical education can't be restricted by a set of medical knowledge only, their role is prioritized, though. Humanitarian training of a doctor is vitally important as well. It was relevant dating back in the 19<sup>th</sup> century. Well-known brilliant teacher M.I. Pirohov (1810 -1881) has justified the necessity of humanization of education by connecting humanitarian beginnings with the natural ones. He also claimed, that humanities concern the most important sides of human's life.

V.Tsipko claims that social humanities are considered to be generalized ideas of all mankind and are based on theoretical achievements in all the scientific fields of the countries all over the world. The priority values of mankind are the basis of modern social humanities, but optimization of ways to achieve social justice, provision of public wellbeing, the formation of intellectual and creative personality in cultural environment are the goals of students' knowledge of these sciences [4].

The society has always had a need to get kindness, mercy, humanism and care from doctors since long ago. The doctor is supposed to be not only a skilled specialist,

but a wise person responsible for their patients. It is known that doctor's authority is based not only on professional competence, but also general level of culture and erudition of the doctor's personality.

Rapid development of medicine and its technical equipment, high level of new knowledge make us pay attention to the questions of humanism and morality and require, first of all, to find the most effective approaches for the development of creative skills and clinical thinking of medical students.

Thanks to the humanization of higher medical education, the ultimate goal of student training is to shape a morally and spiritually developed person - a future specialist, regardless of their national and cultural background, who is ready and able to harmoniously combine education, professionalism, spirituality, and moral upbringing [3].

Conclusion. That is the reason why the aim of humanistic disciplines is the formation of humanitarian-oriented consciousness of students as well as the development of their personality and inner world through understanding ethno-cultural, national and universal human values.

### References

1. Hilenko I.O., Demianiuk D.H., Liakhovskyi V.I. ta in. (2007). Mistse vykhovannia ta navchannia u formuvannia suspilnoi svidomosti studentiv. [The place of education and upbringing in the formation of students' social consciousness.] *Svit medytsyny ta biolohii*. - The world of medicine and biology. 1, 94-97. [in Ukraine].
2. Liakhovska T., Niemchenko I., Lysenko R., Liakhovskyi V., Horodova-Andrieieva T., Sydorenko A. (2021). Dotrymannia pryntsyviv humanizmu v pidhotovtsi maibutnikh likariv. [Adherence to the principles of humanism in the training of future doctors]. *Poltavskyi derzhavnyi medychnyi universytet*. – Poltava state medical university. *Naukovi rakursy*. – Scientific perspectives. 3. [in Ukraine].
3. Pylypyshyn O.I., Bondarenko S.V. (2016). Rol humanitarnykh dystsyplin u formuvanni profesiinoi kultury studentiv medychnykh VNZ. [The role of humanities in shaping the professional culture of students in medical higher education institutions]. *Visnyk Cherkaskoho universytetu*. – The Bulletin of Chekkasy University. 3. [in Ukraine].
4. Tsipko V. (2006). Rol sotsialno-humanitarnykh nauk u formuvanni osobystosti studenta vyshchoho navchalnoho zakladu. [The role of social and humanities sciences in shaping the personality of a student in a higher education institution.] / V. Tsipko // *Psykhologo-pedahohichni problemy silskoi shkoly: zb.nauk.pr.* / - Psychological and Pedagogical Problems of Rural Schools: Collection of Scientific Papers. Uman.derzh.ped.un-t im. P. Tychyny; [holov.red. – Pobirchenko N.S.]. Uman State Pedagogical University named after P. Tychyna [editor-in-chief - – Pobirchenko N.S] – Uman: UDPU im Pavla Tychyny. –UDPU named after Pavlo Tychyna. 15. 34-42.
5. Sheiko V.D., Demianiuk D.H., Liakhovskyi V.I. ta in. (2009). Vychovannia aktyvnoi hromadskoi pozytsii u studentiv medychnoho VUZu. [Fostering an Active Civic Stance in Students of Medical Higher Education Institutions]. *Visnyk problem biolohii ta medytsyny*. - Bulletin of Biological and Medical Problems. 2. 15-18.