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# CONTENT

## SECTION 1.

### ECONOMIC THEORY, MACRO- AND REGIONAL ECONOMY

ВПЛИВ ІННОВАЦІЙНИХ МОДЕЛЕЙ НА РОЗВИТОК ПІДПРИЄМСТВ СФЕРИ ІНДУСТРІЇ ГОСТИННОСТІ

Кулик О.М., Запісоцький А.І., Максимов О.Л. .... 9

## SECTION 2.

### ENTREPRENEURSHIP, TRADE AND SERVICE SECTOR

ЗРОСТАННЯ ГНУЧКОСТІ ПІДПРИЄМСТВ ЯК ФАКТОР ФОРМУВАННЯ ЇХ ЛОГІСТИЧНОГО ПОТЕНЦІАЛУ

Ємельянов О.Ю., Козик А.В. .... 12

МЕТРОЛОГІЧНІ ЗАСОБИ ТА СПОСОБИ ОЦІНКИ ЯКОСТІ ХАРЧОВОЇ ПРОДУКЦІЇ

Душкін Д.Ю. .... 15

## SECTION 3.

### FINANCE AND BANKING; TAXATION, ACCOUNTING AND AUDITING

АКТУАЛЬНІ ПРОБЛЕМИ УПРАВЛІННЯ ПУБЛІЧНИМИ ФІНАНСАМИ

Середа Є.Г. .... 17

СУЧАСНЕ БАЧЕННЯ ВПРОВАДЖЕННЯ ІННОВАЦІЙ У НАУКОВІ ДОСЛІДЖЕННЯ

Ціпур А.В. .... 19

## SECTION 4.

### MARKETING AND LOGISTICS ACTIVITIES

НАПРЯМИ УДОСКОНАЛЕННЯ СТРАТЕГІЇ ІННОВАЦІЙНОГО РОЗВИТКУ СУЧАСНОГО ПІДПРИЄМСТВА

Єжова Д.А., Горшков Р.Р. .... 21

## SECTION 5.

### MANAGEMENT, PUBLIC MANAGEMENT AND ADMINISTRATION

ВИЗНАЧЕННЯ ПРИНЦИПІВ УПРАВЛІННЯ РИЗИКАМИ ПІДПРИЄМСТВ ЕНЕРГЕТИКИ

Кацюба І.Р. .... 24

ОСОБЛИВОСТІ ФОРМУВАННЯ СИСТЕМИ УПРАВЛІННЯ ПРОЦЕСАМИ ДЕТІНІЗАЦІЇ ЕКОНОМІКИ УКРАЇНИ Борщук Т.Є. ....	26
--	----

## **SECTION 6.**

### **LAW AND INTERNATIONAL LAW**

ПРАВОВЕ РЕГУЛЮВАННЯ ТРУДОВИХ ВІДНОСИН: ТЕНДЕНЦІЇ, ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ Сухицька Н.В., Обухівський Р.О. ....	30
--	----

РОЛЬ АНТИКОРУПЦІЙНОГО ЗАКОНОДАВСТВА У ПРАВОВОМУ РЕГУЛЮВАННІ СУСПІЛЬНИХ ВІДНОСИН РОМАНО-ГЕРМАНСЬКОЇ ПРАВОВОЇ СИСТЕМИ Тюканкін О.О. ....	33
---	----

## **SECTION 7.**

### **INSTITUTE OF LAW ENFORCEMENT, JUDICIAL SYSTEM AND NOTARY**

ВИЗНАЧЕННЯ СПРИЯННЯ ГРОМАДЯН ОПЕРАТИВНИМ ПІДРОЗДІЛАМ НАЦІОНАЛЬНОЇ ПОЛІЦІЇ УКРАЇНИ ПІД ЧАС ПРОТИДІЇ КРИМІНАЛЬНИМ ПРАВОПОРУШЕННЯМ Сачко Я.М., Корнієнко С.О. ....	35
--	----

ІННОВАЦІЙНІ АНАЛІТИЧНІ ПІДХОДИ ДО ВИЯВЛЕННЯ КАНАБІНОЇДІВ В ПОРОШКАХ, РОСЛИНАХ ТА ЛІКАРСЬКИХ ЗАСОБАХ З МЕТОЮ ВСТАНОВЛЕННЯ ЇХ СТАТУСУ ЯК НАРКОТИЧНИХ РЕЧОВИН, ПСИХОТРОПНИХ ЗАСОБІВ, ЇХ АНАЛОГІВ ТА ПРЕКУРСОРІВ Мавринська Н.М. ....	38
---	----

ПРОТИДІЯ ЕКОНОМІЧНІЙ ЗЛОЧИННОСТІ В УКРАЇНІ У СЕРЕДИНІ 1960–Х. РР. Греченко В.А., Субота С.І. ....	42
---	----

## **SECTION 8.**

### **BIOLOGY AND BIOTECHNOLOGY**

ІСТОРІЯ ДОСЛІДЖЕННЯ ФІТОНЕМАТОД ТА ДИТИЛЕНХОЗУ Бомок С.К. ....	44
---	----

ХАРАКТЕРИСТИКА МЕТАБОЛІТІВ, СИНТЕЗОВАНИХ ЕНДОФІТНИМИ БАКТЕРІЯМИ РОДУ <i>VACILLUS</i> Коваленко Д.С. ....	48
--	----

## **SECTION 9.**

### **AUTOMATION AND APPLIANCES MAKING**

АНАЛІЗ ВПРОВАДЖЕННЯ ІННОВАЦІЙ В НАУКОВІ ДОСЛІДЖЕННЯ  
Гнатенко О.О., Біньковська А.Б. .... 53

ОСОБЛИВОСТІ ВВЕДЕННЯ ІННОВАЦІЙ В НАУКОВИХ ДОСЛІДЖЕННЯХ  
Забелін Б.С., Кудирко О.М. .... 58

## **SECTION 10.**

### **ECOLOGY AND ENVIRONMENTAL PROTECTION TECHNOLOGIES**

ДЕРЖАВНИЙ КОНТРОЛЬ ТА НАГЛЯД У ГАЛУЗІ ВИКОРИСТАННЯ ВОДНИХ  
РЕСУРСІВ  
Кутняков В.В. .... 62

## **SECTION 11.**

### **INFORMATION TECHNOLOGIES AND SYSTEMS**

ANALYSIS OF MOTIVATIONAL FACTORS INFLUENCING THE INVOLVEMENT  
OF SCHOOLCHILDREN IN THE STUDY OF INFORMATICS  
Betsa A.S., Vapnichnyi S.D. .... 65

АКТУАЛЬНІ АСПЕКТИ FRONT-END РОЗРОБКИ  
Цимбалюк О.П., Яремко С.А. .... 68

## **SECTION 12.**

### **PHILOLOGY AND JOURNALISM**

CONTEXTUAL MEANING IN MATERIALS FOR TRANSLATION: KEY ASPECT  
FOR STUDYING LANGUAGE AND COMMUNICATION  
Kulakevych A.M. .... 72

ENGLISH LOANWORDS IN MICROBLOGS OF YOUNG UKRAINIAN DESIGNERS  
Samborska A., Lebedieva S. .... 74

REPRESENTATION OF THE CHRISTIAN VALUES ON THE MATERIAL OF THE  
FAIRY TALE “THE SELFISH GIANT” BY OSCAR WILDE  
Fisun D. .... 76

АДАПТАЦІЯ ЮРИСТІВ ДО ВИКОРИСТАННЯ АНГЛІЙСЬКОЇ МОВИ: СТРАТЕГІЇ  
Й МЕТОДИ  
Шевчук Е.М. .... 78

ЗАСОБИ ВТОРИНОГО НАЙМЕНУВАННЯ СУЧАСНОГО ІНФОРМАЦІЙНОГО ПРОСТОРУ Федишин К.В., Патен І.М. ....	81
РЕПРЕЗЕНТАЦІЯ КОНЦЕПТУ БОРОТЬБА В АЛЬБОМІ «TRENCH» ГУРТУ «TWENTY ONE PILOTS» Бобро М.П., Головінова Л.О. ....	84

### **SECTION 13. PHILOSOPHY AND POLITICAL SCIENCE**

ТЕРМІНИ «РУСЬКИЙ», «РУССКИЙ» ТА «РОССИЙСКИЙ» У КОНТЕКСТІ СТРАТЕГІЇ «РОЗУМНОЇ СИЛИ» Воропаєва Т.С. ....	89
---	----

### **SECTION 14. PEDAGOGY AND EDUCATION**

FEATURES OF THE ORGANIZATION AND TEACHING OF ELECTIVE PEDIATRIC COURSES Scientific research group: Usenko D., Lotysh N., Pavlova V., Fedin M. ....	95
IMPROVING THE STUDY AND PRESENTATION OF TRANSFORMING INTERNATIONAL ECONOMIC RELATIONS IN THE CONTEXT OF SOCIAL SCIENCE'S DEVELOPMENT Shedyakov V.E. ....	99
SIMULATION MODELING AS THE BASIS FOR EFFECTIVE EDUCATION OF TECHNICAL DISCIPLINES Abdullaeva A.O. ....	105
THE EXPRESSION OF EPITHETS IN THE TRANSLATION OF JACK LONDON'S WORKS Yuldasheva Makhliyo Faxriddin qizi ....	108
YOSHLARDA MUTOLAA MADANIYATINI SHAKILLANTIRISH MUAMMOLARI Abdulazizov Abdulvohid Habibullayevich ....	110
КЛІПОВЕ МИСЛЕННЯ ЯК ОБ'ЄКТ НАУКОВИХ ДОСЛІДЖЕНЬ Блажко В.О. ....	112
ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ ВЧИТЕЛІВ ДО ВПРОВАДЖЕННЯ ГЕОІНФОРМАЦІЙНИХ СИСТЕМ В ПОЧАТКОВІЙ ШКОЛІ Карпенко О.В. ....	115
ФОРМУВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ МОЛОДШИХ ШКОЛЯРІВ Матявіна Н.М. ....	119

## **SECTION 15. PSYCHOLOGY AND PSYCHIATRY**

КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ ЯК СКЛАДОВА ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Науково-дослідна група:

Прокопова Д.О., Молякевич В.О., Жилюк В.О., Шутяк І.А. .... 122

## **SECTION 16. MEDICAL SCIENCES AND PUBLIC HEALTH**

CONDITIONS OF THE ORGANIZATION OF THE EDUCATIONAL PROCESS AND THE STATE OF ADAPTATION CAPACITIES OF THE STUDENTS OF MEDICAL INSTITUTIONS OF HIGHER EDUCATION

Serheta I.V. .... 127

ДОСЛІДЖЕННЯ БАТЬКІВСЬКОГО ЗНАННЯ ПРО ЗДОРОВ'Я ПОРОЖНИНИ РОТА ТА РЕЗУЛЬТАТИ ЗДОРОВ'Я ПОРОЖНИНИ РОТА У ДІТЕЙ

Буга В.В., Єрьоміна О.І. .... 129

ОСОБЛИВОСТІ ОЗДОРОВЧО-РЕАБІЛІТАЦІЙНОГО ПЛАВАННЯ

Кравченко А.М. .... 131

РОЛЬ ТА МЕХАНІЗМ ДІЇ КЛІТИННИХ ФАКТОРІВ РЕСТРИКЦІЇ ВІЛ-ІНФЕКЦІЇ

Мудра Є.М. .... 134

УРАЖЕННЯ СЕРЦЯ ТА РОЗВИТОК СЕРЦЕВО-СУДИННИХ ЗАХВОРЮВАНЬ В УМОВАХ ВІЙНИ

Рева Т.В., Мандрик О.Є., Пшенична М.І. .... 138

## **SECTION 17. PHARMACY AND PHARMACOTHERAPY**

АНАЛІЗ ПРОТИРУБЦЕВИХ ПРЕПАРАТІВ НА ФАРМАЦЕВТИЧНОМУ РИНКУ УКРАЇНИ

Науково-дослідна група:

Кирпичова Л.А., Олійник С.В., Вишневська Л.І., Зуйкіна С.С., Зуйкіна Є.В. .... 141

КОМБІНОВАНІ ПРЕПАРАТИ НА РИНКУ УКРАЇНИ

Теплюк Н.В. .... 146

СПОСОБИ ОТРИМАННЯ ГУСТИХ, СУХИХ ТА ЕКСТРАКТИВ-КОНЦЕНТРАТИВ

Шикітка І. .... 149



## **SECTION 18.**

### **PHYSICAL CULTURE, SPORTS AND PHYSICAL THERAPY**

STICK MOBILITY: ЕФЕКТИВНА ТЕХНОЛОГІЯ ФІЗКУЛЬТУРНО-СПОРТИВНОЇ РЕАБІЛІТАЦІЇ ОСІБ З ОЗНАКАМИ ТРАВМАТИЧНОГО ВПЛИВУ ПОДІЙ ВІЙНИ

Юденко О.В., Мордвінов С.Л., Панов В.С. ....151

## **SECTION 19.**

### **HISTORY, ARCHEOLOGY AND CULTUROLOGY**

THE LARGEST EUROPEAN FORTRESS

Novikova-Vygran O.S., Griffen L.A. ....158

## SECTION 14.

### PEDAGOGY AND EDUCATION

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## FEATURES OF THE ORGANIZATION AND TEACHING OF ELECTIVE PEDIATRIC COURSES

**Introduction.** The role of pediatric elective educational disciplines (EED) in the training of future doctors is an important and integral component of the medical education process. EED plays a key role in the formation, skills, competencies and professional qualities of medical students, and specialization in the pediatric profile directly helps future doctors master and assimilate the basic principles and practical aspects of treating children. First of all, it is necessary to pay attention to the key aspects regarding the role of pediatric EED in the professional training of medical specialists [1, 2].

First, pediatric EED is aimed at the assimilation of specific knowledge about the child's body, its physiological features, and features of pathology in childhood. Graduates who choose these disciplines are given the opportunity to further study issues related to child health and develop specialized skills and competencies for effective pediatric practice.

Secondly, pediatric EED contributes to the development of empathy, communication, and professional ethics in future doctors. Working with children and their parents requires an understanding of feelings expressed through empathy and the ability to listen to and understand their needs and experiences. It is these listed aspects that acquire special importance in pediatric training, when emotional support and daily communication with patients are one of the key elements of successful treatment.

Third, pediatric GNIs allow applicants to develop clinical thinking and decision-making skills. Working with patients requires an analytical approach to diagnosis and treatment, taking into account the specifics of age characteristics and risks. EED provides an opportunity for applicants to learn how to effectively analyze clinical and paraclinical data and develop personalized plans for examination (laboratory and instrumental) and treatment of the children's contingent according to modern clinical guidelines.

The main tasks and goals of teaching pediatric EED at the Department of Pediatrics of Odesa National Medical University are of crucial importance for the training of future doctors. One of the main tasks, first of all, is to provide applicants with the necessary knowledge, skills, and competencies for successful practical activities. This includes understanding the basic principles of childhood medicine, studying methods of diagnosis and treatment of diseases in children, mastering skills and competencies, maintaining medical documentation, and communicating with patients and their parents [7].

The teaching of pediatric EED is aimed at the development of clinical thinking and analytical skills in students who learn to analyze clinical symptoms and leading syndromes in certain pathological conditions, perform differential diagnosis, make informed clinical decisions, and develop individualized examination and treatment plans and preventive measures for pediatric patients [3, 6].

The teaching of pediatric EED contributes to the formation of the professional identity and responsibility of future doctors toward their patients. They learn to work in a team, cooperate with other medical professionals, interact effectively with patients and their families, and show a high level of empathy and professional ethics [6].

The pediatric-oriented EED organization has certain features that are determined by the specifics of this medical field and the selection of a wide range of subjects that meet the needs of future doctors of various profiles. These may include courses in pediatric oncology, neonatology, allergology and immunology, pediatric cardiology, neurology, and other specialized areas that allow applicants to focus on specific aspects of pediatric medicine. In solving this issue, a significant role is played by the professionalism and pedagogical skill of the teacher, the components of which are professional competence, pedagogical technique, tact, creativity, abilities, personal qualities of the teacher, and humanistic orientation and speech culture [1, 4].

An important link of the organization is the development of a comprehensive educational program, which includes lecture courses, seminars, practical classes, reproduction of clinical (including virtual) scenarios, cases, classes in a simulation center, and other forms of training that allow applicants to receive a balanced training that combines theoretical knowledge with practical skills and competencies and clinical experience. Also, the organization of the EED of the pediatric profile provides for the active participation of applicants in the educational process: conducting independent research, participation in scientific conferences and seminars, as well as participation in clinical discussions and meetings with professional medical staff [8].

Teaching methods and the organization of practical classes in pediatrics play an important role in shaping the competencies of future doctors. One of the main methods of teaching pediatrics is lectures, which allow students of higher medical education to acquire systematic theoretical knowledge of pediatrics, learn the basic principles of diagnosis and treatment of the most common childhood diseases, and familiarize themselves with modern trends in pediatric practice. In addition, practical classes play an important role in the formation of the skills and competencies of future doctors. During practical classes, applicants get the opportunity to learn how to conduct a physical examination of children, identify symptoms of the most common diseases in pediatrics and leading pathological syndromes, interpret laboratory and instrumental data, maintain medical documentation, and develop plans for treatment, prevention, and rehabilitation measures. In the future, special attention should be paid to the organization of clinical internships at extramural training bases for future doctors, which allow them to carry out practical work under the guidance of experienced doctors, gain experience working with real patients, and improve their clinical skills and competencies [5, 8].

The modern educational process in pediatrics also actively uses interactive methods, such as group discussions, case studies, and standardized or virtual patients, which directly help students apply theoretical knowledge in practice, develop clinical thinking, and make informed clinical decisions.

The planning, development, and implementation of elective pediatric programs is an important component of training future doctors in the field of pediatrics. Effective planning of elective pediatric programs involves an analysis of the needs of medical students and the requirements of modern medical practice. It is important to take into account the current trends of continuous development ("Clinical Guidelines," "Industry standards for the provision of medical care to children," "Protocol of Medical Care," etc.) and significant changes in the field of pediatrics, in particular, new methods of diagnosis and treatment, changes in the population of children, their needs, and diseases. On the basis of such an analysis, priority directions for the development and implementation of programs in practical classes in pediatrics are determined [3].

The timely development of selective pediatric programs involves the creation of various educational modules and components that meet these needs, namely special courses in certain areas of pediatrics, clinical internships in departments of a children's hospital or polyclinic, practical classes on the basics of pediatric care, vaccination of the pediatric population, provision of medical assistance in emergency situations, etc. It is important that programs are well structured, reflect both theoretical and practical components, and provide future doctors with the opportunity to gain the necessary experience in various aspects of pediatric practice.

The successful implementation of selective pediatric programs requires the involvement of experienced pediatricians and teachers of medical institutions in the process of their creation and teaching. Staff can help develop a program that meets the current demands of pediatric practice and provides quality teaching to applicants.

Assessment of the needs of students in the EED is the next important stage in the planning of the educational process and the development of components at the Department of Pediatrics. In order to effectively assess the needs of EED applicants, it is necessary to analyze their interests, motivations, and career goals. The self-determination of applicants is important to consider when choosing topics and areas of research that will be interesting and useful for their future professional activities. It is important to analyze the needs of the labor market and current trends in medical practice. The development of medical science and technology is changing rapidly, so it is necessary to ensure that applicants have access to relevant information and skills and competencies that will be required in future medical practice. The most important thing is to take into account the individual characteristics of applicants, their needs, and their capabilities. Any acquirer may have different goals and interests; therefore, it is important to ensure the diversity of GNI so that each acquirer has the opportunity to find something that meets his needs [8].

Teaching pediatric-oriented EED plays an important role in the formation of future doctors and the improvement of their medical practice.

One of the challenges in teaching pediatric EED is the need to update curricula and methods. The rapid pace of development in medical science requires constant updating of knowledge, skills, and competencies. Educators need to monitor current trends in pediatrics and incorporate them into the educational process to provide students with up-to-date information. Another challenge is the development of practical skills and competencies among applicants. Pediatric medicine requires from doctors not only theoretical knowledge but also the ability to effectively interact with children and their parents to carry out diagnostics and treatment. It is important to provide applicants with a sufficient number of practical classes on theoretical material and the ability to apply them in a simulation class, directly at the patient's bedside in the departments of a children's hospital, or at a reception in a polyclinic [7].

Despite the challenges, teaching pediatric EED has many prospects. Firstly, it is an opportunity for in-depth study of specific sections of pediatrics and the development of individual interests in applicants. EED enables learners to acquire specialized knowledge, skills, and competencies that match their professional goals. Secondly, the teaching of pediatric EED contributes to the development of scientific research activities among students who have the opportunity to conduct scientific research in the pediatric field, publish their results, and participate in scientific conferences.

**Conclusions.** Currently, pediatric-oriented EED in a medical institution (namely, in the 5th and 6th years of medical faculty students) plays an important role in the training of students, providing them with the opportunity to acquire specialized knowledge, develop the necessary skills and competencies, and develop a sense of empathy, as well as develop clinical thinking and responsibility toward their future patients. Understanding and mastering the listed aspects are key to the formation of highly qualified future doctors at the current stage.

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