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**Надбання сучасної епідеміології  
та біостатистики як запорука покращання  
громадського здоров'я в Україні**

Матеріали науково-практичної конференції  
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# TENDENCIES OF THE UNIVERSAL EDUCATIONAL PROCESSES

*Martynenko N., KhNMU, Kharkiv*

Education is a specific part of human activity. A big variety of educational centers are formed all over the world, but not always they prepare the youngsters to the real life full of integrity and constructiveness.

The education had three main directions in its development. It started in the Orient and nowadays reached the peak in the Occident. Exactly, we mean the last 2–3 millennia. For many centuries, in Asia, the system of intensive training of selected individuals had being existed. Just Asia gave the birth for prominent figures, adored even nowadays, such as Lao Tsu, Confucius, Buddha, Sri Krishna, and Jesus Christ.

Later, in Europe, the priority of the excellent education was given to the representatives of nobility, who received the best cultural training, while the masses got just necessary basic knowledge. As a result, from time to time great cultural epochs appeared Renaissance, Victorian epoch with its poets, musicians of Germany, artists of Italy, Holland, and Spain. The young states like the USA, Australia, and Canada introduced general education, which later was spread in the civilized world. The general level of culture extremely decreased, at the same time, the range of mass information and competence increased. In this situation there are two necessary things which have to be done. Firstly, a particular attention deserved children under 16. Secondly, positive changes in educational sphere we should start even in conditions of limited existed systems. Some desirable aspects, new purposes and techniques that prepare children to the full life and encourage them to be creative and constructive members in human community have to be provided in different school levels. The final aim of all these efforts is the world citizenship.

Education is a mental training through which the youth cognizes the world and adapts to the existing conditions. A child receives information that helps him/her later to be a citizen and a wise parent. Nurture has to take into account hereditary inclinations, racial and national features, and add to them knowledge. Psychological orientation of educational process is widening for the active use of important abilities, general for the whole mankind in spite of the race or nationality. Teachers should encourage the formation of mental control over the emotional sphere in their pupils. They will help to develop in young generation wisdom of relations with others and responsibility. The significant ability of youngsters is the use of their mind in two ways commonsense and abstract thinking. Human being gets knowledge from the cognitive use of five senses and accumulation of comprehension of ideas. Both of them are stimulated by intellectual curiosity and research. There is a necessity in giving of three kinds of education. First of all, it is a process of collection of facts, from the past and present and teaching to select those ones that can be useful in any situation. Secondly, it is a practical use of received knowledge resulted healthy life and conscious behaviour. Children should be taught to think by categories of world rela-

tions and co-existence of their own nation with other nations. It has to include the upbringing of feeling of citizenship, parenthood, and formation of world thinking. Such kind of training will help to get civilized, culturally advanced men and women with deep comprehension of the sense and universal spiritual values.

New education will take into account hereditary traits of a child, his/her social status, national peculiarities, surrounding, and individual mental and emotional state. It also has to prompt and point the youth the best sphere of its realization.

There are three targets for future teachers: the observation and development in young generation of instinctive reactions, its intellectual abilities and intuitive potency. These three factors *Instinct*, *Intellect*, and *Intuition* are the basic principles for three kinds of educational institutions (primary and secondary school and university).

So, in wide understanding future education is the science of right human relations and social organization.

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## **ORGANIZATION OF MEDICAL CARE IN ANCIENT EGYPT**

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Medicine of Ancient Egypt is rich of interesting observations and practices. Scholars use a big variety of sources related to different periods of Egyptian history. The earliest ones were presented by the collections of recipes, short descriptions of ailments, and the most interesting absence of mystic methods of treatment, which appeared later in the medical practice of Egyptian physicians. Papyri of medical content give us the information about organization of public health in the Oldest Kingdom (the Kahun Papyrus devoted to the gynecological diseases), the Middle and New Kingdoms (the Smith and the Eber's papyri devoted to surgical and internal diseases and medical treatment relatively). Temples were the places, where medical schools and hospitals usually started to function. Egyptian doctors had wide range of anatomical knowledge, because the process of embalmment needed it. In the Smith's Papyrus one can find that the ancient Egyptians considered the brain as a central organ of human body. They observed changes in the brain affected the whole organism. Among the causes of diseases were mentioned a revenge, a slander, and daemon's inspiration. There were definite state sanitary measures directed on the support of military efficiency of Egyptian army. Field medicine was highly developed. More than that, it was necessary to care of the slaves-builders of the huge edifices (pyramids,