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## **INTEGRATED APPROACH AT THE RELATED DISCIPLINES AT THE KHARKIV NATIONAL MEDICAL UNIVERSITY**

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Changing approaches of diagnosis and treatment of diseases necessitates a correction of the curriculum of higher medical education. If several years ago the programs included an extensive list of knowledge, skills that a future specialist should demonstrate, then in state educational institutions the concept of competence is postulated - a generalized category that implies a complex and comprehensive readiness of future doctors for the chosen profession. Moreover, any competence cannot be formed by means of one discipline, it requires interdisciplinarity in its development, which sharply raises the question of continuity in the teaching of any branch of medicine [1].

Studying at the medical universities in our country traditionally begins with the mastering of fundamental disciplines. It may help future doctors to understand that life processes of the organism are maintained at several levels of structural organization. These include the chemical, cellular, tissue, organ, organ system, and the organism level. Higher levels of organization are built from lower levels. Therefore, molecules combine to form cells, cells combine to form tissues, tissues combine to form organs, organs combine to form organ systems, and organ systems combine to form organisms. It is very important not to lose the links of one chain.

Morphological knowledge is the theoretical core of any medical specialty, without which high-quality diagnosis is impossible, and the treatment of the disease without knowledge of the structure becomes meaningless. That is why the relevance of the interaction of specialists of various profiles in the development of student competence is not in doubt [2]. Morphological disciplines lay the foundations of a structural and functional approach in the analysis of the vital functions of a healthy organism. Monitoring and management of continuity between related disciplines and their curriculum is a crucial contribution to successful medical education.

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Unfortunately, the experience of teaching at the Department of Histology, Cytology and Embryology of the Kharkiv National Medical University has shown that the required level of knowledge is low, due to a massive material that student should read and understand by each class and the inability to generalize and systematize it. The latter circumstance is extremely important for the subsequent integration of acquired knowledge, skills of senior students in the studying of related disciplines (in particular, anatomy, pathological anatomy and physiology).

Human anatomy is the scientific study of the body's structures. The history of anatomy has moved from examination of animals and cadavers through invasive dissection to the technologically complex techniques developed in the 20th century, such as computer-assisted imaging techniques that allows clinicians to look inside the living body. Histology studies the tissues and the cells, from which tissue is composed, the structure of organs and systems of organs of the body. Human physiology is the scientific study of the chemistry and physics of the structures of the body. Physiology explains how the structures of the body work together to maintain life. It is difficult to study morphology (anatomy and histology) without knowledge of function (physiology). The three disciplines are typically studied together because form and function are closely related in all living things. Given the above, it can be concluded that it is advisable to group disciplines of the curriculum based on the proximity of competencies focused on specific learning outcomes.

We have analyzed and developed the experience of the departments of histology, anatomy and physiology in the practical implementation of the principle of continuity in continuous morphological education.

Thus, interdisciplinary communications approach in the learning process is a prerequisite for the formation of the clinical thinking of future medical practitioners. Development of curricula of related disciplines should be based on competency-based approach which may help to systematize and the obtained knowledge. We also consider it is necessary to develop and give appropriate proposals on introducing morphology into the category of the mandatory section of postgraduate education for doctors.

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