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DYNAMICS OF NAMIES OF STATUS AND ADAPTATION PROCESSES OF STUDENTS OF THE 1ST-3RD YEAR OF KNMU

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Introduction.

The most important task of modern preventive medicine is to study the formation of health of the modern generation of students in the intensification of the educational process, the introduction of computer technology, accelerating the rhythm of life, the expansion of non-standard behaviors and other changes in the social and environmental environment, especially medical students universities. In connection with the above, the aim of our work was to study the peculiarities of changes in the functional state of the cardiovascular system (CCS) and the nature of adaptation processes during university studies.

Materials and methods of research.

The work was performed on the basis of Kharkiv National Medical University. The participants were students of 1-3 courses. The variability of systolic and diastolic blood pressure (CAT and DAT, respectively), heart rate (HR), and the Ruffier index were studied as markers of cardiac performance in physical work.

Results of the study and their discussion.

Generalized results of statistical processing of the study materials are shown in table 1.

Indicators	Course		
	I	II	III
SBP, mm Hg Art.	Rufier Index	106.1 ± 0.9 *	112,2 ± 1,7 *
DBP, mm Hg. Art.	76.1 ± 0.4	71.3 ± 0.8 *	75.1 ± 1.3 *
HR, bpm	80.8 ± 0.9	73,3 ± 1,8 *	77,4 ± 1,7 *
Rufier Index	6.9 ± 0.5	7.6 ± 0.3 *	7.1 ± 0.4 *

Note: - $p < 0.05$ between the rates of students in I and the following courses. In the analysis of CCS indicators in the dynamics revealed a decrease in heart rate in students from I to II year and an increase in heart rate in students of III relative to heart rate in students of II year. Similarly, the proportion of students with high heart rate (from 80 to 100 beats / min) changed: in the first year the proportion of such students was 15.6%, in the II course - 11.2%, in the III course - 13.1. Changing the CAT, DAT during the college studies is similar. The Ruffier Index increased in the 2nd year students and decreased in the 3rd year students relative to the 2nd year.

The shifts we observe should be seen as an indicator of impaired adaptation processes in the third year of higher education and an increase in the risk of health disruption in subsequent periods of life, which is associated with high levels of stressors such as the KROK-1 licensing exam.

Conclusions.

Positive dynamics of the functional state of students in the first two courses of study changes to the strengthening of tension. In the third course students have a decrease in parasympathetic tone and a relative increase in the activity of the sympathetic department of the ANS.

Literature

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