tant to stress rats increased insignificantly to 51.3% or 15.2±0.2 cells (in control 50.9% or 13.6±0.1 cells). Cells with destruction in the PALS of the spleen of control group (both predisposed and resistant to emotional stress) animals were found in isolated cases. Along with this, with the injection of DSIP, the content of macrophages and cells with destruction decreased in the experimental groups.

Conclusions. Thus, it has been shown that the preliminary injection of DSIP increased the lymphocyte content, which inhibits the effect of emotional stress.

ON THE PROBLEMS OF IMPROVING THE PROFESSIONAL EDUCATION OF UNIVERSITY MORPHOLOGY TEACHERS

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Key words: *professional education, morphology, scientific information*

Modern science is constantly enriched with new facts. In this regard, the teacher must have constantly updated scientific information both in the field of taught and related disciplines. It is not easy now for teachers of morphological disciplines to increase one's own professional level. There are a number of factors that impede successful professional development. The lack of training in educational programs of sections, devoted to methodological foundations of studying the discipline with development of a variety of research methods, both traditional and modern. As a rule, the content of such courses is reduced to organizational and methodological aspects of educational process, scientific and practical parts are often absent. Representatives of domestic morphological schools, unfortunately, can not be fully competitive with their foreign colleagues in the absence of possibility of mastering and applying modern methods of morphological research in their scientific and pedagogical activity. Another problem is limited access to modern scientific information. Foreign periodicals and monographs still remain inaccessible, which significantly complicates the process of self-education. Many domestic periodicals mean paid access to content. Only a few journals remained not commercialized and available to a wide range of readers. Thus, it is necessary to take comprehensive measures: to expand educational bases for improvement of professional skill; to create such bases at the advanced scientific schools; to develop legal aspects of the use of cadaveric material for scientific and educational purposes; form a single information space for teachers and scientists with free access, at least to domestic scientific periodicals.

EDUCATIONAL APPROACHES IN TEACHING OF HEAD AND NECK ANATOMY

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Key words: *head, neck, anatomy, education, teaching*

Aim. Using of different sources of educational materials brings some questions concerning the importance of anatomical facts that should medical students know. The choice of the most appropriate learning for students should take into account the expected learning outcomes.

Material and Methods. Learning material for students was used from different sources due to teaching students from different countries. Books were mostly of authors from Slovak and Czech Republic, from USA and United Kingdom universities.

Results and Discussion. In the process of teaching some anatomical structures of the head and neck was necessary to decide about the way in which should be the information presented to students. There was a need to find the right way to solve specific topics in teaching and learning anatomy of the head and neck. With choosing the method and way of teaching and learning anatomy of the head and neck should be considered the importance for clinical practice, the context in which learning is situated and the special needs of students and trainees. Not at last, the curriculum design and educational strategies should be considered.

Conclusions. Rather than teach more than students are able to learn, it is preferable in the teaching of the head and neck anatomy to emphasize the core or essential learning required. The important point in teaching and learning of medical students is the clinical relevance of the anatomical structures.

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