Results and Discussion. All measured dimensions increased linearly till the end of puberty but they didn't increase at the same rate. Growth rates for all dimensions were similar in the first year of life but after that period growth rates of vertical dimensions became much higher compared to those of longitudinal and transversal dimensions. The highest growth index was observed for vertical dimensions (C3=3.37; C2=3.19; C4=2.6; C1=2.57)while for the other dimensions growth index was moderate (between 1.79 and 1.97).

Conclusions. During postnatal development of upper jaw there is biggest increase in vertical dimensions while longitudinal and transversal dimensions increase at almost the same rate. The increase in vertical dimensions growth rate after the first year of life correlates with the teeth eruption and maxillary sinus pneumatization. Understandingnormal development of maxilla is important in maxillofacial surgery and diagnosis of upper jaw malformations.

SOME ASPECTS OF ADAPTATION OF THE FOREIGN STUDENTS ON THE EXAMPLE OF ANATOMY TEACHING

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Key words: *adaptation, English medium education, teaching Anatomy, language problems*

Aim. Analysis of the problems associated with psychological readiness of foreign students to study at a medical university on the example of studying anatomy.

Material and Methods. Survey of 55 1st year students from non-CIS countries and CIS countries (average age — 21 and 19.5 years, respectively), qualitative analysis of the answers to the questionnaire and their quantitative statistical processing using MS Excel.

Results and Discussion. The main questions in the questionnaires were aimed at identifying three groups of factors affecting the adaptation processes: psychophysiological, educational and socio-cultural. Students from India, Egypt, Syria, Lebanon, Iraq, studying in English, noted the presence of difficulties in all three groups. The most commonly they mentioned underdeveloped English-speaking environment (complexity in the explanation of their condition in the university clinic (87%), the librarians who are not proficient in spoken English (67%), not enough English-speaking physicians leading in the clinical practice (34%)). Students from India noted a shortage of English-speaking workers in shops (29%), passers-by on the street, etc. Students from Arab countries noted difficulties in preparing a large amount of material for classes (42%), due to insufficient knowledge of English (23%), and a shortage of English literature on the specialty in the University library (37%). Students from the CIS countries (Tajikistan, Turkmenistan, Uzbekistan) also unanimously note the language problems while communicating with doctors in the university clinic (82%) and the need to read a large amount of educational information (47%). Unlike English-speaking students, they study in mixed groups, often calling relations with Russian-speaking students in the group to be problematic (21%).

Conclusions. Thus, the trial survey shows the need to improve the existing English-speaking environment and special measures to facilitate the psychophysiological and socio-cultural adaptation of foreign students regardless of the language of instruction.

SURGICAL INTERVENTIONS WITH PHLEGMONS OF DEEP CELLULAR SPACES OF THE HEAD AND NECK COMPLICATED BY MEDIASTINITIS

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Key words: *phlegmon, mediastinitis, computed tomography, mediastinotomy, drainage*

Aim. Improving the effectiveness of surgical treatment of phlegmon deep cell tissue spaces of the head and neck complicated by mediastinitis.

Material and Methods. Over the past 20 years, 82 patients with phlegmons of deep cell spaces (CP) of the head and neck were on treatment. Sources of phlegmon: peritonsillar abscess (n=30), epiglottis abscess (n=27), odontogenic (n=14) and traumatic causes (n=14), adenophlegmons (n=5).

Results and Discussion. Mediastinitis developed in 52 patients. X-ray of chest organs was performed by all patients with neck phlegmon. In 30 observations she allowed to identify, and in 10 — to suspect the presence of mediastinitis. Computed tomography in all cases allowed diagnosing phlegmon of the neck and revealing mediastinitis. All patients are operated under intravenous anesthesia with artificial ventilation. With a sharp edema of the larynx, intubation was performed under the control of the bronchoscope, which allowed to avoid tracheostomy and development of purulent tracheobronchitis. In the presence of phlegmon of the neck — a cortical mediastinotomy according to V. I. Razumovsky, which allows to widely open and drain all the anatomical spaces of the anterior region of the neck and deep spaces of the head. The wound was not closed for subsequent stage necrectomy. With odontogenic phlegmon,

the KP of the bottom of the oral cavity, the intertice gap, and the retromandibular fossa were additionally opened and drained. With total anterior mediastinitis (n=4), the anterior mediastinum was drained by its own technique: resection of the xiphoid process, tunnel behind the sternum, drainages to the anterior mediastinum. In 2 cases, the anterior mediastinum was drained according to Sazonov. With total and total posterior mediastinitis — thoracotomy (n=7).

Conclusions. Improving the results of surgical treatment of neck phlegmon complicated by mediastinitis is facilitated by early diagnosis based on clinical signs and radiation methods of the study, full preoperative correction of homeostasis, wide opening and draining of all cell spaces of the neck, adequate drainage of the mediastinum, tracheostomy application only in exceptional cases, open wound management.

ANATOMIST AND STUDENT PERCEPTIONS OF ANATOMY TEACHING TOOLS IN THE MODERN MEDICAL CURRICULUM

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Key words: *anatomist, student, education, teaching*

Background. Dissection has long been viewed as the «gold standard» for imparting anatomical knowledge and impacting students' professional formation.

Aim. This pilot study aims to explore medical students' views of the most efficient teaching methods to deliver learning outcomes in comparison to that of anatomists.

Material and Methods. A total of 44 anatomists from the United States of America and 38 medical students (18 male and 20 female) from different academic terms in St. George's University, Grenada, completed a matrix survey designed to measure how well 10 different teaching tools employed in anatomy relate to 18 learning outcomes. Participants were asked to allocate a value ranging from 0 to 5 representing how useful they perceived the method in achieving the learning outcome.

Results and Discussion. Students perceived anatomical models as the most important tool to teach and learn anatomy, followed by pre-dissected prosections/plastinates and imaging modalities such as radiographs and CT scan. There is a significant difference between student and anatomist perceptions of the educational value of dissection with regard to imparting anatomical knowledge. Although ranked differently, there was no significant difference in the students' perception of ultrasound vs other imaging modalities whereas; anatomists viewed the two tools significantly different in relation to teaching and anatomy integration. (p-values<0.05).

Conclusions. Despite single method being found to fit all needs of the modern medical curriculum, anatomists continue to champion dissection. There is a clear gap between student and anatomist perceptions of the most effective teaching method warranting further exploration of students' perception and outcome measures.

AN ANATOMICAL INTERPRETATION OF OUTER AND INNER MUSCLE BUNDLE GROUPS IN MALE PELVIC FLOOR MUSCLES

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Key words: *pelvic floor muscles, perineal muscles, levator ani muscle, external anal muscle*

Background. Many findings of the connections among the perineal skeletal muscles in males have been reported recently. However, the detailed connections in the outer aspects have been still unclear.

Aim. In the present study, we examined these muscles both from the outer and inner aspects minutely.

Material and Methods. In the present study, we used sixteen pelvic halves from ten male cadavers (average 78 years old). The muscles of the pelvic floor and the perineal muscles were removed from the pelvis en bloc. The organs, connective tissues, vessels and nerves were carefully removed to examine the connections among the muscles.

Results and Discussion. On the lateral aspects of the perineal muscles, outer muscle bundles of external anal sphincter (EAS) connected with those of the bulbospongiosus (BS). The superficial transverse perineal muscle adjoined with the outer bundles of EAS and BS. Outer muscle bundles of the levator ani (LA) conneted with the posterior part of BS, and with the superior part of EAS. Outer bundles of EAS with a part of LA posteriorly gathered together to attach to the anococcygeal ligament. On the medial aspects, inner parts of EAS and BS were separated each other. The deep muscle bundles of EAS together with the bundles of LA formed the circular sphincter muscle.

Conclusions. The perineal muscles were classified into outer and inner groups. The muscle bundles of the outer group were connected each other, while those of the inner group were divided into the anterior muscle (BS) ad the posterior muscle (EAS).