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«ACADEMIC AND SCIENTIFIC CHALLENGES OF DIVERSE FIELDS OF KNOWLEDGE IN
THE 21ST CENTURY. CLIL IN ACTION»
«АКАДЕМІЧНІ ТА НАУКОВІ ВИКЛИКИ РІЗНОМАНІТНИХ ГАЛУЗЕЙ ЗНАНЬ У 21-МУ
СТОЛІТТІ. ПРИНЦИПИ CLIL В ДІЇ»

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HISTORY OF SELF-REALIZATION OF WOMEN IN MEDICINE

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Анотація. Гайденко В. Є. Історія становлення жінки в медицині.

Історія становлення жінки в медицині, здобуття нею медичної освіти показує, який нелегкий та тернистий шлях їй довелося пройти. Колись медицину вважали прерогативою винятково представників сильної статі. Тож займатися лікуванням, звичайно, окрім акушерства, жінкам суворо заборонялося. В сучасній медицині та медичній освіті кількість жінок, навпаки, перевищує чоловіків, і цей розрив щороку зростає. Це робить тему розвитку жіночої вищої медичної освіти досить актуальною для дослідження. Метою даного дослідження стало виявлення характерних рис та загальних тенденцій в історії здобуття жінками права на вищу медичну освіту. Дослідження спирається на історичні та історіографічні джерела, які відображають різні аспекти історії жінок в медичній освіті.

Об'єктом дослідження цієї роботи став історичний та сучасний етапи становлення медичної жіночої освіти та безпосередньої роботи жінок у професії лікаря. В ХХІ ст. медицина України та світу все більше набуває жіноче обличчя і аналіз історії цього процесу демонструє значну роль самих жінок в ньому. Головною рушійною силою для отримання жінками права на вищу медичну освіту були їхня самотивація та активна суспільно-політична позиція.

Ключові слова: історія становлення жінки в медицині, розвиток жіночої вищої медичної освіти, здобуття жінками права на вищу медичну освіту, аспекти історії жінок в медичній освіті, перші жінки-медики.

Abstract. Haidenko V.Ye. History of self-realization of women in medicine.

The history of a woman's self-realization in medicine, her medical education shows she had to go through a very difficult path. Medicine was once considered the prerogative of only the stronger sex. Therefore, women were strictly forbidden to practice medicine besides the obstetrics. In modern medicine and medical education, on the other hand, the number of women exceeds men, and this gap is growing every year. This makes the topic of the development of women's higher medical education quite relevant for research. The aim of this study was to identify the characteristics and general trends in the history of women's acquisition of the right to higher medical education. The study is based on historical and historiographical sources that reflect various aspects of women's history in medical education. The object of study of this work was the historical and modern stages of the self-realisation of women's medical education and the direct work of women in the medical profession. In the 21st century Medicine of Ukraine and the world is increasingly gaining a female face and the analysis of the history of this process shows the significant role of women themselves in it. The main driving force for women to obtain the right to higher medical education was their self-motivation and active socio-political position.

Keywords: the history of a woman's self-realization in medicine, the development of female higher medical education, women's acquisition of the right to higher medical education, aspects of the history of women in medical education, the first female doctors.

General formulation of research and its topicality. Nowadays, it is difficult to imagine medicine without women. But this was not always this way. The history of self-realization of the woman as a professional physician showed she had to go through a difficult path. The medical profession used to be considered the prerogative of men, which was primarily due to the ban on women's higher education. This problem began to be studied in the 19th century, but it has not been

fully studied yet and it is still relevant today. In modern medicine and medical education, on the other hand, the number of women exceeds that of men, and this gap is growing every year. But today, despite a large number of women in medicine, some areas remain inaccessible to them, there is an advantage based on sex in employment and dismissal or hidden discrimination in pay and others. This makes the development of women's higher medical education and the self-realization of women in medicine a very relevant and interesting topic for research.

The study is based on historical and historiographical sources that reflect various aspects of women's history in medical education. To achieve this goal, general scientific and scientific-historical methods and approaches were used, namely: analytical method, comparative method and others.

Setting of the problem and the aim of the article. The problem of this work is the discrimination of women in the medical area. It is impossible to begin the analysis of the current situation without studying the past situation of women. As it is seen from the history of self-realisation of women in the medical area, she was not perceived as a specialist, she was forbidden to study in medical universities and work in official medicine.

Many people believe that medicine is a male profession even today. Mostly, male doctors specialize in more important and well-paid areas of medicine, such as neurosurgery, cardiovascular diseases.

The aim of this study was to identify the characteristics and general trends in the history of women's acquisition of the right to higher medical education. Also, to explore sources and literature in order to know about the peculiarities of becoming a female doctor in the area of health care, to pay attention to the problem of the women's movement to get an access to medical professions, which can provide modern women (current physicians and students of medical schools) with effective examples of fighting for their rights and with a source of inspiration and development of self-identification in the professional environment.

Discussion and Results. Women have devoted themselves to medicine since ancient times, and some of them even gained fame for their learning and practical

success. The earliest mentions of women doctors were found in the clay tablets of Mesopotamia in the second millennium BC. In ancient Egypt, the names of such female doctors as Merit-Ptah and Peseshet were known [7, p. 192]. The relevant title of Peseshet was "lady overseer of women doctors", which indicates that women occupied a separate place in medicine. Most likely, they were engaged in the treatment of gynecological diseases and obstetrics.

In ancient Greece medical practice and education were also the prerogative of the men, therefore women were not allowed to go to school. But that didn't stop the sharp-witted girls. The legend about Agnodice (Agnodike), who lived in the 4th century BC and received medical training in secret, says that she dressed up as a boy in order to be able to listen to the lectures of experienced doctors [4, p. 74].

In the 9th century Fatima al-Fihri established a mosque and a school, which later became a university with a medical faculty. Today it is the world's oldest higher education institution [8, p. 128].

In Ukraine during the Kievan Rus' there were also examples of women who showed themselves as doctors in practical medicine and science. For example, Volodymyr Monomakh's granddaughter Eupraxia Mstislavivna was interested in medicine of her ancestors since young age. She read and translated Galen works into Slavic, and she received the nickname of Dobrodeia of Kyiv among the Greeks for her success in medical practice. Based on her knowledge of the manufacture of medicinal substances, she wrote a treatise entitled "Alimma ", i.e. "Ointments". This work is considered to be the first medical treatise in the history of Europe written by a woman [3, p. 437].

During the late Middle Ages and the Renaissance, the question about the place of women arose with the development and spread of the universities in Europe. Italian Dorotea Bucca was the dean of the medical faculty of the University of Bologna for 46 years in the 14th century, one of the oldest and most prestigious universities in Europe. In general, Italy was famous for its women doctors. They were especially tolerated in Salerno, there was the first medical school in Europe. A lot of women scientists came out of this school. Trotula of Salerno was a medical

practitioner who lived in the 12th century, she is the author of textbooks on gynecology [11, p. 42-57]. Rebecca de Guarna (the 13th century) is the author of treatises on fever and urine diagnostics [14]. Mercuriade (the 14th century) wrote treatises on fever and wound healing. Abella (also in the 14th century) wrote a treatise "On the Nature of Human Sperm". It is believed that these women not only studied but they also taught at the Salerno Medical School. But the rights of these women to medical practice were quite limited. They were usually allowed to treat only female patients, and they even risked being punished for their practice outside of Italy.

In the other European countries women also fought against the ban on medical education. The German Dorothea Erxleben, due to her perseverance, obtained the right to study at the university from the King of Prussia and in 1741 she became the first woman doctor in Western medicine with a higher education. She published a treatise in which she appealed to men to support women's desire for education, and to women to be more determined in their aspirations.

Women tried to gain knowledge secretly and practiced medicine illegally, sometimes even renouncing their female identity and disguising themselves as men. An example of such a fate was a famous British physician James Barry. During his long career as a military surgeon, he reached the position of chief inspector of military hospitals. It became known that he was a woman only after his death. Her real name was Margaret Bulkley. At the age of 19, she pretended to be a man to study at Edinburgh University School of Medicine. She achieved amazing success in a purely male profession of military surgeon [9, p. 14], [12].

In the 19th century universities in some countries opened their doors to women. Thus, in Brazil in 1834 the first woman with a higher medical education was the Frenchwoman Marie Durocher, and in the United States in 1846 – the Englishwoman Elizabeth Blackwell.

However, the society of many countries was quite sceptical about women's aspirations to get into the male profession. For example, a 19th-century newspaper article entitled "Ladies Also Want to Cut Up Corpses" said that women receiving

medical education were asexual, shameless creatures who defamed the noble title of lady by their appearance.

In the Russian Empire in 1872 the Higher Women's Medical Courses at the Medico-Surgical Academy in St. Petersburg were established [5, p.78-83]. But, despite the fact that the women of these courses received medical knowledge, they could only teach in junior classes or become midwives. In order to become real doctors, the women of that time went to study in the countries where women were allowed to study at universities, received higher medical education there, and then returned and confirmed their diplomas at local universities [10, p. 887].

In 1896 Sofiya Okunevs'ka-Morachevs'ka, who received her higher education in Geneva, became the first such woman doctor in Ukraine. In addition to practical medical activities in Ukraine and abroad, Sofiya Okunevs'ka was also involved in science and support for other women. For example, she introduced treatment of the cervix with radium according to the method of Marie Skłodowska-Curie. Sofiya Okunevs'ka spent the last years of her life in Lviv, where she took an active part in organizing training courses for Sisters of Charity and Midwives [13, p. 53-65].

Kharkiv in the 19th century clearly manifested itself as a centre of medical science and education, which was associated with the activities of the first university in Ukraine. The teachers of the medical faculty of Kharkiv National University have always been distinguished by their loyalty to women in education. At every opportunity, the professors of our medical faculty advocated for giving women the right to study with men. But the government banned it, despite numerous requests from women [2, p. 126-135].

In 1905 women were finally allowed to enter universities as free students. In the same year the Kharkiv Medical Faculty entered the first three listener Vira Nosenko (22-year-old daughter of Kharkiv clerk), Ganna Pluzhnykova (20-year-old farmer's daughter from Voronezh), Ester Radevych (18-year-old Kharkov tradesman's daughter) [1, p. 336]. The following year, 192 students began their studies, one of whom was Kateryna Bokarius, the sister of Professor Bokarius.

In 1908 the ban on admission was restored and a commission was set up to check the admission of documents of female students. Almost half of them were expelled for the lack of grounds for admission. Other girls were allowed to stay, but they had to study separately from the boys and only in the free time of the professor. The first medical institute in Ukraine was organized by the Kharkiv Medical Society, which consisted almost entirely of either employees or students of Kharkiv University. The institute was opened in 1910. This institution trained about 2,000 women doctors during the decade of its existence.

In 1920 the medical faculties of Kyiv and Kharkiv Universities were merged with the Women's Institutes of these cities and transformed into independent medical institutes. Thus, the Institute of Public Health in Kyiv (1920) and the Kharkiv Medical Institute (1921) appeared. Entrants of both sexes were admitted to these institutions, and education was free. Women and men in Soviet medical schools were equal.

In modern Ukraine the number of women in medicine is growing rapidly and this trend will only grow judging by the high demand for medical education among women. Thus, in the 2019/2020 academic year, the share of Ukrainian-speaking girls and boys in the senior courses of our medical faculty was almost equal, and in the first year the percentage of girls was already more than 85%.

A similar situation is observed in the other medical universities in Ukraine and around the world. For example, in the United States, 2017 was a turning point, when more girls than boys entered medical schools for the first time.

Conclusions. In the 21st century Medicine of Ukraine and the world is increasingly gaining a female face and the analysis of the history of this process shows the significant role of women in it. The main driving force for women to be entitled to higher medical education was their self-motivation and active socio-political position. This path of transformation, which lasted for hundreds of years, was quite difficult for women. But women's persistence and society's willingness to support them allowed women to succeed.

In my opinion, there are specialties in medicine that are really more suitable for

men (for example, surgery, resuscitation, traumatology and others), but there are many areas where women are undoubtedly more popular (pediatrics, obstetrics, gynecology and others). The reasons are quite objective: women are more empathic than men. Men have been very successful in the areas where courage, determination and physical strength are required.

It seems to me that now, when the doors of universities are opened to both men and women, when they have equal rights to enter, study, and have equal opportunities for further independent practice and research, medicine is developing and improving faster. We have come to gender equality, and this certainly contributes to the development of our society, science and improving the quality of life of the population.

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DISTANCE LEARNING IS A TENDENCY IN THE 21ST CENTURY EDUCATION

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**Анотація. Куцина К. О. Дистанційне навчання – тенденція в освіті
XXI століття.**

Дистанційне навчання для більшості учнів та викладацького складу стало викликом у професійному плані. У статті розглядаються проблеми та їх рішення під час онлайн-навчання та наводяться певні статистичні дані, які дозволяють нам оцінити актуальність порушуваних питань. Також були розглянуті деякі освітні платформи. Даний вид навчання розширює можливості та забезпечує перспективи в майбутньому розвитку технологій та методик. У зв'язку з пандемією дистанційна форма навчання вийшла на перше місце в усьому світі та її можна розглядати як самостійну форму навчання, яка, безумовно, приведе до істотних змін традиційних форм освітнього процесу в усіх сферах діяльності людини.

Ключові слова: дистанційне навчання, фріланс, Інтернет, освітня платформа, освітній процес, пандемія

Abstract. Kucyna K.O. Distance learning is a tendency in the 21st century education.

Distance learning has become a challenge for most students and teaching staff professionally. The article concerns some problems and their solutions during online learning and contains statistics that helps to assess the relevance of issues raised. Several learning platforms were also considered. This type of learning increases opportunities and provides perspectives in the future development of methods and technologies. In connection with the pandemic distance learning has taken the first place in the whole world and it can be considered as an independent form of learning that will certainly lead to significant changes of educational process in all areas of human activity.

Key words: distance learning, educational process, freelance, Internet, learning platform,