

МЕДИЧНА ОСВІТА

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AESTHETIC TRAINING IS AN IMPORTANT FACTOR OF A FUTURE DOCTORS' PROFESSIONAL FORMATION

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Abstract. Nowadays, a stream of various information, including hybrid information, is aimed at young people. That is why students are most focused on the virtual environment, and the sensuality of the individual goes back to the periphery of their spiritual life. Such a reality requires the use of complex efforts directed at returning a person to their essence.

The relevance of our study is due to the young people's need to develop a sense of taste as an aesthetic category and the formation of criteria that would allow them to distinguish between the verity from distorted reality and the good from evil.

The purpose: to confirm the need for aesthetic education in future doctors' training because it strengthens students' active national and civic positions. Aesthetic education lays down self-consciousness, self-determination, and individualization. It helps to find life landmarks and affects relations with the outside world. Aesthetic education is the essence of the humanization of the individual, their socialization. It is a necessary basis and prerequisite to realize the individual abilities in the process of real life.

During lectures and practical classes at the departments of Ukrainian Studies and Linguistics, as well as during extra classes, teachers pay considerable attention to the aesthetic education of IFNMU students. The methods of aesthetic education, which are used in the classroom discussion of artworks are as follows: respect for the individual, appeal to feelings, conversations and debates, problem situations, individual and group creative work. In particular, respect for the individual is especially needed when discussing ethical issues.

For the formation of the aesthetic culture of youth, the basic thing is the sincerity of the student, the appropriate attitude of the teacher and the team. It is the expression of one's impressions, experiences, and thoughts, rather than a blind repetition of the view imposed by the teacher. Thus it enables the teacher to direct the aesthetic development of the personality in the right direction. Every opinion should be heard and discussed because this is how the teacher will be able to see the real level of students' development. This approach enables correcting erroneous judgments on time.

Addressing the feelings of future professionals (conscience, dignity, and empathy) involves a thoughtful contemplation of works of art, which is preceded by the disclosure of cultural and historical conditions of the work. This process should be accompanied by a discussion and teachers' explanation. Conversation and debate presuppose a free exchange of opinions, a collective discussion of aesthetic problems, as a result of which aesthetic views and judgments are formed. During the debate, students defend their position. The reasoned speech of the future doctors is based on their level of awareness, erudition, and culture. The exchange of ideas and facts develops logical thinking, the ability to analyze, generalize and make conclusions.

There are various ways of humanization and enrichment of future specialists' potential, but aesthetic training is the main one. Society pays attention in the critical periods of its development on aesthetic training. It acts as a final element in the higher education system, giving completeness and saturating the whole structure with the main content. The process of studying in a higher education institution is the moment in a young person's life when they should understand and realize their life meaning following their moral and aesthetic ideals.

Keywords: aesthetic education, future doctor, art exhibition.

Introduction. Aesthetic training of qualified specialists is historically defined and remains relevant today. Its main component is the category of beauty. Aesthetics as science has attracted the attention of many thinkers and philosophers in ancient times. Among them are Aristotle, Plato, Democritus, and Socrates, who defined the concept of aesthetics. According to them, aesthetics is a science that studies the nature (function, general laws, and patterns) of aesthetic consciousness (human and social

activities, being). Ancient Greek philosophers laid the foundation for its development.

The development and formation of aesthetics have been inextricably linked with philosophy for more than 2000 years. There were various philosophical schools and trends at that time. Since that fact, aesthetics was not an independent philosophical discipline till the XVIII century. Throughout history, aesthetics has been both a "science of beauty", a "science of perfection" and a "science of art development laws" [1].

Modern aesthetics is a philosophical science that studies the laws of sensual development of the human world and the general rules of human culture formation. It determines the ways of perfect human sensuality formation and has a huge impact on society's culture. Modern aesthetics interact with other sciences, in particular ethics and psychology. It contributes to the disclosure of human creative, moral and ethical potential, so it becomes essential in the training of specialists.

In order to become widespread, aesthetic self-consciousness must be sufficiently popular among all social segments of the population, especially among the young generation. Mass media, state institutions, public associations inform students about the objective past, aesthetic, moral, and national ideas.

Rapid changes in the socio-political, economic, socio-cultural spheres of the Ukrainian present constantly require qualitative changes in all spheres of social life. However, this is especially true for education, which provides ensuring the timeliness and quality of positive transformations throughout the Ukrainian living space. At the same time, there is a reassessment and rethinking of ideals and ways of participating in the socio-political life of students.

One of the main tasks of educational institutions is to promote the introduction of democratic and aesthetical principles during the educational process and to form the active citizenship of youth. It is very important for future doctors' education.

Given the state policy on this issue, it should be emphasized that students are given extremely wide opportunities for self-government, for self-expression as individuals, as active beings, not passive. The very formation of aesthetic consciousness as a result of aesthetic education is not only made by the teacher and external circumstances' influence but also this is a self-change during life, that is self-education. As a result, the educational role of the environment and teachers is transformed into the interaction of an individual with them.

Nowadays, students, as future specialists and active participants in social, political, medical, and other spheres of life, act as carriers of new social relations based on democracy and humanism. They are focused on harmonizing the interests of all members of society.

Young people have a predominant attitude to higher education as a foundation for constant increasing their knowledge. Emphasis on creative and unconventional thinking shows that education gives young people this ability, despite the existing problems. However, little attention is paid to the development of spirituality among students.

Therefore, **the article aims** to confirm the need to form the role of aesthetic education in the training of future professionals, which strengthens the active national and civic position of student youth.

Research results and the discussion. Students themselves are the least conservative segment of the population. They haven't traditional life perspective. Thus they provide constant search and development in various areas of educational and spiritual space.

The first step towards a sense of taste formation is to acquaint young people with art and to learn the laws of cultural development.

Different teaching methods are used to educate medical students aesthetically. In particular, there is the problem situation method, which is based on surprise and concern that a certain new fact either contradicts the accumulated knowledge or cannot be explained with its help. The problem situation is solved by a question from the teacher, which encourages students to think and search for the right answer.

Teachers also use the method of individual and group work through the involvement of students in creativity in various styles and directions. This method reveals the inner world of the future doctor, promotes the acquisition of new skills, forms an aesthetic taste, and thanks to the experience of creative pleasure - and aesthetic need.

The formation of aesthetic tastes and evaluations, and more broadly the aesthetic culture of youth, occurs through the formation of attitude and development of an interest in art, the inner need to communicate with it, understand its meaning and purpose, as well as the ability to perceive, understand and evaluate works of art. The aesthetic sense of taste grows from the emotional reaction to the perceived using the rational analysis, from public views on beauty and individual psychological features. That is why it testifies to a person's upbringing and the level of their aesthetic culture.

It is appropriate to emphasize that young people receive information about the history of origin, development, properties and qualities, ways of construction, the language of works of art phenomena via communicating with various types of art. Youth also receive information from the objects themselves as integral works. This process characterizes sensory cognition and expands the worldview. The above-mentioned mental process is very complex because images appear in the mind of the individual. Those images evoke certain ideas and are interconnected with other processes, such as thinking, feeling, language and will. That is why art develops both thinking, emotions, the imagination of the spectator, perception, perceiving the beauty of color, form, and the volume of compositional relations. It teaches to look not only at the world but also to see the aesthetic significance and inner meaning of its phenomena, develops the sensory abilities of a person, raising them to a higher level of culture of their time.

Thus, art is an exceptional form of artistic activity of a person, it improves and develops people's feelings. Through art, they learn about the surrounding reality, realize and manifest themselves as individuals. Art develops, deepens, and directs emotions, awakens the imagination, forces the mind to work actively, forms moral principles, expands worldview, consolidates ideological positions, and forms ideals.

Art itself creates its system of social values, which is determined by the norms of morality and aesthetic ideals. As a rule, the development of this system of values precedes the real level of spiritual and practical development of human nature because the figurative language of art is evolving faster than the norms of behavior and psychology of people, especially young people.

It is necessary to form future doctors' evaluative and aesthetic judgments in order to be able to identify universal values and cultural norms during communication. This purpose can be achieved by involving students in the

perception and evaluation of artworks and by using different areas of educational work during the academic process in a higher education institution [2]. Aesthetic assessment of life and art phenomena is the capacity to think aesthetically and sympathize. These are the necessary components of future doctors' education.

At the same time, aesthetic consciousness in unity with aesthetic feeling gives birth to aesthetic taste, the ability to evaluate works, objects, phenomena, and life situations.

Accordingly, in high school one of the tasks is the education of aesthetic sense of taste, which characterizes a person's ability to perceive and evaluate different aesthetic objects. Those objects may get the feeling of satisfaction or dissatisfaction. The aesthetic sense of taste enables distinguishing between beautiful and horrible, aesthetic and unaesthetic, to reveal in the phenomena the features of the tragic and the comic. It is a subtle and complex ability to see, feel, comprehend reality and evaluate it accordingly. The ability to make aesthetic judgments develops on this basis. This ability is based on evidence, it is justified, reasonable, ideological, and emotional assessment of the phenomena of public life, art, and nature.

Aesthetic taste is a criterion of completeness, integrity of the personality, which characterizes their inner, spiritual world, values, and virtues.

Aesthetic taste reflects a person's preferences and has a bright emotional color. It is manifested in the selective attitude to objects in the form of direct, emotional reactions and evaluative judgments. Aesthetic taste is based on the ability of a person to react emotionally to the phenomena of nature, social life and evaluate them properly.

Thus, it is necessary to involve students in the art during studying in higher educational institutions. Since it significantly enriches their spiritual world, expands the horizons of thinking, perception, imagination, and develops an artistic sense of taste. Culture enriches the emotional and aesthetic experience of students. It forms a culture of feelings, awakens a positive attitude to values. This provides the ability to use the acquired knowledge and skills both in professional activities and in the process of self-education [3].

Aesthetic education is not only the formation of the individual's need to communicate with art. Also, it is the readiness to perceive beauty and to develop creative skills. It is done in order to transfer all the above-mentioned to the professional activities of a person. A teacher with a developed culture, who has mastery, artistic sense, inspiration, creative thinking, helps modern youth to see beauty in everyday life, to succeed in learning, to *encourage to work*, to create, and accordingly to change the surrounding reality for the better.

Taking into account the involvement of the European vector in the further development of Ukraine, the spiritual development of students is relevant nowadays. It is actually a priority, an important component of which is students' self-government as a tool for forming aesthetic consciousness. It simultaneously acts as a subject and object of this process and regulates the conflicts related to the role of the teacher in the education system.

The problems of self-government in educational institutions became significant in the late twentieth and early twenty-first centuries. That is, during the formation

of the Ukrainian sovereign, social, and legal state. The main factors of this process are:

- firstly, there is an active establishment of democratic principles in all spheres of Ukrainian society life. The ideas of democratization of social relations filled a new stage in the development of the Ukrainian national economy, education, science, and culture. Student self-government needs further development and enrichment with the latest democratic ideas;

- secondly, Ukraine's integration into the European Community and the transition to a market economy, of course, deeply affect all components of the education sphere, and require its democratization;

- thirdly, students always act as a "barometer" of the socio-economic and political state of society. Young people react most sensitively to social changes. They have a negative attitude to the violation of democratic norms, laws, moral principles, and aesthetic values. It is no coincidence that the strategic reserve of socio-economic reforms, spiritual and cultural transformations in Ukraine are considered to be young people with education at the European level and upbringing on the democratic achievements of modern civilization;

- fourthly, student self-government is an important factor in the development and modernization of society, identifying potential leaders, developing their management and organizational skills, and the ability to work in a team. It is a relevant component of future national elite formation and spiritual climate of society;

- fifthly, reliance on the initiative, active life position, and European values of students is a real indicator of society civilization and the establishment of democratic principles. It is relevant to understand that the successful development of the Ukrainian state depends on self-awareness, self-sufficiency, objectivity, freedom of thought, hard work of every young citizen of Ukraine.

One of the aspects of student education is the ability to self-organize, and the socio-psychological readiness of our students for it is much lower than that of their western neighbors. The reasons are the age of Ukrainian students (they are 2-3 years younger than students of European universities). Material and psychological dependence on parents and feeling of social insecurity are also the causes of the problem. In most cases, there is a low level of students' and their parents' material security. There are more reasons, such as the influence of school totalitarian pedagogy and the rudiments of authoritarianism in higher education institution life. Typical are cases when there is no adequate motivation to enter the university, and the choice of a profession is accidental [5].

Training the readiness of the future doctor to perceive the beauty and to reproduce it in life fully meets the challenges facing the modern teacher in the new conditions of the educational process. The teacher needs to experiment, to carry out a creative search for effective, non-standard approaches to solving pedagogical problems. It is necessary to be able to introduce the latest learning technologies, original pedagogical ideas, techniques, and forms of students' cognitive activity organization, to have interesting educational activities, during which the future doctors develop themselves as high-class specialists.

It is quite natural that the quality of aesthetic perception depends on practical experience, knowledge, skills, and abilities. Depending on the circumstances, aesthetic perception under the conditions of existence can be objective and subjective. Objective conditions include the strength of the stimulus and the physical features of perception: the brightness of colors, characteristic lines, silhouettes, the contrast of the background and shape, volume, depth, proportions; the expressiveness of melody, rhythm, tempo, dynamics, timbre, harmony and so on. The subjective conditions of aesthetic perception are attentiveness and observation, which are genetically inherited or formed in the process of practical activity of the individual.

Observation plays a relevant role in the individuals' perception of beauty. During the observation, it is necessary to clearly define the goal, develop a plan, create the obligatory conditions for its implementation, identify and justify the recording of its results. Observation is a fundamental condition for the aesthetic perception of beauty. Through it, the ability of a young person to reflect and represent the world in their imagination develops. The main characteristics of modern culture are creativity, dialogue thinking, multicultural orientations, the desire to learn socio-cultural experience, as well as the synthesis of artistic and non-artistic, local and universal, classical and non-classical, innovative and traditional. The study and conscious comprehension of modern culture by the future doctor contributes to the development of the ability to feel, understand and appreciate beauty, to be active in self-expression, to join the historical culture, each period of which is valuable. The realization of professional ideas requires inspiration, creative uplift, in which there is a surge of thoughts and feelings, a combination of physical and spiritual forces into a single whole. This state arises under certain conditions, and the task of the university is to create such conditions under which the student seeks to work and solve the number of tasks before the university does. Testing their strengths in different areas of study, the student becomes a consumer and co-author of the educational process, gains the necessary experience in interaction with the teacher. At the same time, the atmosphere of creativity in the classroom strengthens the friendly attitude and creates a positive mood, directs the activity of acquiring knowledge, skills, and abilities, stimulates motivation to gain new experience. The aesthetic beginning lays in human labor itself, in human activity, which aims to transform the surrounding life and a person. Aesthetic knowledge is enriched through the humanities, and educational work with students necessarily includes an aesthetic component. In general, the specificity of aesthetic education in higher medical school is since the aesthetic and professional development of the individual is in an inseparable connection.

During lectures and practical classes at the departments of Ukrainian Studies and Linguistics, as well as during extra classes, teachers pay considerable attention to the aesthetic education of IFNMU students. The methods of aesthetic education, which are used in the classroom discussion of artworks are as follows: respect for the individual, appeal to feelings, conversations and debates, problem situations, individual and group creative work. In particular, respect for the individual is especially needed when discussing ethical issues.

For the formation of the aesthetic culture of youth, the basic thing is the sincerity of the student, the appropriate attitude of the teacher and the team. It is the expression of one's impressions, experiences, and thoughts, rather than a blind repetition of the view imposed by the teacher. Thus it enables the teacher to direct the aesthetic development of the personality in the right direction. Every opinion should be heard and discussed because this is how the teacher will be able to see the real level of students' development. This approach enables correcting erroneous judgments on time.

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Each teacher must be able to explain the phenomenon of aesthetic values, their role in human life, have an idea of how to master the experience, storage, and transmission of aesthetic experience and values. The teachers' task is to confidently operate with appropriate categories based on knowledge of forms and types of cultures, modern ideas, and the heritage of thinkers of the world and Ukraine.

We have conducted a survey asking freshmen and senior students about the need for aesthetic education during their study in university. The results indicated that this need and the level of aesthetic taste are influenced by age (41% of seniors consider such education necessary for future doctors, compared to 18% of freshmen). Gender also has an impact on the above-mentioned issue (85% of girls like attending art exhibitions, theater performances, concerts, compared with 22% of boys). At the same time, we are convinced that students who are creative during their studies are more organized, receive higher rates, and after graduation, they are better and more creative specialists. They are constantly improving their professional level. The educational environment of higher education has historically been a center not only of a high level of culture but also a source of formation of the highest spiritual values of a person. Here the transition to the final stage of the process of worldview beliefs formation of a person takes place: its perception, understanding, and attitude to the world. Thus, the process of studying at the university is the moment in a young person's life when they must achieve an understanding of the meaning of their life following their moral ideals. For the development of aesthetic education, IFNMU students attend important events in our city. In particular, Ivano-Frankivsk became the first city in Ukraine to be honored to host a traveling exhibition of paintings by Taras Shevchenko. For the first time since World War II, the T. Shevchenko National Museum transfers the exhibits to the regional museum. The exposition of the exhibition "True Shevchenko" presents his 37 works. These are works in the genres of landscape, portrait, self-portrait, and

compositions on biblical, historical, and everyday themes, made with oil paints, watercolors, sepia, pencil, and etching. They illustrate different periods of the artist's life: pre-academic time, study at the St. Petersburg Academy of Arts, travel to Ukraine, work in the Kyiv Archaeological Commission, long years of exile, and the last years of life in St. Petersburg.

IFNMU students had the opportunity to see one of the central paintings "Kateryna", which is based on the poem "Kateryna". Taras Shevchenko often used the image of a woman and a mother in his work and described her life in Ukraine.

In addition, future doctors got acquainted with self-portraits, in particular, the painting "Portrait of Zhukovsky". It is known for the fact that its lottery sale managed to redeem Shevchenko from serfdom. The painting (1837-1838) belonged to the professor, lecturer at the St. Petersburg Academy of Arts, star of Russian art Karl Bryullov.

A very important during the aesthetic education of IFNMU students is to attend the performances of the I. Franko National Academic Music and Drama Theater.

Conclusions. The results of our study confirm the importance of the aesthetic factor in the future doctors' formation, on whom the health of the nation depends.

Aesthetic consciousness, which is based on art and culture, forms a universal person, giving the individual the knowledge of experience, and through it - the total cognizance of human existence. Thus the process of the cultural enrichment of a person is carried out. Therefore their ability to think and to understand another person develops. Aesthetic education is the space that elevates a person to the moral dimension, which makes them feel free and take responsibility.

During professional training at the university, the formation of a developed personality passes to the final stage. Hence, the staff of IFNMU supports young people and creates conditions for the manifestation of student social activity, using the aesthetic achievements of Ukraine and foreign countries and significantly improving the development of modern education.

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ЕСТЕТИЧНЕ ВИХОВАННЯ – ВАЖЛИВИЙ ЧИННИК У ФОРМУВАННІ МАЙБУТНЬОГО ЛІКАРЯ

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Резюме. Сьогодні на молодь спрямований потік різноманітної інформації, зокрема й гібридної. Саме тому студенти найбільш сконцентровані на віртуальному середовищі, а чуттєвість особистості витісняється на периферію її духовного життя. Така реальність вимагає залучення комплексних зусиль, спрямованих на повернення людини до своєї сутності. Актуальність нашого дослідження зумовлена потребою розвитку в молоді смаку як естетичної категорії та формування критеріїв, які б дозволили їй відрізнити істину від спотвореної реальності, добро від зла.

Тому метою статті є підтвердження необхідності здійснення естетичного виховання у навчанні майбутніх фахівців, адже воно зміцнює в студентів активну національно-громадянську позицію. Естетичне виховання закладає самосвідомість людини, віднайдення життєвих орієнтирів, впливає на відносини з навколишнім світом. У естетичному вихованні полягає суть гуманізації особистості, її соціалізації. Воно є необхідною основою й передумовою реалізації індивідуальних здібностей людини у процесі реального буття.

Особливе значення естетичне виховання має для виховання майбутніх лікарів, оскільки вони впродовж професійного шляху спілкуються з хворими людьми.

Шляхи гуманізації фахівця та збагачення його потенціалу різноманітні, але естетичне виховання в цьому процесі є головним. Саме на нього в переломні періоди свого розвитку суспільство звертає увагу. Воно виступає підсумковим, завершальним елементом у системі здобуття вищої освіти, надає закінченості й насичує всю структуру основним змістом. Процес навчання у закладі вищої школи є тим моментом у житті молоді людини, коли вона має досягти розуміння сенсу свого життя відповідно до її моральних та естетичних ідеалів.

Ключові слова: естетичне виховання, майбутній лікар, художня виставка.

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**ЭСТЕТИЧЕСКОЕ ВОСПИТАНИЕ – ВАЖНЫЙ
ФАКТОР В ФОРМИРОВАНИИ БУДУЩЕГО
ВРАЧА**

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Резюме. В наши дни на молодежь направлен поток различного качества информации, поэтому общие ориентации студентов концентрируются в большей степени на виртуальной среде, а чувственность личности вытесняется на периферию ее духовной жизни. Такая реальность требует комплексных усилий, направленных на возвращение человека к своей сущности. Актуальность нашего исследования обусловлена потребностью формирования у молодежи эстетического отношения к действительности, развития вкусов и оценок, которые позволили бы ей отличить истину от погрешности, добро от зла.

Поэтому целью статьи является подтверждение необходимости роли эстетического воспитания в

обучении будущих специалистов, что укрепляет у студентов активную национально-гражданскую позицию. Оно формирует самосознание человека, способность к самоопределению, обретению ориентиров, индивидуализации, влияет на соотношение с окружающим миром. Эстетическое воспитание – суть гуманизации личности, ее социализации, необходимая основа и предпосылка реализации индивидуальных способностей в процессе реального бытия.

Особое значение оно имеет для воспитания будущих врачей, поскольку они на протяжении профессионального пути общаются с больными людьми, оказывая квалифицированную помощь.

Пути гуманизации специалиста разнообразны, но эстетическое воспитание является главным, к которому в переломные периоды развития общества повышается внимание. Оно выступает итоговым элементом системы получения высшего образования и насыщает всю структуру основным содержанием. Процесс обучения в высшей школе является тем моментом в жизни молодого человека, когда он должен осуществить выбор в собственной жизни в соответствии с моральными и эстетическими идеалами.

Ключевые слова: эстетическое воспитание, будущий врач, художественная выставка.

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