

1. Часть методик лечения неврологических отклонений носила элементы мифологии и эмпирики, которые отражались в заговоренных напитках и магических растениях.

2. Древнеегипетскими врачами были описаны заболевания, связанные непосредственно с нарушением головного мозга.

3. Благодаря методике Эль Акса и представлениям о центральной нервной системе, которые заложили Эразистрат и Герофил, древнеегипетские врачи научились распознавать нервные заболевания.

4. В качестве основных средств лечения нервных заболеваний были лекарственные препараты на растительной основе.

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УДК 159.97

**Y.E. Roginskiy, E.P. Shihova**  
**PREVENTING EXTREMISM IN THE STUDENT SOCIETY OF  
MEDICAL UNIVERSITY**

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**Annotation.** This article describes the experience of prevention of extremism and xenophobia among the students of the medical university. Lecture prepared by one of the future students of the Department of Clinical Psychology illustrates social experiment of R.Jones “Third Wave” On the example of this social experiment is

shown the dangerous feature of such extremist organizations with the future downgrade.

**Keywords:** educational work, psycho-pedagogical prevention of extremism

At the present time, the international community is extremely concerned about the growth of extremism problem, terrorism and xenophobia. According to the information and statistical data, the core of various radical groups and associations are young people under the age of 30 years. People in this age group are the most sensitive to changes in society, and prone to this age maximalism, intransigence, intolerance may become the subject to manipulation. This involvement in the field of information (media, internet, social networking) increases the aggression in youth mass consciousness. As a consequence, the method of preventing the phenomena of extremism and intolerance become particularly important. It should be a complex effect, which suggests that in the prevention of extremism among young people the family and the education system plays a significant role as a whole. The opposition to the ideology of extremism, the prevention of negative social phenomena is a nation-wide task, and higher education institutions cannot stay aside from this activity. Moreover, training and educational work of this kind is registered in the Federal state standard of higher professional education. Moreover, training and educational work of this kind is registered in the Federal state standard of higher professional education. The list of general cultural development of competencies including the ability and willingness to understand the importance of humanistic values for the preservation and development of modern civilization; improvement and development of society on the principles of humanism, freedom and democracy; the ability and willingness to understand the concepts of modern world view formed on the basis of ideology; humanistic interaction with the outside world.

As a part of the course "Social psychology" future clinical psychologists study the classics of significant experiments of social psychology. Such works include a «Third wave» experiment conducted by R. Jones with the high school students of the city of Palo Alto. The aim of the experiment was to show and feel the atmosphere of repressive national-socialism of Nazi Germany. Very quickly, the experiment began its escalation into a frightening reality, spanning everybody who came in contact with it. The experiment «Third Wave» illustrates how a certain kind of group processes in action at the same time can be attractive, on the one hand, and destructive, on the other.

The experiment lasted about one week of training, during which students assimilated disciplinary laws, the so-called "forces" - discipline, community, action, pride and understanding.

With each day passing by, the growing number of students were involved, attached to the process of the experiment and the number of those wishing to participate has begun to take catastrophic speed. Everything from the title ending the policy of the relations to other students, not members of the "organization", was invented and executed by Third Wave members. The assaults on non-members of Third Wave, mass truancy started at school. The situation began to get out of control.

R. Jones realized that he cannot control the current process, and decided to end the experiment. All students were gathered in the hall, where they were shown newsreels of the era of Nazi Germany: Nazi salute, uniforms, marches, and, in the end, the children-students «Hitlerjugend». There, the members of the «Third Wave» with horror saw similarity with themselves. In fact, they have become hostages of the situation in which the boundaries between the experiment and the reality of what is happening have been erased. In this case students do not notice how they lost their individuality, the ability to think sensibly and assess the situation in the course of the experiment. As a result, they did not hesitate to fulfill any orders of the teacher who took the lead.

For a long time after the events, the students and the teacher tried not to think about this experiment. It gives them a different feeling, which included fear, anger, and sadness. But the strongest of all was the shame, the shame for how easily people willing to give their individuality in exchange for the feeling and confidence that gives discipline.

### **Objective.**

To familiarize students with the history of the classic social psychological experiments aimed at preventing extremism and xenophobia among the students of the medical school.

### **Materials and Methods**

The lecture with audio and video, documentary chronicle describing the atrocities of fascism, the frames feature films on the stated topics, aimed at prevention of extremism and xenophobia among students.

### **Results and discussion**

The study of this material was suggested to students on independent study with further report in presentation format. Future experts in the field of "man - man" should possess the skills training and presentation of mental health programs for the public and government organizations, programs, early psychological intervention for high-risk groups, psychological disadaptation in its various forms. The lecture featuring documentary of «The Third Wave» experiment was performed and was very well received and highly appreciated by the students of the specialty «Clinical Psychology». In the general discussion, in view of the recent tragic events in the world, related both to international terrorism, as well as the manifestation of neo-Nazism, the information of this experiment was suggested to be broadcasted to the new students of other departments of the university. The finalized material, taking into account the proposals of the group, was presented to the students of the pediatric, dental departments and the department of preventive medicine as a part of educational work on the prevention of extremism in the department of psychology and pedagogy. The students were told about the «The Third Wave» experiment, as an example where the whole point of radical manifestations and their consequences for both human and impact on history as a whole is clearly visible. After each presentation of the material in the students group there was a discussion of this urgent problem. At the end of the conversation the students were asked to provide feedback

about the conduct of such activities among students. It was interesting to observe the attitude of the first-year students to the problem, to listen to their views and ideas, including the need for such events. Here are some excerpts from the feedback of students:

- «I made a lot for myself from this thread. Each person takes full responsibility for his actions. In any situation, first of all, you need to think and analyze what is happening».

- «It is a very interesting form of lessons; the presentation of the material was understandable, accessible, exciting. The problem of nationalism is really important for the modern society. You need to talk more often about it especially with the youth so they would know the result and consequences of their actions, and avoid involvement in various groups».

-«It was interesting to me. I listened carefully to all the action. It affected some of my points of views. Independently, I would hardly look for information on this topic, but it is very important. These lessons allow you to reduce the historical illiteracy of students and, consequently, reduce the likelihood of extremist-minded young people. We must strive to be a person, not to yield to pressure from others - that's the main lesson for me».

The analysis of the feedback has revealed the interest of students in the problems associated with the necessity of preventing extremism which was taken very seriously. Reflections and discussion of the material presented in the student community were continued after the lessons.

### **Conclusions**

First, educational institutions play a key role in becoming human, both in the mental and social aspects. Problems of moral choice and morality are an integral part of the learning process. And then the knowledge of the history of mankind has an invaluable contribution.

Second, such events with the use of visual material allows a person to be aware of the need to create personal position, contributes to finding socially acceptable ways to respond to aggressive behavior, it creates an additional motivation for the analysis of the events occurring in the outside world.

Third, according to the analysis, it turned out that preventive activities for students using the interactive form are the most effective. Therefore, in the future such events shall be done not only in the form of informative lessons or a report, but they shall include debates and discussions on the stated problem as a compulsory part of the educational program. The experience of such events has created the conditions for developing the skills of making contact and interaction with a large audience of listeners, allowed to get feedback from students on the forms and content of future work.

Summing it up, it should be noted that the threat of radical extremism levels a person as an individual. At the same time these organizations rely on people's dissatisfaction with their lives, their deception, dreams and ambitions. Extremism is like a snow ball that rolls from the top of the hill, getting bigger, and sometimes

reaches such proportions that nothing can stop him. This is what humanity observed in the late thirties in Germany, what we see now in the Middle East and Europe.

One of the most important features is the human capacity for rational thought. An individual is able to think, to analyze, and to act in conscience and in accordance with morality. Since the main impact of extremist organizations is aimed at young people, it is necessary to carry out continuous prophylaxis in all stages of human maturation.

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УДК 81(035)

**Е.А.Сапунова, И.С.Архипова**  
**СЛОВООБРАЗОВАТЕЛЬНЫЕ «ГНЕЗДА» В ЛАТИНСКОЙ**  
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**DERIVATIONAL «NESTS» IN LATIN TERMINOLOGY**

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**Аннотация.** В статье рассмотрены латинские медицинские термины, их этимология, на примере конкретных словообразовательных «гнезд» проведен анализ.

**Annotation.** The article deals with Latin medical terms, their etymology and analysis on the specific example of derivational «nests».

**Ключевые слова:** медицинская терминология, латинский язык, «гнезда», словообразование.

**Keywords:** medical terminology, Latin language, «nests», worldbuilding.

Латынь является тем редким примером существования языка в виде специфической терминологии даже после его исчезновения как средства