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In Children, the Mining System is Close to Diseases and Semiotics

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Abstract: This study seeks to profit from theatre semiotics in order to investigate how semiosis can be implemented in the teaching of physics. It is based on the notion that in most human meaning-making situations, semiotic resources such as acoustic, spatial, and kinesic sign-systems evolve so as to complement and supplement one another.

Keywords: iconic; semiotics; gestural signs; teaching; physics; theatre.

INTRODUCTION

In 1932 in our country were founded the world's first pediatric departments in medical schools and organized Pediatric Medical Institutes. The first textbook that was used by the students in study process was of propaedeutics of children's diseases "Physiology and Dietetics of a child" [Luntz R.O. 1935]. In 1940 the textbooks on propaedeutics of childhood diseases were published by A.F. Tour, V.I. Molchanov, D.D. Lebedev and Y.F. Dombrovskaya, which were used by the students of pediatric departments. Those books were printed repeatedly many times. However, the achievements in modern medicine, including paediatrics, enriched the knowledge of clinical anatomy, on physiological and biochemical characteristics of healthy and diseased children. Currently, new instrumental and laboratory research methods are used, there have been significant changes in the approach to diagnostics, were defined pronounced pathomorphoses of clinical course of many diseases and extended the therapeutic and preventive measures. Pediatrics (from Greek pais, paidos - child, iatreia - doctoring) studies the laws of development of children, causes and mechanisms of diseases, methods of detection, treatment and prevention. Therefore, it can be defined as a medicine of growth period, of formation and development of human body, which is the most liable to human's life. This is so-called progressive stage in human life cycle. That's why it is considered to have unusually high humanism of this specialty and human responsibility for the ones, who have chosen to be paediatrics. The pediatrician is in constant communication with the child and his parents as well as grandparents. The child's doctor should be a good psychologist and pedagogue. This will allow him to gain prestige from their parents and relatives to gather their efforts and direct to the proper development, and in the case of the disease to rapid recovery of the child. The origins of many adult diseases begin in childhood. So, what are the childhood, growth conditions and upbringing of the child so will be the health state of the adult. Teaching pediatrics in pediatric departments of medical institutions begins in the III year, when the propaedeutics of children's diseases are studied. This is actually the first department, giving the student professional training. Since the pediatrics studies the growth period and development of the child, it becomes clear that at every stage of the child's life is characterized by specific morphological, physiological and psychological qualities. Therefore, knowledge of clinical anatomy and physiology of children of different age groups is the basis for understanding the identity of research methods and assessment of

the results. In addition, taking into account the basic anatomical and physiological characteristics help to determine the specific organization of an environment and vital regulations, as well as the nutritional status of children of different age groups. At the department of propaedeutics of children's diseases is also studied the semiotics of major various systems and organism traumas as a whole. Since the systematic presentation of nosological forms of childhood diseases is already the main subject of the Pediatrics course, so the study of propaedeutics diagnostic issues are discussed in two more extended aspects. Firstly, it is symptom diagnostics based on knowledge of the age norm and the research method, and following purpose of ascertaining the presence of symptoms of pathology; secondly, it is syndrome diagnostics, i.e. statement of pathophysiological link between the multiple symptoms of a disease and reflection of functional insufficiency (decompensation) of the indicated physiological system. The objective of the course includes mastering by the students the techniques of childcare and medical procedures, as well as the procedures belonging to the skills of nurses. In the later senior years the students are to be taught pediatrics not only in the departments of pediatrics, but also on specialized departments (childhood infections, pediatric surgery, pediatric neurology, pediatric otolaryngology, pediatric ophthalmology, etc.).

LITERATURE REVIEW

The effectiveness of self-instruction and subsequent growth is largely determined by how quality the students managed to master the basic medical - biological disciplines at university stage of education. They constitute the foundation for further clinical training and improvement.

Opportunities for selfeducation for pediatricians are great and various. This is primarily a constant work on the scientific literature and primarily reading of pediatric scientific journals, handbooks and monographs. A very important role in improving the knowledge of pediatricians played their part in the local branches of the All-Union Scientific Society of Pediatricians, founded in all countries, regions and mainly big cities. Being a member of this society was a professional honor for every Soviet pediatrician.

The beginning of studying children can be referred to the IV century BC, to the time of the book "On the nature of the child" written by Hippocrates, the father of medicine. Following Hippocrates about children, childcare and upbringing, wrote Celsus, Galen and Soranus (I and II century). In the next 15 centuries, information stated by Galen and Soranus was only repeated. Treatment of children in these years was carried out according to the same principles of adult patients or wasn’t practiced at all.

METHODOLOGY

Only in the XV-XVIII centuries again interest awakened in the treatment of children and its characteristics. This was due to a very high infant mortality, the emergence of charitable organizations and the creation in some European countries, educational homes or shelters for foundlings and homeless children. Were published a large number of works devoted to the education and nursing children. In 1650 was released a treatise on rickets of an English physician Glisson, afterwards followed the series of works of Sydenham, Haberzhen, Jenner, devoted to the study of infectious diseases in children. Approximately 100 years after the work of Glisson was published the first manual in pediatrics in 28 chapters. It was written in 1764 by a Swedish physician Nile Rosen von Rosenstein. After 30 years his textbook was published in Russian in Russia. After opening the first pediatric hospitals there is an intensive growth of scientific researches in the field of pediatrics and the formation of pediatricians schools. The first children's hospital in the world was Paris Hospital for Children, which opened in 1802. A little later there was the German School of Pediatrics. Its centers were in Vienna and Berlin. As the main focus of the researches German pediatricians had chosen biochemical and microbiological aspects of children's diseases, as well as nutrition issues. In the second half of the XIX century started functioning the scientific and clinical pediatrics centers in England, Switzerland, Italy, the Nordic countries and the United States. In Russia, the sequence of events was very close to that seen in Europe. Peter I in 1727 issued a decree "On building hospitals in Moscow for placing illegitimate babies and on giving them money and salaries for their nurses." Lomonosov in his letter, "On the propagation and preservation of the

Russian people" pointed out the need for people's hospices for illegitimate babies and publication of manuals on curing childhood diseases. However, foster homes were opened only in 1763 in Moscow and in 1771 in St. Petersburg, due to the perseverance and energy of I.I. Betsky, who himself composed projects of these houses and wrote instructions about caring for children and their upbringing.

ANALYSIS AND RESULTS

The most vivid mark in the history of pediatric science was left by the activities of a talented physician and teacher, successor of N.A. Tolsky in the Department of Pediatrics at Moscow University Nile Fedorovich Filatov (1847- 1902). His erudition, medical logic and observation have earned deep respect and gathered around dozens of talented students. He first described the clinic of rubeola scarlatinosa and glandular fever (infectious mononucleosis), as well as an early sign of measles - defurfuration the mucous membrane of the lips and mouth. He is one of the first to understand the value of atelectasis in the occurrence of pneumonia and described heart disease in scarlet fever in children.

The most vivid memory of the activity of this distinguished clinician was left in his books, read and popular so far. It is "Semiotics and the diagnosis of childhood diseases", "Lectures on acute childhood infections ", "Clinical Lectures", "Short textbook of childhood diseases." All of them were translated into many European languages and have brought glory to Russian clinical thought. In the Soviet Union was founded an award for the best works in pediatrics named after N.F. Filatov. In Moscow, was established a monument for Filatov with the inscription "For a friend of Children". Thus, the pre-revolutionary period of the development of Pediatrics is significantly distinguished by all those names of prominent Russian scientists and doctors, whose talents ensured the accumulation of knowledge about the physiology and diseases of the children, and earned the Russian science international recognition and priority for many sections of Pediatrics. During this period major scientific schools were established and simultaneously was defined the unity of Russian pediatrics, were formed its social and humanistic moral platform, focus on the solution of a wide range of issues of maternal and child health. A peculiar result of the development of pediatrics in the country was held in 1911, by the first All-Russian Congress of pediatricians, which examined care issues of newborns. Together the leading pediatricians and public figures created a variety of communities and charity movement, the purpose of which was to assist children in distress in the country. So, in 1904, were founded the St. Petersburg Union against child mortality, in 1909 the Society against infant mortality in Moscow, in 1913 the All-Russian welfare of mother and child protection.

CONCLUSIONS

Our findings suggest that proximity to mines using open-pit procedures increases the risk for asthma and rhinoconjunctivitis in children. In communities with high concentrations of environmental pollution from mining facilities, the adverse effect on children’s health highlights the importance of stricter emissions regulating policies. Most important in terms of public health would be emission control and reduction at the emission source. In addition, education campaigns regarding the identification and control of respiratory disease in order to improve the diagnosis and treatment of respiratory diseases in children are suggested. Finally, the proposed threshold distance might be used as an initial indicator to define zones which should be restricted for residential use. Such a policy might implicate the relocation of parts of the population. Adequate prediction models would allow estimations of possible health impacts of such a policy in terms children’s health in the affected areas. Impacts of such a policy should also be examined from different societal perspectives.

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