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IMPROVING THE QUALITY OF THE DENTAL EDUCATION OF FUTURE SPECIALISTS BY IMPLEMENTATION IN THE TRADITIONAL SYSTEM OF A PERSON-ORIENTED TRAINING MODEL OF TEACHING

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Summary: The article provides ways to improve the practical skills of students-dentists based on the experience of the staff of the department of the dental profile «I. Horbachevsky Ternopil State Medical University».

We consider the optimal complex use of methods of conducting traditional classes with innovative techniques, such as favorite television practical competitions and intelligence shows. The described method of conducting the qualifying round of the professional skill competition provides deepening of the clinical thinking, increasing the level of practical skills of future dentists by implementation a person-oriented model of education.

Key words: clinical thinking, formation, consciousness, medical students.

Introduction. The development of modern society requires the reform of the education system as a whole and medical in

particular. In Ukraine, there is a gradual change from the authoritarian to the person-oriented model of teaching. In these conditions, the reduction of the specifics of the content of the curriculum occurs and a clear determination of requirements for learning outcomes. Today, there is a search for ways to modernize the educational process through its technologizing. The new paradigm of education enters into action, in which the components of the content of teaching are formed from the result [1, 8].

The formation of an independent Ukrainian state, its progressive economic development, and the strengthening of the foundations of civil society increasingly require the modernization of the content of education in general and medical in particular, by updating the methods of its implementation. One of the main tasks of the modern system of education in dentistry, as the field of health care, is the creation of conditions for the growth and self-expression of each individual at the stage of obtaining medical education, the formation of a generation of dentists, capable of active practical activities with the presence of elements of creativity and development of moral-ethical values [7, 9].

An important place in the content of dental education takes practical orientation, acquisition and improvement of practical skills by future dentists [3]. One of the priorities of modernity in the education of the dentist-therapist is the orientation not only of understanding the leading tendencies of the etiology and pathogenesis of the main dental diseases, but also on the peculiarities of the individual patient himself, his anatomical and physiological features of the tooth-jaw apparatus, spiritual and moral values of everyday life. An essential condition for the effective learning of therapeutic dentistry is the reconstruction of images of the past in the views of students, which are impossible without the ability to analyze methods for restoring functional activity of various groups of teeth and methods of artistic restoration and synthesize into a single integral picture. This requires a new approach to the selection and application of such forms,

methods, techniques and means of training future doctors that would reveal not only the theoretical but also the practical level and creative potential of each student, his abilities [5].

Modern approaches to the methods of studying through the introduction into the traditional system of teaching collective innovative classes are widely represented in the methodological instructions of the staff of the Department of Therapeutic Dentistry of «UMSA» [2, 7], and to our opinion, we need unconventional approaches to improve the quality of practical orientation in education.

The aim of our approach is to test the ways of improving the therapeutic dental education of future specialists by introducing professional skills contests into the educational process, which are an active form of education, that will promote the development of professional knowledge, creative initiative and is a kind of control over the level of education.

Main part. The purpose of the qualifying round of the competition - is to identify the best of the students. This form is the most creative among all, the measures of the competition require careful preparation and major organizational work (creation of the provision of the competition, making of competitive tasks, writing a scenario preparation of requisition, the purchase of gifts). As a result, the contest becomes a bright theatrical feast not only for the participants, but also for the audience.

Therapeutic Dentistry Department of SHEI «I. Gorbachevsky Ternopil State Medical University Ministry of Health of Ukraine» offers a model of preparatory training by experience during the performing of this competition. For the first time, this model of learning was substantiated by American D. Colb in the late 1970s, relying on the work of D. Dewey, K. Lewin and J. Piaget [4].

Using our own experience, the staff of the department direct their work towards the implementation of an individual approach to the personality of students in practical classes. The aim is to identify the creative abilities and conditions for the

implementation of behavioral reactions of students in practical classes and their development at the preparatory stages of the competition.

The main task of the teacher at this stage is the correct motivation of the participants of the qualifying round of the competition. At the same time, special attention should be paid not only to the practical mobility of students-contestants, but also to the upbringing of the future physician's mind and the availability of clinical and creative thinking. Otherwise, the learning process will not be complete if, in its course, it is not upbringing and not taking into account the primary professional skills and qualities of students.

Proceeding from the analysis of this model, the learning process of the contestants that we propose has a cyclic character and is represented by four components that consistently change each other: concrete experience, reflexive observation, abstract conceptualization and active experimentation.

At the stage of concrete experience, we offer the creation of conditions for the acquisition and updating by students their specific knowledge and skills that in the future will be the subject of analysis in practical classes. In the future, there is an accompaniment to the gained experience by a multidisciplinary analysis in the course of collective and individual work – the improvement of practical skills. The basis for this is the transition to a phase of reflective observation, which allows students to analyze the gained experience and prepare a series of conclusions according to the level of their own skills. The passage of this phase gives the opportunity to direct the contestants to search independent answers to the questions posed by the curator and the ways of practical improvement. Without this analysis, the practical experience may remain imperfect.

At the stage of abstract conceptualization there is a comparison of own conclusions with the requirements of the provisions of the competition, and the complexity of the proposed competitive

tasks. Their preliminary inferences get further development and are already formed in the language of hypotheses and possible own results, and then checked in the next phase – the phase of active experimentation. Which provides verification of practical skills, taking into account the gained experience and obtained information at the previous stages.

Our proposed method of training the contestants allows shifting the focus of activity and initiative in the educational process towards the student-competitor himself. This, in turn, requires a change in the strategy of organizing training in the practical part of the class aside of searching new forms and technologies of work in a practical direction.

Summing up the competition we propose to perform it in the form of non-traditional innovative class – «role playing». The department proposes to conduct the given kind of employment in the presence of the dean of the faculty and expert curators who evaluated the work of the contestants. In our opinion, as well as a number of other educational game technologies, the advantages of «role-play» are that it gives opportunity to more effectively and adequately simulate in the educational process the realities of the professional activity of the present, based on a detailed analysis of the work of each of the contestants and in all the necessary to us the completeness of intellectual knowledge, practical skills, psychological and social aspects. The use of role-playing games as a form of training for contestants makes it possible to solve a number of pedagogical problems at the stage of personality formation of a highly qualified dentist, namely, to obtain and improve practical skills with the use of new restoration techniques, to master the aspects of communication and interpersonal interaction while working in four hands. The role-playing game provides the possibility of creating a virtual clinical situation of varying complexity, in which, through adequate self-esteem, there is a discussing aspects of problematisation in the way of forming the personality of a modern

physician with the active assistance of the teacher-consultant.

It should be noted that this position provides the opportunity to create such teaching conditions that will allow to focus the attention of competitors on the necessary practical skills, which in his opinion, may be especially needed in future clinical situations, namely, the formation of contact points, the restoration of the anatomical form of crowns of different teeth classes. With the introduction of the role-playing game, there is an opportunity to repeatedly reproduce the clinical situation with the solution of which there were problems in past experience in solving clinical tasks, with the aim of analyzing and discussing with more experienced colleagues-experts. Students have the opportunity to change their position to the discipline they study and develop the ability to perceive the thoughts of other people, namely, expert instructors and college-contestants.

Particularly effective is the use of role-playing games in the phase of gaining experience. Application of a role-playing game at this stage gives the opportunity to the contestants to trace the mechanisms of implementation of the restoration technology that is being improved and the conditions for its successful conduct.

The game is a peculiar illustrative example, mainly due to the fact that in the course of it the contestants are actively involved in the study of a new form of teaching method and the relationship of «student-teacher» to «student – curator». This possibility, according to M.V. Clarin, contributes to a more effective assimilation of new professional knowledge and skills, creates the basis for an active and varied consideration of clinical problems that are being solved at the preparation stage [4].

It should be noted that in order to fully master the theoretical aspects and improve practical skills, there was not enough only one practical experience gained during the role play. To maximize its effect, as a form of training for medical students, it is necessary to provide the success of the participants' practical experience, and, equally important,

to create conditions for their use in practical classes.

Using our own experience, we can assert that the conducted selection round of the competition may be an integral part of student mass events of scientific and practical orientation, and may also be an independent event.

An expert council is created and a system of evaluations for each stage of the competition is made for an objective assessment of the realization by participants of each stage of the practical task in accordance with the developed provision on the competition. The staff of the Department of Therapeutic Dentistry developed a special expert form, taking into account all stages of the competition. Discussion of nominees of winners by expert - curators is recommended in the form of a Socratic conversation- a detailed consideration variants of decisions subject to a large number of candidate variations for the purpose of adopting a single principle solution on the problem – determining the winner. The Socratic method, as is known, consisted of a detailed analysis of the system of questions in a particular case, a detailed analysis of the digital material of the work of the contestants at all stages, the discussion of which led to an objective decision on the candidate. It should be noted that the answer may not be formulated – each curator expert, makes his decision, although it is possible that this choice can be discussed publicly. At the end, the results are summed, the number of points is calculated and the winner is determined.

From the point of view of the organization of such events, it should be noted that the preparation of the competition requires time and creativity, so that the competition was a kind of a solemn event with educational elements.

Using our own experience, we can determine the mechanism of performing the competition in the form of a preparatory phase, which in our opinion should be dual-oriented for student and teaching motivation. Student motivation is in the selection of contestants on the basis of analysis of characterological peculiarities and level of

practical skills of students demonstrated on practical classes in therapeutic dentistry. At the preparatory stage it is necessary to determine the composition of the participants and the conditions of the competition, focusing on the provisions of the competition. It is quite significant to our opinion well-formed system of motivation for the participants, which provides the necessary atmosphere at all stages of the contest. In this case, the organizational event is a mandatory discussion with all the participants of the structure of the contest and behavioral reactions during its passing. The staff of the department of therapeutic dentistry SHEI «I. Gorbachevsky Ternopil State Medical University » recommend holding two organizational sessions of the contestants at the preparatory stage. The teaching component is characterized by the formulation of the clear goal of this event, which will give the opportunity in the perspective to use the provisions of the competition to propose a scenario. Actually, the competition considers it necessary to start with the announcement of the amount of task and instruction in all stages of the game and their evaluation. Throughout the competition, we recommend recording the behavioral reactions of each participant, by matching them with the emotional component of the overall atmosphere, the competitive stage and time.

Summing up the results and analysis of the competition is based on the emotional component of situations experienced by the contestants. A general description of the atmosphere of the competition as a whole is given and, in our opinion, is very important, there is a characteristic of each contestant separately, with emphasis on positive components of work and disadvantages. Using the results of our own observations, we recommend commenting on the general way of the relationship between doctor-patient and doctor-assistant and giving recommendations.

The main position at the stage of the analysis of the level of conducting of the contest-mastery and the achievements of the contestants is its conformity to the

establishment at the preparatory stage of the aim of the event, to increase the level of artistic restoration skills of a modern student-dentist with the ultimate goal - to improve the quality of education of the future dentist - therapist as a whole, as well as with the remote goal – education of the personality of the doctor of the dentist-therapist of the present by means of education in the students of doctors of the person-oriented model of training. It should be noted that the analysis is a specific kind of professional activity of expert curators in this competition. It is a necessary component of pedagogical analysis of the level of implementation of the practical task posed to the contestants. In our opinion, there are a number of issues that need to be taken into account when analyzing the results of competitive works, namely the development of the outlook and the professional-holistic orientation of the contestants, the existence of a creative approach in professional activities, the development of stable moral and ethical qualities of the individual, the development of the emotional and volitional sphere, the formation of readiness to professional self-education and improvement of professional knowledge and skills in the conditions of Eurointegration.

Conclusion. Therefore, the desire of teachers to achieve the best results in the implementation of theoretical and practical, educational, developmental tasks in the medical dentistry of today, induce them to

apply non-standard pedagogical approaches. The teachers of the dental faculty of the « I. Horbachevsky Ternopil State Medical University » use competitive and gaming forms of the organization of educational activities of medical students in their work. Qualifying stage of the competition «Specialist» has a well-defined structure, composition, script, and was created in the form of favorite television practical and intelligence shows, which caused the students' extraordinary interest and their desire to take part in such a competition. The own experience of the departments of the Dentistry Faculty makes it possible to argue that the use of the proposed model D. Kolba [4] in building the organizational process of preparing students for contests provides an opportunity not only to improve practical skills in using the latest dental technologies of artistic restoration, but also to analyze and correct the skills obtained at the stage of the qualifying round of the competition. As a result of the competition, a system of educational and methodical documentation, didactic materials and teaching aids was created, necessary for successful and qualitative improvement of practical skills and theoretical knowledge on the subject in the network of the program and, accordingly, for this training time, in order to improve the quality of dental education of future specialists through education in medical students person-oriented model of training.

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