



Algorithm of Implementation of Stages of Organisation and Perspectives of Interactive Postgraduate Training in Dentistry

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Annotation: The article presents the relevance and demand for work in the current conditions of a new social situation. The aim of the work is to form an algorithm of stages of organisation, and the prospects of interactive postgraduate training in dentistry. Materials and methods of research are indicated, as well as the results of the study with their discussion. The algorithms of the stages of the organisation of the interactive educational process at carrying out of non-traditional lectures and practical classes, with designation of efficiency and prospects of the received knowledge, and also improvement of the organisation of the system of control of knowledge of students are stated in detail. New data on the organisation and conduct of a master class with training for dentists to improve the mastery of practical skills are presented.

Key words: interactive postgraduate training; organization of postgraduate training in dentistry; innovative forms and methods of training; master class; OSCE; survey; simulation technologies.

Introduction. In the modern conditions of a new social situation, against the background of globalisation and informatisation of all aspects of society, reforming the sphere of higher professional education in the XXI century undergoes significant changes aimed at improving the quality and modernisation of medical education, according to the needs of health care [1, 2].

The main task of modernisation of modern medical education is the training of highly qualified specialists in the formation of graduates' professional competencies that ensure their competitiveness in the labour market in accordance with the Bologna construct, to ensure the quality of medical care according to the needs of society. At the same time, according to the literature of recent years, it has been noted that positive transformations in the educational process of society cannot be achieved within the framework of the traditional model of education. Whereas within its framework there can be no progress in training a modern specialist of higher qualification due to the decrease in the activity of learning and cognitive activity of students, which causes a widespread acute deficit of specialists of higher category in all spheres of medicine [3, 4, 5]. In order to improve the quality of learning of the taught material, it is not enough for a teacher to be only competent in his subject and teach theory in the classroom, a new approach to the modern educational process is needed, with the involvement of

all students. In view of this, modern postgraduate education should implement innovative forms of teaching aimed at improving the quality of specialist training and self-improvement of students - with the justification of the need for active and interactive teaching methods [6, 7].

A number of foreign sources noted a decrease in interest in the subject among students, but the introduction of innovative teaching methods led to the fact that 82% of cadets felt a significant need for interaction in the classroom, radically increased academic performance [8, 9]. Considering the above, the training of students of continuing education courses in dentistry requires optimisation of theoretical and practical classes with traditional and interactive teaching methods. This requires a detailed structuring and elaborate mechanism for integrating interactive methods into the system of postgraduate education in dentistry, which indicates the relevance and demand for this work.

Purpose of the study: to form an algorithm for the implementation of the stages of organisation and prospects of interactive postgraduate training in dentistry.

Materials and methods of research. The object of the study is to evaluate the performance of trainees and faculty members participating in the Cycles of general improvement in the speciality "Therapeutic Dentistry" (4.04), Tashkent 2018. [10]. The subject of the study was the materials of innovative technologies of the interactive method of teaching in dentistry, serving to activate and develop the postgraduate educational process:

- small group method and brainstorming;
- non-traditional problem-based learning in lectures;
- role-playing games, analyses of specific clinical situations;
- programmed learning: standardised patient;
- use of simulation training technologies on phantoms and models;
- on-the-job training (in the clinic and polyclinic of dentistry);
- holding scientific and practical conferences on dentistry;
- master classes with training of practical skills of dentists;
- analysing case studies, solving practical problems;
- dramatisations and case studies;
- business games;
- Examinations on clinical training and test control [6, 7, 11].

Research Methods. The study used questionnaires, empirical analysis, modelling, mathematical and statistical methods.

Results and discussion. Taking into account the principles of novelty, the organisational stage of the Cycle of training sessions of the Faculty of Postgraduate Education on the first day includes: familiarisation of the trainees with the curriculum and the purpose of the lesson with the learning objectives in the methodological guidelines of practical classes, as well as the content of the discipline and recommended literature [6, 7, 12].

When developing a plan for an interactive lesson it is necessary to carry out the following list of activities of the preparatory stage:

1) What should be in the preparation of each lesson:

- Clarification of the problems to be solved.
- Definition of the practical block (what the group will do at the lesson).
- Outlining the effectiveness and prospects for the realisation of the knowledge gained.

2) List of prerequisites:

- The purpose of the lesson should be clearly defined.
- Handouts should be prepared.
- Technical equipment should be provided.
- The participants are identified.
- The main issues, their sequence, and practical examples from life have been identified.

3) Handouts:

- class programme,
- handouts should be adapted to the medical audience,
- the material should be structured,
- Use of charts, illustrations, diagrams, symbols.

The organisational stage includes the definition of the topic, the purpose of the lesson, the initial (input) control of students' knowledge by questions or test control according to the sections of the discipline, warm-up and grouping of students into small groups [6, 7, 12].

When compiling the timekeeping for the organisational part of the classes usually allocated no more than 15-20 minutes, and for the direct implementation of practical exercises 1.5-2 hours, taking into account the volume and complexity of the subject matter of the classes, necessary for its implementation.

The training day begins with the theoretical part of the lesson by reading lectures on multimedia technology with demonstration of lecture materials by a set of slides, presentations on the topic of the lesson by Microsoft Power Point programme. In cases of a combination of computer and traditional forms of organisation of learning activities, the teacher uses an interactive whiteboard (Smart Boaks) with the answer "at the board".

The main part of classes of educational activities of dentists are practical classes, consisting of work in a small group, solving situational problems (case), carrying out a case study of patients at the bedside of the patient with the teacher or the use of other interactive method of teaching with the use of simulators, simulators standardised patient or other simulation technologies on mannequins, moulages, tables, videos, etc. to master practical skills, because the availability of each listener patients for the analysis of the patient.

In search of innovative forms and methods of training of modern postgraduate education, aimed at improving the quality of training of specialists and self-improvement of students are training sessions with the master class with training, which are based on practical actions of demonstration and demonstration of creative solutions to a particular cognitive and problematic problem.

Training sessions of master class with training includes two stages:

- Information block or provision of theoretical knowledge;
- Development of practical skills [14].

The topics of masterclasses include:

- overview of current problems and technologies,
- different aspects and techniques of using technologies,
- Author's methods of applying technologies in practice, etc.

According to the prospective plan of work of postgraduate education in dentistry, for the first time several master classes with training were held in accordance with the programme of therapeutic dentistry, with the invitation of foreign specialists of the highest qualification in the walls of the Tashkent State Dental Institute.

Summarising the results of the class includes a review of group results of work. The final stage is the feedback: self- and self-assessment of the teacher with explanations and discussion of the topic of the class. Further, according to the mechanisms of reflection and self-assessment of students, mark the evaluation of the results of work in the workbook and in the training journal of the faculty, according to the control questions. The curriculum materials include sets of tests of the appropriate level according to the 1:5 systems, for initial and final control of knowledge with standards of answers, a set of situational tasks, tasks for self-preparation for practical classes with appropriate control, auxiliary materials and recommended literature.

The form of control with assessment materials at the beginning is the intermediate control after the end of each block and with the completion of the portfolio at the end of the cycle.

The form of final control is also an examination to identify the theoretical and practical training of the doctor on OSCE [objective structured clinical examination - ECOS (French), OSCE (English)], using a real patient - a variant of the practical examination with further test control of knowledge of trainees on the system 1:5 [6, 7, 13].

Final control of doctors on OSCE is carried out with the participation of invited independent expert clinicians at several stations (5-6), with assessment in % of mastering the necessary sections of the discipline:

- communication skills and the ability to collect anamnesis;
- drawing up an examination plan and clinical examination skills;
- assessment of the results of clinical and instrumental investigations;
- making a diagnosis with a summary of all sections of the study;
- Justification of treatment and recommendations for the prevention of pathologies [14, 15].

Students are admitted to the final control after studying the disciplines in the volume provided by the curriculum and filling out a portfolio (a list of individual learning achievements) [7, 13].

The final assessment is made taking into account the teacher's assessment and the results of clinical examination, as well as test control scores in the ratio of 0.6-0.4, which is the subject of a separate report.

Conclusions. Thus in solving the problems of quality medicine on the basis of scientificity and informativeness, reasoned organisation and evidence-based content with convincing examples and facts, as well as methodological literacy, ensuring the introduction of innovative technologies of

interactive teaching method in practical healthcare, are promising in stimulating the cognitive activity of students in postgraduate education in dentistry.

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