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## **INTERACTIVE TRAINING METHODS IN CLASSES AT THE DEPARTMENT OF DENTISTRY, FACULTY OF POSTGRADUATE EDUCATION**

Interactive training is a special form of organization of cognitive activities that involve quite specific and projected goals: development of intellectual abilities, independence of thinking, achieving speed and strength in mastery of the material, deep penetration into the essence of studied phenomena, development of creative potential, i.e. the ability to get «vision» of the problem, to perform independent searching activity, to reach effectiveness of professional knowledge and skills in real industrial practice.

Introduction of interactive forms of education is one of the most important ways to improve training in modern universities. Course participants better master, understand and remember the material they learned through active involvement in the educational process. Proceeding from this, the main methodological innovations today are associated with the use of interactive training methods.

Educational process, based on the use of interactive training methods, is organized with involvement of all group members without exception in the process of cognition. Collective activities mean that each individual brings his own individual contribution, and the work progress involves exchange of knowledge, ideas and methods of activities. Individual, pair and group work is organized; project work and role-playing games are used, as well working with documents and various sources of information. Interactive methods are based on the principles of cooperation, activity of trainees and relying on group experience, as well as compulsory feedback. Environment of educational communication, characterized by openness, interaction of participants, equality of their arguments, accumulation of shared knowledge, possibility of mutual assessment and control is created.

Along with a new knowledge, leading trainer encourages participants to independent search. Trainer's activity gives way to activities of participants, and so creating favorable conditions for their initiative becomes his task. Trainer stops acting as a kind of filter, that passes educational information through himself, and starts serving as an assistant in the work, and one of the sources of information.

Tasks of interactive forms of education are:

- revival of interest in course students;
- effective learning of the academic content;
- individual search for ways and variants of solving the educational task by course students (choosing one of the options or finding their own version and reasoning of the decision);

- establishing interaction between course students, their training to work in a team, to tolerate any point of view, to respect the right of everyone for freedom of expression, respect everyone's dignity;

- formation of trainee's opinion and attitude to problem;
- development of vital and professional skills;
- reaching a level of trainee's conscious competence.

When using interactive training forms, the trainer's role is changing dramatically, i.e. he ceases to be the center, but only regulates the process and deals with its general organization, prepares necessary tasks and formulates questions or topics for discussion in groups in advance, advises, monitors the time and order of execution of the plan. Participants refer to social experience – their own and other people's – at the same time they have to engage in communication with each other, work together in order to solve the established tasks, overcome conflicts, find common grounds and compromise.

The following interactive forms may be used for solving educational and training tasks by the instructor:

- Roundtable (discussion, debates)
- Brainstorming session
- Business and Role Playing
- Case-study (analysis of particular situations, situational analysis)
- Master Class

It should be noted that during preparation of lessons based on interactive forms of training not only an issue of selecting the most effective and appropriate form of training in order to explore a specific topic arises before the trainer, but also the opportunity to combine several methods of training used to solve the problem is opened before him, which undoubtedly contributes to a better understanding by the trainees. It seems appropriate to consider the need to use different forms of interactive training to solve the established problem.

Principles of work at interactive sessions:

- Session is not a lecture, it is a collective work.
- All participants are equal regardless of age, social status, experience, place of work.
- Each participant is entitled to have his or her own opinion on any issue.
- There is no place for direct criticism of a person (only an idea can be criticized).
- Everything said in class is not guidance for action, but rather information for consideration.

Interactive sessions on dental disciplines in refresher training sessions are very important because not only the etiology and pathogenesis of dental diseases, as well as algorithms of therapeutic interventions are discussed, but also the complications that arise in the course of individual therapeutic activity of each disputant. Through discussion and analysis of complications arising during a medical admission, students develop common tactics for similar cases in clinic.

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### **TRAINING OF A FOREIGN DENTAL SURGEON UNDER THE MASTER'S DEGREE PROGRAM AT THE DEPARTMENT OF DENTISTRY**

The training of dental surgeons under the master's degree program is determined not only by necessity to train the highly skilled specialists but also intended to create a strong-minded doctor who can size up the task appropriately and find the ways to solve it by himself.

An independent study plays a leading role in it. A scientific research activity, namely training of an academic researcher who will be able to carry out scientific researches in the future, to be a candidate to study under the postgraduate training program and to defend a research paper upon completion the master's degree program is one of the methods of the independent study.

A three-year dental surgery master's degree program includes theoretical course of training, practical course of training, allied subjects, scientific research activity, annual reports on work performed, reports at meetings of the department and board of studies of the faculty.

When we began our work with masters from the non-CIS countries we noted a prominently low level of general education, a language barrier which demands a special approach and attention in the course of the subject teaching.