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AN INNOVATIVE APPROACH AT THE STAGE OF POSTGRADUATE MEDICAL EDUCATION

The purpose of professional training of specialists is to bring the educational process as close as possible to the practical activity. The professional training of the future dentist should include not only the acquisition of knowledge, the formation of practical skills necessary for effective professional activity, but also the acquisition of future specialists in team work and the ability to work autonomously.

The modern physician must be able to adapt and act in new situations, ready to choose a communication strategy and demonstrate effective interpersonal interaction.

An obligatory stage in the professional postgraduate education of a doctor is the internship as a primary specialization with a target to improve the practical training of medical universities graduates and their professional level and prepare for independent professional activity in the basic medical specialties determined by the relevant orders of Ukraine.

Training in the internship is conducted by combining the full-time form of education in the departments of postgraduate education of medical universities with internships in basic health care institutions.

The main goal of internship with major in "Stomatology" is the improvement of the professional algorithm of solving practical tasks, the further development of clinical thinking, professional medical behavior based on deontological principles, formation of a refractive skill and the ability to use the obtained theoretical knowledge in practice.

High requirements for the training of interns contribute to the search, implementation and refinement of modern teaching methods in order to optimize the development of clinical thinking.

The learning process is constantly being modernized, new pedagogical innovative technologies in education are introduced and widely used, modern approaches, including interactive methods, are applied.

Interactive teaching methods stimulate the ability of interns to analyze and assess the clinical situation, teach to make decisions independently, integration and application of theoretical knowledge obtained in the practice of a dentist.

Practical classes at the stage of postgraduate training of interns provide for independent reception of patients under the supervision of the teacher, assistance and presence in operations, work in the surgical dressing rooms, participation in the rounds of the maxillofacial surgery department, attending patients' consultations.

Particular attention at the stage of postgraduate training is focused on the final transition of the educational process from knowledge transfer to formation of professional competencies. This process includes five components: cognitive (knowledge), operational (skills), axiological (communication skills), legal, and continuing education, self-education. (1)

To assess the theoretical basic training (the cognitive component), testing of interns is used (entrance test control, current testing according to the lessons conducted, final knowledge control), oral surveys, solving of situational problems, discussion of certain topics and problems with a critical evaluation of the studied literature and the Internet sources. It should be noted that today's interns increasingly prefer the interactive methods of training to the traditional approaches in presenting the material. In the traditional organization of educational process, a unilateral form of communication is used as a means of knowledge transferring and formation. Its essence consists in translation of information by a teacher with the subsequent reproduction by students. The main source of knowledge, in this case, is a teacher with his level of theoretical training, practical experience and intelligence. First of all, this form of passive learning is not effective enough.

When using interactive methods, the learner becomes a full participant in the process of obtaining knowledge, his theoretical base and experience serve as the main sources of knowledge. Clinical situations, cases, data from laboratory and clinical examination methods for diagnosis and differential diagnostics of existing pathology in the oral cavity, drawing up a plan for additional examination (if necessary) and searching for optimal tactics a patient treatment are offered for discussion.

The teacher does not give ready knowledge and answers, but encourages interns to an independent search. Future doctors develop the ability to listen and hear their opponents, express an opinion, based on the evidence-based medicine data, think critically, communicate, analyze. During situational education final result is not so much important as the process of its search, because in this way the doctor's abilities to clinical

thinking are developed (2). This motiyates an in-depth study of the theoretical foundations, the analysis and systematization of already available basic knowledge obtained in higher education institutions for professional justification of the choice of examination method or treatment of the patient.

Algorithmization and process management of the treatment process has become very popular as a result of the fact that the quality of medical care is constantly evaluated, quality management systems are developed and implemented to improve the level of services provided in the field of medicine. Obviously, a doctor who thinks clearly and in a structured way can respond more effectively, immediately and economically, both in planned and in critical situations, which are so common in medicine.

An algorithm is a strictly defined sequence of actions aimed at solving the problem.

The priority task of the classes held at the stages of postgraduate training of interns is to form algorithmic thinking, which should lead to a clear implementation of practical skills or tasks. Skills of algorithmic thinking contribute to the formation of a special style of behavior of the doctor with the patient, the components of which are: purposefulness and concentration; objectivity and accuracy; consistency and consistency in the planning and implementation of their actions; ability to clearly and concisely express your thoughts; set the problem correctly and find the final ways to solve it.

Speaking about the training of the dentist, it is necessary to teach the intern in such a way that in each case, having collected complaints and anamnesis from the patient, he could determine the examination algorithm (without missing all the necessary clinical and additional examination methods, without loading the patient with those examination methods, which in this situation cannot be of practical importance), clearly plan their therapeutic actions, have the ability to foresee various circumstances or possible complications, and choose The methods of treatment are accordingly with them.

Evaluation of the operational (skills) component occurs during reception of patients by an intern. The teacher pays attention to the procedure of patient examining, performing dental interventions during the treatment of dental pathology, manipulations, reading radiographs, etc. Evaluation includes direct observation of the intern work with subsequent discussion and analysis. The teacher is not in the role of a tough critic, but an adviser and partner who is ready to help the beginning doctor. Discussion of the real clinical situation helps to put the available theoretical knowledge in a practical plane, to demonstrate the inseparability of one component from the other.

Communicative skills include the ability to communicate with the patient, establish a trusting relationship with him, empathy, compliance with the principles of deontology and medical ethics with patients and colleagues. The doctor should be able to clearly and easily communicate to the patient the diagnosis, treatment plan, the end result, be sure to notify about possible risks and complications when performing the planned manipulations. To encourage the patient and involve him in the decision-making process. At the internship stage, the teacher's help is very important for communicative competence formation. Often an intern doctor experiences at the sight of a patient no less fear than the patient, sitting down in the dental chair. Lack of practical experience requires timely advice and support, and sometimes help in communicating with patients.

Assessing the competence of "legal issues", we pay attention to knowledge and observance of the regulatory framework on patients' rights, providing comprehensive information on the state of dental health, available treatment methods, treatment forecasts and possible complications; knowledge of the rights and duties of a medical worker, documentation keeping. Use of current protocols of examination and treatment of patients.

Self-education is an integral part of the professional activity of any doctor including dentist. Ability to work with literature and Internet sources, ability to critically analyze information, based on basic knowledge, interpretation of information received in terms of evidence-based medicine is the way to professional development and training of a clinician. At the same time, independent work with educational literature, published on paper, remains an important part of the educational process, supported by many years of experience. However, with introduction and use of information technology, the possibilities for organizing independent activities of interns have significantly expanded. In this regard, automated training systems should be regarded as effective program-methodological complexes. The use of information technologies in the educational process makes it possible to change the nature of the training activities of interns and doctors, to diversify, to activate their independent work, to increase interest in electronic means of education (3).

At the same time, an integrated approach using the conditions of a library, a reading room, a methodical room, a computer room and access to the Internet demonstrated its maximum effectiveness with regard to working with primary sources. The main purpose of this type of work of interns consists in the development of future doctor ability to find, analyze and systematize scientific information on specialty (fundamental scientific works, periodical scientific literature, Internet publications) (4).

This work of intern creates the ability to interpret the received data, report it to colleagues and, if necessary, apply it in practice.

The combination of independent work of interns with an active and diverse help from the teacher, who behaves more like a colleague, analyzes all the basic steps of a young doctor (from the moment of getting to know the patient, collecting complaints and anamnesis, diagnosing a dental disease, drawing up a survey and treatment plan, and ending with medical manipulation) leads to an increase in the educational motivation of interns, levels of independence and confidence in performing complex tasks, as well as striving for self-improvement.

Interactive forms of training provide high motivation, strength of knowledge, creativity, sociability, an active life position, the ability to work in a team and value individuality, mutual respect and tolerance.

Formation of clinical thinking occurs in the process of working directly with the patient, with an independent attempt to resolve a specific clinical situation in real conditions.

Modern methods and tools of information technology should be purposefully implemented in clinical practice and educational process for the development of professional skills, the formation of clinical thinking, the accumulation of clinical experience.

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