

obtaining additional data on the website of the department, when preparing for practical classes in histology.

Therefore, the hybrid form of education ensures the continuity of the educational process, even in the conditions of martial law. And the combination of different forms and methods of education, the emphasis on bilingual training of students, in the context of the discipline "Histology, cytology and embryology", combines safety and a high level of theoretical knowledge and practical skills, which is necessary for future doctors.

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**THE MEANING OF THE CLINICAL DEPARTMENT
IN THE FORMATION OF CLINICAL THINKING
OF THE FUTURE DENTIST**

**РОЛЬ КЛІНІЧНОЇ КАФЕДРИ У ФОРМУВАННІ КЛІНІЧНОГО
МИСЛЕННЯ МАЙБУТНЬОГО ЛІКАРЯ-СТОМАТОЛОГА**

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Modern innovations in dentistry over the past decades in theoretical and practical aspects allow expanding the diagnostic and therapeutic capabilities of a dentist-therapist. The doctor must perceive innovations in a timely manner and competently rationally use them in everyday medical activities. This is available to a doctor who has developed a clear, correct clinical thinking since his student years. The university teachers are faced with the task of forming the clinical thinking of the future doctor. Without clinical thinking, a doctor will not take place, but a bad artisan will be formed, who creates the appearance of healing, often sometimes only to satisfy personal material needs and sometimes harms the patient [1].

Clinical thinking is the intellectual activity of a doctor, which obeys the basic principles and general patterns of thinking. And at the same time, it is specific and peculiar, due to the fact that the object of its knowledge is the most complex being – human.. Clinical thinking is the thinking of a doctor on

the basis of his knowledge and experience, the direction specifically in relation to this patient. Unfortunately, today there is a crisis of clinical thinking on a global scale. The medical profession today faces many challenges. Clinical thinking is not taught, but educated, it must be fast, logical, disciplined, scientifically accurate.

The formation of clinical thinking depends on: the socio-cultural life of society and its formation; the state of science in general; degrees of breadth and depth of medical sciences; organization of the educational process; the human character of the doctor, his attitude to life, willpower, mental abilities.

The origins of the formation of correct medical thinking are: knowledge of the laws of formal and dialectic logic, theory of knowledge; the presence of deep knowledge of fundamental sciences, anatomical and physiological human data, general medical issues; knowledge in the specialty, the presence of the necessary personal qualities, clinical experience [2].

The main ways of forming clinical thinking are: in the first years to encourage students to conduct a self-assessment of their personal qualities, assess the level of their culture and compliance with the deontological qualities of a doctor, help find ways to eliminate shortcomings and develop the necessary medical qualities, develop the ability to express their thoughts, form the ability of psychological contact with patients, develop the student's skills to conduct a meaningful conversation, accurately conduct a clinical examination, meaningfully select the necessary type of additional examination and be able to interpret the results, conduct debatable clinical analyzes of patients with an analysis of the pathogenesis of each symptom. To teach how to correctly draw up medical documentation, to encourage the student to conduct a deep everyday analysis of the causes and specific sources of their own and other people's mistakes. When studying theoretical subjects, the student must understand that it is necessary to understand the deviations that have arisen in the body, to be able to assess the mechanism of the onset of a symptom, syndrome, disease. When prescribing treatment, clearly represent the mechanism of action and side effects of the use of prescribed drugs [3].

In clinical departments, it is necessary to develop the ability to clearly obtain complete information about the patient, carefully examine, establish good psychological contact with the patient; to teach competently draw up medical documentation – according to the philosophical category of the unity of form and content, that is, so that there is unity between the diagnosis and the content of the medical document.

Clinical thinking is the basis of medical activity, the formation of which takes many years of knowledge and personal practice of a dentist.

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