

з врахуванням їх власних здібностей та потреб, що приводить до задоволення персональних освітніх потреб здобувачів ЗВО, підвищення ефективності та якості освітнього процесу.

### Література:

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## MODERN APPROACHES TO THE TRAINING OF DENTISTS IN THE CONDITIONS OF THE INFORMATION SOCIETY

### СУЧАСНІ ПІДХОДИ ДО ПІДГОТОВКИ ЛІКАРІВ-СТОМАТОЛОГІВ В УМОВАХ ІНФОРМАЦІЙНОГО СУСПІЛЬСТВА

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To ensure high-quality training of future specialists in higher education, innovative teaching technologies are currently being widely introduced. The task of training medical personnel of the new generation cannot be fully solved by traditional standard training methods. Traditional methods of teaching students, aimed mainly at acquiring, expanding and deepening

knowledge by communicating information, reproducing it and specific professional actions according to a ready-made algorithm (indicative basis for actions), are clearly insufficient. These methods very little affect the main link of students' cognitive activity – thinking [1]. To improve the quality of training of specialists, the need arose to use modern active teaching methods that ensure the creative activity of students and are aimed at the formation and development of professional thinking, their ability to master new ways of professional activity [2].

Active learning methods are characterized by: forced activity of the student's thinking (forced activation); ensuring the constant involvement of the student in the educational process; increased degree of motivation and emotional involvement; independent development of decisions; constant interaction between student and teacher; a manifestation of reflexive self-organization of the activities of the teacher and the student in the joint educational activity “teaching – learning” [3].

Active learning methods include different forms and techniques. A significant place in the activation of cognitive activity and, especially, in the development of clinical thinking is given to business games, which increase the student's motivation for practical mastery of professional activities [4]. The purpose of the business game is to develop cognitive and professional motives, systematic thinking of the future dentist, and in accordance with the main competencies – collective practical work and interaction skills. A business game promotes the development of creative potential and cognitive interest in the subject [5]. Analysis of the game helps to objectively assess the student's level of preparedness. The basis of any business game is the principle of modeling the conditions of professional activity by solving various situations: examining a patient, drawing up a plan for additional examination methods and interpreting research results, making a diagnosis, drawing up a treatment plan. At the same time, the possibility of individual and group assessment of the activities of the game participants is being worked out. Professionally oriented business games increase the student's motivation to study the topic of the lesson and better assimilate theoretical material, since the clinical situation being played out is close to his future professional activity. Active learning methods form in students not only knowledge – reproduction, but the skills and need to apply this knowledge for analysis, evaluation and making the right decision. When studying issues of diagnosis, differential diagnosis and choice of treatment methods for dental diseases, developed clinical thinking and a high degree of student independence are required. Organization of a business game as a specific active learning method includes a number of aspects: preparation of the game; formation of game participants (game group); management of the game, control over its process; summing up and

evaluating results. Business games allow students to develop communication skills, creative thinking, imagination, attention, memory, and situation forecasting.

A business game is a form of recreating the substantive and social content of a doctor's future professional activity. Promotes the development of theoretical and clinical thinking, increasing the level of professional competence and the formation of a holistic view of the discipline in students. Simultaneously with professional knowledge, social and personal competencies are increased – skills of special interaction and management of people, collegiality, the ability to lead and obey. A business game fosters personal qualities that help one master the norms of professional and social interactions.

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