

DOI <https://doi.org/10.30525/978-9934-26-439-9-31>

TRAINING OF SPECIALISTS AT THE STAGE OF POSTGRADUATE EDUCATION

ПІДГОТОВКА ФАХІВЦІВ НА ЕТАПІ ПІСЛЯДИПЛОМНОЇ ОСВІТИ

Fesenko V. I.

*Candidate of Medical Sciences,
Associate Professor,
Associate Professor at the Department
of Therapeutic Dentistry
and dentistry of the Faculty of
Postgraduate Education,
Dnipro State Medical University
Dnipro, Ukraine*

Фесенко В. І.

*кандидат медичних наук, доцент,
доцент кафедри терапевтичної
стоматології
та стоматології факультету
післядипломної освіти
Дніпровський державний медичний
університет
м. Дніпро, Україна*

Recently, a system of continuous professional development of doctors in Ukraine has been introduced, which provides for changes in higher medical education – structure, content, training time and quality, and its integration into the European educational space [1, 5]. The ongoing changes require innovations in the training of medical professionals, the development of new scientific and pedagogical approaches, and the harmonization of medical education standards with international requirements through the effective use of material, technical and scientific potential. The existing system of continuous professional development of doctors needs further improvement, the effectiveness of which depends, firstly, on the level of professionalism of the specialists involved in working with medical professionals, and secondly, on the extent to which this system meets the challenges of today, the needs and capabilities of doctors [1].

An important component of new approaches to the training of young dental professionals at the postgraduate stage is:

- encouraging doctors to continuous professional development throughout the entire period of professional activity;
- developing a patient treatment plan based on evidence-based medicine and individual clinical experience;
- teaching doctors to navigate a huge number of scientific publications;
- ensuring that doctors are trained to work with modern information technologies, etc.

Postgraduate education, as defined by the World Federation of Medical Education (WFME), is the stage of education during which doctors gain experience after obtaining a basic medical qualification. For example, internship training is a stage of training that is carried out prior to the certification of a specialist in accordance with specific requirements established by regulatory documents. This type of training takes the form of mentoring, when a young specialist works under the guidance of more experienced colleagues who take responsibility for instructing young doctors and supervise their work. However, along with the development of practical clinical skills, there is a need for further theoretical training, which should be closely linked to practical training [3].

According to some authors, the most effective form of training in the full-time cycle of internship is practical classes and conferences for interns; the least effective form is individual work. The main factors that prevent interns from acquiring professional knowledge, skills and abilities during the theoretical cycle of internship are limited opportunities for independent patient supervision, material and technical support of the clinical base of the department and their own inertia. The ideal model of internship should be accessible, provide the optimal amount of theoretical knowledge and relevant practical skills, and be as close as possible to the future place of work of a doctor. The quality of postgraduate medical education is influenced by the use of new treatment protocols, training in a health care facility of the third level of medical care, and the possibility of foreign internships [6].

In accordance with the requirements for training interns, the organization of their training has a systematic approach and consists of careful planning of the educational process in the internship according to the new program, with step-by-step control of the level of knowledge and practical skills. A sufficiently high initial level of theoretical knowledge of interns, their ability to apply it in practice, as well as the possession of the necessary manual skills contribute to its successful implementation.

The requirements for the scope of knowledge and practical skills of a dentist are his/her sequence of actions: history taking, clinical examination and application of additional research methods and the ability to interpret the results, formulate a diagnosis, and choose treatment tactics in accordance with established standards and protocols for the provision of dental care [2].

During the time allotted for studying at a higher education institution, a young specialist must master the skills of full-fledged cognitive work, learn to think on their own, find and be able to use the necessary professional information, and not depend on receiving knowledge in a ready-made form through a teacher. Only in this case can we seriously talk about

the quality of training of specialists and their sufficient readiness for successful professional activities in the future.

The educational process is ensured through high-quality and effective didactic material, as well as organizational and pedagogical influence on students with modern forms, methods and means of teaching [4].

For example, the use of interactive learning in phantom classrooms is currently quite successful, enabling both experienced professionals and interns to acquire new knowledge and skills, analyze clinical cases, and practice the necessary skills without unnecessary stress associated with possible mistakes.

It should be noted that isolated, innovative pedagogical technologies may not always motivate interns to look deeper into the problem of the disease. This problem is solved by applying the method of interdisciplinary teaching to understanding the etiology and pathogenesis of the disease. This knowledge and skills are provided by obtaining a basic medical qualification at the Department of Postgraduate Studies in the theoretical part of the internship.

However, there are still several unresolved problems that need further improvement, for example, the reorganization of networks of health care facilities as internship bases in accordance with the requirements of the Ministry of Health of Ukraine with the addition of a supplement to the regulation on clinical bases on the logistical support of internship training [1].

In order to bring postgraduate education closer to the requirements of today, it is advisable to introduce distance learning with training complexes in the educational process, which would combine all forms of teaching material – a set of theoretical material (textbooks, manuals for self-study, lecture notes, sources of literature in the specialty) and a system of analysis of the learning process in the form of test tasks to assess training.

Conclusions:

– the prospect of developing a system of continuing professional education for dentists is the improvement of teaching methods with the involvement of highly qualified specialists in covering topical issues of dental disciplines;

– improvement of the quality of medical education is possible if appropriate legal, economic and organizational conditions are created;

– training of specialists in internships is an important task of both healthcare authorities and institutions and specialized departments of higher medical education institutions, which allows to improve the quality of dental care to the population.

Bibliography:

1. Волосовець О. П., Уліщенко В. В., Каруліна Ю. В., Ємець О. В. та ін. Проблемні питання запровадження якісного безперервного професійного розвитку лікарів. *Медицина освіта*. 2022. № 1. С. 74–80.

2. Глазунов О. А., Фесенко В. І., Степанова С. В. Сучасна підготовка лікаря – безперервна медична освіта. *Вісник стоматології*. 2018. № 4. С. 60–63.

3. Глазунов О. А., Фесенко В. І. Організація навчального процесу лікарів-інтернів на кафедрі стоматології ФПО ДДМУ. *Інновації в стоматології*. 2023. № 1. С. 70–75

4. Палійчук В. І. Педагогічні умови формування професійної компетентності майбутніх стоматологів на до дипломному етапі. *Сучасна стоматологія*. 2019. № 4. С. 72–73.

5. Перцева Т. О., Курята О. В., Конопкіна Л. І та ін. Безперервна професійна освіта – пріоритетний напрям підвищення фахової компетентності лікарів: досвід, досягнення, проблеми та перспективи розвитку. *Медичні перспективи*. 2021. Том XXVI. № 4. 4.

6. Sichkoriz O. Ye., Zimenkovsky A. B., Gutor T. G. Analysis of expectations and satisfaction of physicians (provisors)-interns in Ukraine at the stage of primary specialization – internship training. *Медичні перспективи*. 2022. Том. 27. № 1. С. 16–23