

Edited by
Sofia Sokolova

**PEDAGOGY
AND EDUCATION MANAGEMENT
IN MEDICAL UNIVERSITY**



Alcide De Gasperi University
of Euroregional Economy in Józefów

PEDAGOGY AND EDUCATION MANAGEMENT IN MEDICAL UNIVERSITY

Scientific monograph

Edited by Sofiia Sokolova

Warsaw – Józefów
2020

PEDAGOGY AND EDUCATION MANAGEMENT IN MEDICAL UNIVERSITY

Scientific monograph

Edited by Sofía Sokolova

ISBN 978-83-954884-0-8

Alcide De Gasperi University of Euroregional Economy in Józefów

Warsaw – Józefów

2020

Peer review by:

dr hab. Michał Roman

Warsaw University of Life Sciences

dr inż. Monika Roman

Warsaw University of Life Sciences

Correction, cover: Sofía Sokolova

Volume 8 publ.sh.

E-book

Address publisher

Alcide De Gasperi University of Euroregional Economy in Józefów

Poland, 05-410 Józefów, ul. Sienkiewicza 4

tel/fax (+48) 22 789 19 03

<http://wsge.edu.pl>

© Alcide De Gasperi University of Euroregional Economy in Józefów

All Rights Reserved.

Copying, reprinting and distribution of all or part
of this publication without permission is prohibited.

Maryna Antonenko ¹

ORCID: <https://orcid.org/0000-0002-0290-2628>
antonenko.nmu@gmail.com

Natalia Zelinskaya ¹

ORCID: <https://orcid.org/0000-0003-0383-349X>

Lada Sayapina ¹

ORCID: <https://orcid.org/0000-0001-8851-4425>

Olena Znachkova ¹

ORCID: <https://orcid.org/0000-0002-1152-1800>

Tetana Shuminskaya ¹

ORCID: <https://orcid.org/0000-0002-3566-3838>

Zinaida Zhegulovich ¹

ORCID: <https://orcid.org/0000-0002-9996-2060>

Ljudmila Reshetnyk ¹

ORCID: <https://orcid.org/0000-0001-9295-7800>
reshetnik.lujdmila@gmail.com

Tamara Melnychuk ¹

ORCID: <https://orcid.org/0000-0002-1588-1619>

¹ Bogomolets National Medical University (Ukraine, Kyiv)

IMPLEMENTATION OF INNOVATIVE PEDAGOGICAL METHODS AT THE STAGE OF THE POSTGRADUATE EDUCATION OF DENTISTS

DOI: <http://doi.org/10.5281/zenodo.3987422>

Postgraduate education, as one of the "final" stages of the educational process, requires a specific pedagogical approach and requires its development to the status of "permanent process" or "lifelong education". The motivation for this should be formed at all stages of vocational training, beginning graduation. At the stage of postgraduate education, during the internship, the emphasis should be on expanding the range of professional

thinking, more thorough understanding and understanding by the interns of fundamental and applied knowledge, gaining and deepening understanding of management and legal aspects of medical activity, humanization.

The purpose is to improve the quality of postgraduate education of interns by developing and applying classroom and non-auditory forms of training based on the principles of the department's scientific and practical partnership with research institutes and private medical high-tech institutions.

Materials and methods. Leading professors and associate professors of the department of dentistry, specialists of the adjacent departments of fundamental disciplines of Bogomolets National Medical University and research institutes were involved in the achievement of the goal, integration with the department of leading private dental clinics and medical centers was conducted.

Results and discussion. The overwhelming number of doctors in postgraduate education have formed a stable configuration of a qualitatively new level of clinical thinking, as well as the motivation for the need for permanent training in medical skills. The concept of "final stage" of internship training for interns has become somewhat conventional. The results of the anonymous questionnaire showed a high level of individual educational motivation and confidence in successful employment in the private sector of dental services with the modern high-tech level of providing medical and diagnostic process.

Conclusions. The chosen strategy and tactics of the implementation of the combined technologies in the pedagogical process of teaching dentists-interns will allow them to achieve professional level and competitiveness in the world labor market.

The prospect of further research will be in the comparative analysis of quantitative and qualitative indicators of the level of postgraduate education of interns-dentists, taking into account the differentiated choice of innovative methods and teaching technologies.

Keywords: innovative pedagogical approaches, fundamental sciences, interactive methods, dentists.

Introduction

The difference in the scientific approach to the explanation and cognition of materials for a deep understanding of the new methodology of the research.

At present, it is undoubtedly a fact that the main task of the higher school of medical education is not only to obtain basic ideas about human diseases, but also to integrate them into understanding the categories of cause and effect relationships of diseases, features of prevention and treatment of pathological processes (Alekseyeva 2014: 3-14). It is understandable that such a paradigm is the basis for the formation of a stable configuration of a highly skilled, professionally qualified, competitive specialist in the labor market – both public/communal, private clinics, and work in conditions of extreme peacetime and wartime (Belousova 2006: 21-23).

It should be noted that modern pedagogy is the basis of authoritative thought, the main tool of the navigation process on the path of formation of the future professional (Bogdanova 2001: 25-30). Thus, the shift from primitive, fragmentary, stereotypical teaching methods to innovative pedagogical approaches is a significant breakthrough, which has allowed the introduction of new contextual formats to shape the future specialist (Augene, Bobrova, Drimbene 2015: 36-45).

The introduction of interactive teaching methods, in particular, brainstorming, case method, method of competitor groups, “round table”, discussions and others methods have provided a strong response to students' desire to learn, analyze, critique information, express their point of view and personal position, offer their own alternative thought in solving the problem (Pyekhota 2006: 24-28, Sokhan 2003: 36-48). Innovative pedagogical approaches have made it possible to move away from the old teaching cliches, but at the same time remain tolerant of many useful elements and forms of teaching from the past.

Thus, new pedagogy is not a confrontation with the old, but rather a complement and a search for a new, more adequate configuration of teaching. And, if a few years ago it was understood that the professional skill of the doctor included only the category of professional knowledge, professional and practical skills (Ulrich 2017: 234-250), today it is a permanent search for new technologies, adequate protocols, world standards, development of communication skills, experience. Gone is the past notion that a future doctor is a "vessel" that should

be filled with information. Today, education, first of all, postgraduate – is an interactive process, dynamic interaction of self-development of a young specialist in the circle of professionals – teachers and senior colleagues.

Therefore, in our view, in the postgraduate education phase, the focus should be on broadening the range of medical thinking, potentiating more subtle comprehension and understanding by the interns of the already existing fundamental and applied knowledge, gaining and deepening appreciation of management and legal aspects, including dental activity, humanization of medical practice.

Obviously, postgraduate education should take on the role of a responsible leader in the formation of competitive specialists, promising, in demand both national and European clinics of the world level (Sokhan 2003: 69-73).

It should be noted that the Department of Dentistry of the Bogomolets National Medical University of Postgraduate Education used all innovative technologies of interactive training.

Aim of the research was to improve the quality of postgraduate training of interns by developing and implementing classroom and non-auditory forms of teaching partnerships with research institutes and private high-tech medical institutions.

Awareness of the importance of understanding the subject of the research in a scientific and methodological approach

Aware of the role of the individual in teaching, not only the leading professors and associate professors of the Department of Dentistry of the Institute of Postgraduate Education were involved in the training of interns, but also specialists with a high level of knowledge from the adjacent departments of fundamental disciplines of Bogomolets National Medical University, the researcher world famous scientists and clinicians – in the field of immunology, genetics, normal and pathological histology, biochemistry, oncology, ophthalmology, otolaryngology and more.

In the presentation of the lecture material, the staff of the Department of Dentistry completely departed from the constituent, overview, information lectures and focused on problematic interactive lectures. In our view, such a lecture format motivates the development of interest in the problem, provides

professional motivation, corporate identity, brings up the alternative of contextual ideas.

Integration of leading private dental clinics and centers of Kyiv into a joint work with the department in the form of equal partnership, holding joint clinical seminars with specialists of other profiles, workshops, thematic discussions, discussions of dissertations plays a significant role which increases the effectiveness of training, works performed at the department.

The formation of a critical approach to the analysis of received information

Integration with private clinics in Kyiv has allowed every intern-physician to understand in practice the management of private hospitals, to understand the importance of legal and ethical features of working with patients. To complement these aspects of forming a future physician of mostly private dental practice in the context of educational cooperation, teaching of special issues on management and economics of dental activity was introduced at the Department of Health of the Institute of Postgraduate Education of National Medical University (Head – Professor Veznovets T.A.).

Conducting workshops in conjunction with leading professional leaders allowed the intern to improve their manual skills, to get acquainted and independently to try advanced dental materials and technologies (for filling carious cavities/restorations, root canals, prosthetics, parotid and apical appendicitis the effectiveness of the special equipment used in advanced dental clinics.

In order to achieve this goal, this form of out-of-classroom training for young doctors has been successfully implemented and applied for three years, as "educational Saturday". The essence of this innovation is that in the afternoons, weekends, "Saturdays", professionals – scientists, teachers, practitioners – charitably and voluntarily share their knowledge and experience on topical issues and subtleties of professional skill with doctors-interns, young professionals, young professionals senior courses.

Today, the "educational Saturday" project is a permanent lecturer for interns, students and dentists with the participation of both teachers of the Department of Dentistry, Institute of Postgraduate Education of National Medical University, as well as leading domestic and foreign specialists. It was

founded from the first months of existence of the Department of Dentistry, in September, 2014, as a form of extra-curricular lifelong learning from a student to a professional doctor.

According to a permanent anonymous survey of participants in this project (678 interns and students as a potential contingent of postgraduate education), this form of non-auditory voluntary training has won its rightful place in the timetable of the educational process, has become an integral part of the professional education of future doctors and turn, a solid platform for expanding the range of professional knowledge, discussions, approbation of the teaching skills of beginning teachers and often the interns themselves.

Thus, lectures with demonstration of practical skills have already been presented to the listeners: "Digital Opportunities in Dentistry", "Working with Individual Lingual Braces: Principles, Benefits", "Fundamentals of Restoration of Side Teeth", "Direct Restorations of Side Teeth", "Topical Issues endodontics and restorations", "Occupational oral hygiene as an integral part of successful dentistry", "Principles of assistance to victims with combined gunshot injuries", "Multidisciplinary approach to the treatment of traumatic patients chnmy injuries of eye and orbit", "Mikotychni defeat of maxillofacial area: interdisciplinary approach", "Severe inflammatory diseases of maxillofacial area from periodontitis to mediastinitis. An Interdisciplinary Approach".

It is important to note that such events were carried out with the involvement of scientific and practical partners of the Department of Dentistry, Institute of Postgraduate Education of National Medical University – the Department of Oncology, the Department of Otorhinolaryngology of NMU, the Center of Maxillofacial Surgery and Dentistry of the Kyiv Regional Clinical Hospital, the Department of Ophthalmology, the Department of Oral Health and others. Scientific and practical contacts of the Department of Dentistry Institute of Postgraduate Education of NMU are implemented in joint lecture programs with partners – lawyers ("Legal protection of doctors and patients"), National children's specialized hospital "OHMATDIT" ("Vascular neoplasms of the maxillofacial area: new approaches to diagnosis") etc.

It is considerable that not only well-known specialists – professors, associate professors, heads of clinics, but also interns, who take part in the scientific development of the department on these issues, act as lecturers in educational events.

Conducting clinical seminars and thematic discussions on "educational Saturdays" motivated interns not only to be passive listeners and observers, but

also to encourage controversy, to give an opportunity to express their, sometimes alternative, point of view, it is necessary to understand, hear the authoritative opinion of senior and more experienced colleagues.

The experience of teaching interns at the Department of Dentistry at Institute of Postgraduate Education of Bogomolets NMU testified that the majority of interns from passive information stores were "installed" in a cohort of physicians active in the progressive educational process, with creative thinking, capable of competing with others, including European ones.

The vast majority of postgraduate doctors have formed a stable configuration of a new level of clinical thinking, as well as the motivation for the need for permanent training in medical skills.

Conclusions

We believe that our chosen strategy and tactics for the implementation of combination technologies in the pedagogical process of teaching dentists interns contribute to their achievement of a decent professional level and competitiveness in the international labor market.

The prospect of further research is the comparative analysis of quantitative and qualitative indicators of the level of postgraduate education of dentists-interns, taking into account the differentiated choice of innovative teaching methods and technologies.

References

- Alekseyeva L.N. (2004). *Lichnostno-professional'noye stanovleniye i razvitiye che-loveka* [Personal-professional formation and development of a man]. Arkhangelsk: Pomorskiy universitet, 118 p. (In Russian).
- Augene D., Bobrova L., Chernyauskayte E. (2014). Faktory, vliyayushchiye na professional'noye samoopredeleniye podrostkov iz semey sotsial'nogo riska [Factors of Vocational Decision of Teenagers from Disadvantaged Family]. *Society and Economy of Post-Soviet Space*, Issue VIII, pp. 81-93. (In Russian).
- Augene D., Bobrova L., Drimbene M. (2015). Vliyaniye roditeley na professional'noye samoopredeleniye uchashchikhsya: empiricheskoye issledo-vaniye mneniya roditeley [The Influence of Parents to Pupils' Professional Career Decision: the Empirical Research of Parents'

- Opinions]. *Society and Economy of Post-Soviet Space*, Issue XII, pp. 6-45. (In Russian).
- Belousova I.D. (2006). Didakticheskiye usloviya vnedreniya informatsionnykh tekhnologiy v protsess obucheniya studentov vuza [Didactic conditions of introduction of information technologies in the process of students' teaching at higher educational institutions]. The abstract of Ph.D. Thesis. Magnitogorskiy GU. Magnitogorsk: Magnitogorskiy GU, 22 p. (In Russian).
- Bogdanova O.V. (2001). *Samosoznaniye kak faktor professional'nogo samoopredeleniya prakticheskogo psikhologa* [Self-perception as a factor of professional self-determination of a practical psychologist]. Ph.D. Thesis. Moscow. 255 p. (In Russian).
- Klimov E.A. (1993). *Razvivayushchiysya chelovek v mire professiy* [Developing person in the world of professions]. Moscow. 165 p. (In Russian).
- Ulrich G. (2017). *Literary role play, Pedagogy and practice*. Oxford University Press, Great Clarendon Street, pp. 234-261.
- Spirin O.M. (2009). Informatsiyno-komunikatsiyni ta informatychni kompetentnosti yak komponenty systemy profesiyno-spetsializovanykh kompetentnostey vchytelya informatyky. Kyiv: APN Ukrainy. (In Ukrainian).
- Zhaldak M.I. (2005). Pro deyaki metodychni aspekty navchannya informatyky v shkoli i pedahohichnomu universyteti. Naukovyy chasopys NPU imeni M.P. Drahomanova Seriya nr. 2. Kompyuterno-oriyentovani systemy navchannya: zbirnyk nauk. prats'. 2 (9), pp. 3-14. (In Ukrainian).
- Bykov V.Yu. (2009). *Zvit pro naukovu-doslidnu robotu: Systema informatsiyno-komunikatsiynykh kompetentnostey uchniv, vchyteliv i kerivnykiv zahal'noosvitnikh navchal'nykh zakladiv dlya normativnobo zabezpechennya ta standartyzatsiyi dystantsiynobo navchannya (II etap)*. Kyiv: APN Ukrainy. (In Ukrainian).
- Definition and Selection of Competencies. Theoretical and Conceptual Foundations (DESECO)*. OECD (Draft). 8 p.
- Halfdan Farstad Competencies for Life: Some Implications for Education: Back ground paper to Workshop 3: Quality Education and Competencies for Life*. 811 September 2004. Geneva.
- Kurs tsyfrovoykh tekhnologiy Microsoft*. Retrieved 20.04.2016 from: <http://www.microsoft.com/ukraine/education/partnersinlearning/digitalliteracy.msp> (In Ukrainian).
- Kuz'mina N.V. (2006). Professionalizm deyatel'nosti prepodavatelya i mastera proizvodstvennogo obucheniya. Moscow: Vysshaya shkola. (In Russian).

- Memorandum pro vřayemorořuminnya miřb Ministerstvom osvity i nauky Ukrayiny ta Korporatsiyeyu Microsoft vid 28.10.2003*. Retrieved from: http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=998_160. (In Ukrainian).
- Memorandum pro vřayemorořuminnya miřb Ministerstvom osvity i nauky Ukrayiny ta Korporatsiyeyu Microsoft vid 20.05.2008*. Retrieved from: <http://msdb.com.ua/Downloads/ukraine/education/ukrainemined-052008.pdf>. (In Ukrainian).
- Nakaz Ministerstva osvity i nauky molodi ta sportu Ukrayiny Nr 1060 "Pro řatverdřbennya Polořbennya pro elektronni osvitni resursy vid 01.10.2012*. Retrieved from: [zhttp://zakon2.rada.gov.ua/laws/show/z1695-12](http://zakon2.rada.gov.ua/laws/show/z1695-12). (In Ukrainian).
- Pyekhota O. (2006). *Andrabohichni problemy u pidbotovtsi vykladachiv dlya systemy pislyadyplomnoyi osvity*. Chernivtsi: Bukrek. (In Ukrainian).
- Sokhan L.V. (2003). *Zhyttyeva kompetentnist' osobystosti: naukovo-metodychnyy posibnyk*. Kyiv: Bohdana. (In Ukrainian).
- Bogdanova O.V. (2001). Samosoznaniye kak faktor professional'nogo samoopredeleniya prakticheskogo psikhologa [Self-perception as a factor of professional self-determination of a practical psychologist]. Ph.D. Thesis. Moscow. 255 p. (In Russian).