

STUDENT'S INDEPENDENT WORK AS AN ELEMENT OF THE MODERN EDUCATIONAL PROCESS

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SUMMARY. The article presents the types of independent work of a student's dentist. The organization of independent work is not a personal matter of the student, but the managerial function of the university, the task of the teaching staff, which is of particular importance in the context of distance learning. The introduction of self-study methods contributes to the comprehend and independent work of the student, in the first instance with educational material, then with scientific information, build the foundation for self-organization and self-education. The decisive role in the organization of independent work of the student belongs to the teacher, who must work not with the student "in general", but with a specific personality, with its strengths and weaknesses, individual abilities and inclinations. The task of the teacher is to see and develop the best qualities of the student as a future dentist.

KEY WORDS: independent work; dentist student's; professional competencies.

Introduction. Requirements for the teaching of medical disciplines have increased due to the rapid development of technology and software. [1]. The solution of such a complex challenge is impossible when transferring knowledge in ready-use form teacher to student. In this vein, of course, the independent work of the student is not just a form of the educational process, but its main component of higher education [2,3].

The special attention is given this problem in the literature on pedagogy, psychology and methods of teaching, summarizes the experience of practical work, studies the time budget of students, ways of rational organization and culture of mental work in relation to various disciplines of different profiles. [4].

The introduction of new information technologies (Internet, mobile communications) is another particularity of the present time, which is quickly open up by young people. At the same time, the importance of scientific and educational literature goes to the background. [5]. Therefore, special attention should be paid to the formation of the creative personality of the future dentist, which will be capable of self-development and self-education.

Main part. Independent work of students is a diverse range of individual and collective activities of students, realize under the guidance, but without the direct involvement of the teacher, as at the practical classes as out-of-class time.

The student's independent work exists at the Department of Therapeutic Dentistry in the following forms:

1. Extracurricular independent work.
2. Classroom independent work, which is carried out under the immediate guidance of a teacher.
3. Independent work in contact with the teacher outside the classroom: in consultations on educational topics, in the liquidation of debts, in the performance of individual tasks etc.

The organization and control of extracurricular independent work of fourth-year students of therapeutic dentistry is one of the important areas of independent work. The department has developed tasks for each class in the form of questions and situational problems. Together with the tasks students receive methodological guidelines and samples of solutions to various situational problems at the beginning of the semester [6].

During preparing answers to questions, a student should not draw up ready information from a textbook, but completely and particularized study special literature, scientific publications, monographs with modern views on the etiology and pathogenesis of the disease, new approaches to diagnosing and treating this disease, analyze the received information and make certain conclusions.

Tasks include a clinical situation, which a student must necessarily make a diagnosis and execute a specific task having familiarized with. For example: a) make a plan for general treatment; b) to make recommendations on hygienic oral care and the choice of hygiene products in terms of complex treatment of the patient; c) draw up a plan of therapeutic and preventive measures for the patient, etc. Tasks allow to develop students the skills of applying the theory to specific situations in periodontology as a whole. Students can use the "tips", during complete tasks, which are written in the methodological guidelines. In addition to tasks and questions, extracurricular work contains tasks where the student must draw some figures and captions. For example: make a drawing of periodontal instruments or schematically depict the structure of periodontal tissues, radiological signs of periodontal disease, etc.

In addition, the program of extracurricular self-study includes the preparation and writing of essays, reports on given topics, or the students are given the right to choose a topic. The teacher monitors

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each stage of the accomplishment of an individual task for the formation of a positive attitude of the student to independent extracurricular work. He explains the goal of the work and the stages of its achievement. Thus, the staffs of the department monitor the development of skills for independent works of students and individually with each student develop recommendations for their improvement. In the course of the assignment, the student develops practical skills for working with medical source records, systematizing information, statistical and logical manipulation of data, formulating conclusions, working with literary sources and statutory and regulatory enactments. Active and productive independent work of the student is possible only if there is a serious and sustainable motivation.

Within the framework of extracurricular independent work, students are prepared to participation in scientific conferences, olympiads, etc. The department had amassed considerable experience in preparing four-year students to participate in All-Ukrainian student competitions in the specialty "Dentistry". They give a sense of not only the general level of students' training, but also to develop in them a cognitive interest in the in-depth study of the subject, to form among students the healthy competitive spirit, which they need in future career growth.

At the Department of Therapeutic Dentistry, students are engaged in a Student's scientific circle. They are study national and foreign experience in research topics, and assimilate modern theoretical and experimental research methods. Educational and research and scientific-research works are performed by students under the guidance of associate professors and lecturers throughout the academic year. The results of the research students report on skills building session, meetings of the scientific student circle of the department, student scientific conferences.

Auditorium independent work is implemented during practical exercises and lectures. The lecturer controls the acquirement of the material by the majority of students during lecturing directly in the audience. This is realize through snap poll on specific topics. Lecturers give special attention to the problem of perception of the lecture by students; they aspire to highlight intra- and interdisciplinary communication, the succession of courses. Knowledge of students, not properly secured connections, poorly preserved. The active use of multimedia technology also increases interest in the discipline and logical perception.

The section "Periodontal Diseases" is taught in several ways for optimize the educational process at the Department of Therapeutic Dentistry. The analysis of topics widely is meant to be used on the con-

text of solving situational tasks. The following materials are used as a demonstration material: tables, photographs of clinical case, radiographs and the results of additional clinical examination methods (complete blood cell count, urine test, blood glucose test, immunograms, cytological and microbiological test results) on paper and electronic media. Another binding upon path is the clinical discussion of the patient and the hands-on skill practice, which occupies most of the skills building session. An independent clinical examination of a patient by a student provide insight into the student's abilities, evaluate the patient's condition in an integrated manner, taking into consideration his age, and the social and psychological structure of the personality. This form of work teaches the student to see and highlight the cause and its consequences of the development of pathological processes in all relationships in the human body. An additional point is that, the whole group is included in the discussion of this problem. At the same time as, one student is receiving a patient, demonstrating and commenting on the clinical signs of the disease, while other students of the group are actively involved in interview, subjective and objective data, making a diagnosis, and conducting a differential diagnosis. At the end of the class, all students must fill out an outpatient medical record of the dental patient; write down the plan and the results of the examination, an individual treatment plan for the periodontal patient.

The great attention at the department is paid to such a training method as "Business game". Students perform independent work in small groups ("teams"), while conducting skills building session in the form of a "Business Game". Each "teams" develops its own action plan in a particular clinical situation. After that, there is a public discussion and protection of his version in front of another "team".

These approaches to the study of periodontal disease significantly increase the level of theoretical knowledge and the ability to independently solve specific practical tasks. All this stimulates the student's learning activity, encourages students to learn more. In addition, this method compel them to look for other sources of professional information (Internet, new publications), except for textbooks [7].

Conclusions. Independent work of a student contributes to the development of cognitive activity, imaginative thinking of students, train skills of independent searching of information, and also forms the ability and willingness to self-improvement, self-realization and transcreation.

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foundation for self-organization and self-education in order to instill the ability to continuously improve own skills in further.

The decisive role in the organization of independent work of the student belongs to the teacher,

who must work not with the student "in general", but with a specific personality, with its strengths and weaknesses, individual abilities and inclinations. The task of the teacher is to see and develop the best qualities of the student as a future dentist.

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САМОСТІЙНА РОБОТА СТУДЕНТА ЯК ЕЛЕМЕНТ СУЧАСНОГО НАВЧАЛЬНОГО ПРОЦЕСУ

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РЕЗЮМЕ. У статті представлено види самостійної роботи студента-стоматолога. Організація самостійної роботи є не особистою справою студента, а управлінською функцією вузу, завданням професорсько-викладацького колективу, що набуває особливого значення в умовах дистанційного навчання. Впровадження методів самонавчання сприяє осмисленню та самостійній роботі студента, насамперед із навчальним матеріалом, потім із науковою інформацією, закладає основу для самоорганізації та самоосвіти. Вирішальна роль організації самостійної роботи учня належить вчителю, який повинен працювати не з учнем «взагалі», і з конкретної особистістю, з її перевагами і недоліками, індивідуальними здібностями і схильностями. Завдання викладача – побачити та розвинути найкращі якості учня як майбутнього стоматолога.

КЛЮЧОВІ СЛОВА: самостійна робота; студент-стоматолог; професійна компетенція.

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