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ANALYSIS OF RESULTS OF THE STUDY CONCERNING READINESS FORMATION OF STOMATOLOGICAL FACULTY STUDENTS TO PROFESSIONAL ACTIVITY BY MEANS OF INTERACTIVE TECHNIQUES

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Abstract

The introduction of innovative approaches to training of dental specialists requires reasonable analysis of results of the study concerning readiness of future dental practitioners for professional activity by means of interactive technologies, which is the subject of our research. The article presents the results establishing the levels of formation of dental faculty students' readiness for their future professional activity at the stages of entrance and final testing.

Key words: professional training, readiness, students of the dental faculty, interactive technologies.

Introduction. Considerable transformations in socio-economic life in Ukraine put forward new requirements for the professional education of future dentists in the direction of forming the readiness of students to work in their specialty. The topicality of this problem is confirmed by the fact that the system of professional training of students in medical universities of Ukraine needs further improvement. However, in spite of an intensive

development of educational technologies, the issue to improve practical training of students at dental faculties toward the formation of readiness for future professional activities has not become a subject of special attention of researchers. At the same time, the introduction of innovative approaches to training of dental specialists requires reasonable analysis of the study results of the professional function readiness of future dentists by means of interactive technologies, which is the subject of our study.

Updating of professional training of future dental specialists involves training of competitive specialists in the modern medical community [2, 6], formation of students' readiness for future professional activity [1, 5, 7] and professional outlook [3], cognitive independence [4]. However, the analysis of scientific researches shows that the authors do not highlight the results of the dependence of readiness formation for the professional activity of students on interactive technologies introduced in the educational process.

The **aim of the study**: to investigate the effectiveness of the methodology of interactive technologies application in the formation of readiness for the professional activity of dental department students.

Results. The main principle of a qualitative diagnosis of educational and cognitive activity of students (as a generalized indicator of their readiness for future professional activity) is the results of solving various types of educational and cognitive tasks. It is important to take into account the fact that the quality of students training is revealed through quantitative indicators, which in their turn, to a certain extent, reflect the qualitative aspect of readiness formation of students for future professional activities. Therefore, the necessity to determine the quantitative characteristics of the investigated phenomenon is actualized.

The problem of diagnosing and assessing the quality of students' cognitive activity is, in the majority of cases, a problem of studying their individual differences. Therefore, the analysis of the process effectiveness of forming the readiness of dental faculty students for professional activity was based on the study of individual differences of students, which were outlined by the analysis and evaluation of the results of their educational and cognitive activity.

In order to analyze the study results, the entrance and final levels of readiness for the professional activity of the 5th year dental faculty students was determined. The entrance level was determined in 58 students of the 5th year at the first practical classes on profile disciplines. The assessment was carried out using special diagnostic tools (questionnaires, surveys, tests, participation of students in professionally directed interactive exercises, observation of students in the process of solving professional situations, knowledge testing).

Thus, the entrance level of students' readiness for professional activity was determined. The final level of formation of the professional readiness of all 58 students was established on the final lessons in the format of the Integral State Qualification Examination Test. Particular techniques were used to determine each readiness component. The level of formation of the motivation-value component of readiness for future professional activity was determined by means of the questionnaire, survey, generalization of student observations, evaluation of their activity in interactive teamwork and implementation of professionally oriented tasks, which is of axiological significance to determine the valuable guidelines in the professional training of each student.

Participation of students in interactive activity raised interest to non-traditional educational methods, prompted awareness of future dental practitioners to the need for professional development and the identification of clear guidelines to achieve readiness for professional activity. The formation of a cognitive component of students' readiness for future work was determined by means of final tests and the current evaluation of the student performance during interactive teamwork and in the context of students' implementation of special interactive tasks. Determining the level of students' skills made it possible to establish the formation of the activity component of readiness for future medical activities, which in the majority of cases occurred at each lesson and was summarized during final lessons on all the specialized disciplines.

The formation of a personality-developing component of readiness of students for future professional activity was established on the basis of independent work evaluation, which was also demonstrated during the interactive tasks implementation (individual work with phantoms and real volunteer patients under the teacher's supervision with a detailed analysis of the work, presenting a report followed by discussion, abstract with an analysis of problematic questions, self-studying of separate sections with subsequent control of assimilation, etc.). As each component of students' readiness for future professional activity was formed under the same conditions (in the process of performing interactive tasks), therefore, during testing the results of the each component formation were not divided, and the general level of readiness of the dental faculty for work in the specialty was established. Acquired skills and abilities were later used in simulated interactive situations of professional orientation.

The formation of readiness for future professional activity was controlled on the basis of current and final testing (2 final tests per year). Different means of testing were used to assess the knowledge, abilities, skills, results of students' self-education activities. In

particular, the current testing was carried out during both practical classes and by checking the implementation of independent and individual work. The intermediate testing, in order to check students' preparedness on each topic, was carried out in the form of test tasks. A practical class missed for any valid reason was reworked by a student in the classroom in time period arranged by the teacher. The marks received by the student during the current, intermediate and final testing could not be rearranged, which motivates students to conscientious preparation for each lesson. The final rating was presented taking into account all the assessments received by the student, and the results of module tests on the disciplines.

For mathematical calculations in order to prove the probability of the results obtained, each level was designated by a separate number in the 200-point system. Therefore, the indicators for each level are given in the following limits:

- high level - 180 - 200 points with grade A (excellent);
- average level - 150 - 179 points with grade B, C (good);
- satisfactory level - 120 - 149 points with grade D, E (satisfactory);
- low level - 0 - 119 points with grade FX, F (unsatisfactory).

The results of the establishment digital indicators of the readiness levels for future dental specialists indicate the effectiveness of use the methodology of preparing readiness for the professional activity by interactive technologies. There were changes in the direction of increasing number of students from 15.52% (initial level) to 21.42% (final level) according to the indicators of the high level of formation of readiness of future specialists for professional activity. The progress of students with average level indicators from 34.48% (initial level) to 39.29% (final level) was observed. Indicators of satisfactory level of readiness dropped from 46.55% (initial level) to 37.51% (final level), which is explained by a significant increase in the number of future dental doctors with high readiness for professional activity. In determining the initial level of professional readiness, only 3.45% of students showed a low level of knowledge, while in the final testing this indicator decreased to 1.78%

Conclusions. Analysis of the study results concerning professional activity readiness of students of the dental faculty by means of interactive technologies indicates their effectiveness in preparing students for work on specialty "Dentistry" and reasonability to introduce them into the educational process of medical higher education institutions. Development of a set of innovative techniques to improve the formation of readiness of future specialists for their professional activity in the process of studying specialized disciplines are prospects for further investigation in this area.

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