

**Teaching Issues and Lectures**

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**PRACTICAL TRAINING OF THE 5<sup>TH</sup>-YEAR STUDENTS  
IN CLINICAL DEPARTMENTS**

*Mytchenok O., Kilmukhametova Yu., Drozda I., Soltys O., Mytchenok M.  
Bukovinian State Medical University, Chernivtsi, Ukraine*

The educational process is a significant part of specialists' formation in medicine, including dentistry. Seekers of medical education in universities need the support and guidance of highly specialized teachers for their future realization as professionals. However, it is equally important for the students to be interested in successfully mastering the disciplines in different ways, from classroom work to independent projects. On the difficult student path of becoming a dentist, a teacher who can direct their ward in the right direction in the field of dental practice play a considerable role. Additionally, it is important to provide students with a high-quality theoretical base in university departments, modern clinical equipment for polishing professional practical skills, and constant support in the form of consultations, lectures, and master classes from leading specialists of the higher education institution. General medical disciplines are also a significant component of the educational program of dental students, as these subjects provide basic medical knowledge. Without mastering the materials of these disciplines, it will be difficult for the future dentist to integrate into the general field of medical practice. To fully understand and assimilate the material and topics during the lectures and classes, students need to be interested in learning more than what is prescribed in the curriculum of the educational program of the dental specialty; since this area of medicine is undergoing rapid development today. Therefore, such a type of activity as independent work is introduced in the student's curriculum. This type of work for students majorly contributes to improving discipline on the one hand and increases the ability of clinical thinking of future dentists on the other. The article is written in the form of a short scientific report.

**Keywords:** *clinical practice, independent work, practical skills, education seeker, practical classes.*



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Відповідальний автор: Митченко М.  
Україна, 58000, м. Чернівці, Театральна пл., 2;  
e-mail: [mytchenok\\_mariia@bsmu.edu.ua](mailto:mytchenok_mariia@bsmu.edu.ua)

Corresponding author: Mytchenok M.  
Ukraine, 58000, Chernivtsi, Teatralna sq., 2;  
e-mail: [mytchenok\\_mariia@bsmu.edu.ua](mailto:mytchenok_mariia@bsmu.edu.ua)

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The problem of improving the scientific-theoretical and practical training of future doctors is one of the most urgent in individual professional education. The formation of competent doctors with a high level of practical training and perfect professional skills should be a fundamental component of the organization of the educational process in the higher medical educational establishments of Ukraine [1; 2]. To ensure the continuous development of the medical system in Ukraine and to form competent specialists on the labor market outside the country, medical educational institutions must provide their students with high-quality materials for seminar classes at theoretical departments, with the necessary modern and affordable equipment at clinical departments, as well as with the constant improvement of practical skills under the supervision of university's specialists, which will contribute to the correct establishment of the algorithm of actions in the professional activities of future doctors [3–5]. Progress in the field of medicine in the organization of the primary link of health care assigns an important place to the dentist, who, as a modern specialist, is required, in addition to clinical training, to possess special knowledge, in particular psychological and pedagogical, to be able to communicate with patients and to have a high level of communicative culture, which defines him as a future specialist. Modern society has an educational need for personality formation capable of self-development and self-improvement [3; 4; 6].

The main task of professional training of medical students at the stage of studying the discipline "Therapeutic Dentistry" is the formation of the ability to independently find knowledge, assimilate and update it, and effectively use it in future professional activities. Therefore, at the Department of Therapeutic Dentistry, scientific and pedagogical staff during practical classes pay special attention to indepen-

dently learned additional information, which is not included, for example, in the list of mandatory questions during preparation for the class, however, relates to the topic of the lesson itself and has important practical significance due to the constant development of modern methods of treatment and diagnostics in medicine, particularly in dentistry.

The acquisition and use of theoretical knowledge by medical students are equally important in their practical activities. Therefore, during practical classes, after discussing theory and summarizing the topic, students proceed to the practical part. The main task of teachers during the students' practical activities within the class is to help them to gain practical experience, teach them how to carry out differential diagnoses, afford help in prescribing the examinations, treatment and familiarize them with the conditions of clinical practice, as well as conduct professional orientation. During practical classes, medical students while learning the discipline of "Therapeutic dentistry" have the opportunity to conduct professional examinations of each other's oral cavities, perform professional oral hygiene if necessary, treat pathological processes of hard and soft dental tissues, etc. The success of conducting practical classes is achieved by a common desire for interaction and the interest of participants in the educational process for personal development. Unfortunately, we often face the problem when the acquired theoretical knowledge remains unused. Students do not realize that without knowledge of the fundamental disciplines – anatomy, pathological physiology, biochemistry, or pharmacology – it is impossible to understand the processes of the emergence of pathological conditions, conduct an analysis of the general state of health and realize the importance of the relationship and integrity of body systems, whose functions disorders affect the morphology and

functional capacity of other systems, including the organs of the oral cavity, to qualitatively carry out all stages of the examination, to determine the tactics of treating patients, etc. Therefore, when planning practical classes and creating methodological recommendations for students, we pay attention to theoretical disciplines of the general medical profile, emphasizing the main points that will contribute to a better mastery of the subject of the class [5; 7].

A significant component of the educational curriculum of students is independent work, during which such considerable qualities as time management, discipline, creativity, and broad-scale thinking are developed – important practical skills in the professional activity of a dentist. Independent work turns on the optimal use of the individual capabilities of students, contributes to the deepening of knowledge and sharpening of skills, develops practical skills, and clinical thinking, forms responsibility, perseverance, and organization, and encourages the need for constant replenishment of knowledge. The presence of the above-mentioned positive aspects on the educational seekers leads to a reduction of classroom loads and reduction of lectures' number and increases the independent work forms of studying. Clinical examination of thematic patients, as one of the forms of independent work, is of great importance when conducting practical classes. Students independently collect complaints, and anamnesis of disease and life, conduct an examination, formulate a preliminary diagnosis, draw up an examination and treatment plan, and determine prevention and prognosis. Students respect the deontological measures when working with the patient, which is an integral part of the relationship and the establishment of a successful treatment process based on the patient's trust and the doctor's self-sacrifice. In order to obtain additional information, the student has the opportunity to consult and communicate with the department doctor and with other

"narrow" specialists, which contributes to the formation of collegial communication skills and collegial resolution of complex clinical situations. Methodically correct control over the organization and progress of independent work encourages the student to perform it qualitatively and is a motivating factor in the educational activity [5].

The task of a medical teacher is to contribute to the training of the future specialist as a person with sincere human qualities, able to respect the patient, colleagues, and junior medical staff. The highest manifestation of professionalism is the humane and conscientious performance of one's duties concerning the patient, colleagues, and society.

### Conclusions

It is possible to learn clinical medicine only in direct work with the patient when independent attempts to solve the clinical situation in real conditions form clinical thinking, responsibility, interest, and understanding of the need for constant replenishment of knowledge and skills. Acquiring communication skills with the patient and colleagues begins at the stage of education at a higher educational establishment and is improved during all subsequent practical work. Conscious implementation of modern diagnostic standards and treatment protocols for oral cavity diseases into clinical practice begins when the student directly deals with real issues of treatment of a particular patient.

Curation by the teacher of the student's independent work with the patient not only corrects but also intensifies the diagnostic process in the treatment and prevention institution where the clinical department is located. Correct methodical organization of the student's work in the classroom and outside should be reformed in the direction of independent work, arouse interest in the problems of medicine, and form a multifaceted personality of a medical specialist.

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*Митченко О., Кільмухаметова Ю., Дрозда І., Солтис О., Митченко М.*

### ПРАКТИЧНА ПІДГОТОВКА СТУДЕНТІВ 5-ГО КУРСУ НА КЛІНІЧНИХ БАЗАХ

Освітній процес є невід'ємною складовою становлення спеціалістів в галузі медицини, в тому числі стоматології. Здобувачі освіти у медичному навчальному закладі потребують підтримки та настанов високоспеціалізованих фахівців університету для майбутньої реалізації себе як професіоналів. Проте, не менш важливим є прояв зацікавленості студента в успішному опануванні дисциплін різними способами, від аудиторної роботи до самостійних проєктів. На складному шляху становлення студента, як лікаря-стоматолога, відіграє важливу роль викладач, який зможе направити свого підопічного в правильному руслі серед теренів стоматологічної практики. Також, важливо забезпечувати здобувачів освіти якісною теоретичною базою на кафедрах університету, сучасним клінічним устаткуванням задля відточення професійних практичних навичок та постійною підтримкою у вигляді консультацій, лекцій, майстер-класів від провідних спеціалістів закладу вищої освіти. Загально-медичні дисципліни також є важливим компонентом освітньої програми студентів-стоматологів, так як саме ці предмети забезпечують базові медичні знання. Без опанування матеріалів даних дисциплін майбутньому лікарю-стоматологу важко буде інтегруватися у загальну сферу медичної практики. Для повноцінного розуміння та засвоєння матеріалу і викладених тем студентам необхідно працювати більше, ніж це прописано в навчальному плані освітньої програми спеціальності «Стоматологія», оскільки даний напрямок медицини зазнає швидкого розвитку на сьогоднішній день. З цією метою, у навчальне життя студентів впроваджується такий вид діяльності, як самостійна робота. Це вид роботи студентів сприяє вдосконаленню дисципліни з одного боку, та підвищує лабільність клінічного мислення майбутніх лікарів-стоматологів з іншого боку. Стаття написана у вигляді короткого наукового повідомлення.

**Ключові слова:** клінічна практика, самостійна робота, soft-skills, здобувач освіти, практичні заняття.

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**Information about the authors**

*Mytchenok Oleksandr Viktorovych* – PhD, Associate Professor of the Department of Therapeutic Dentistry, Bukovinian State Medical University

Address: Ukraine, 58000, Chernivtsi, Teatralna square, 2, BSMU.

E-mail: [mytchenok\\_oleksandr@bsmu.edu.ua](mailto:mytchenok_oleksandr@bsmu.edu.ua)

ORCID: 0000-0002-5812-2532.

*Kilmukhametova Iuliia Khafizivna* – PhD, Assistant of the Department of Therapeutic Dentistry, BSMU.

Address: Ukraine, 58000, Chernivtsi, Teatralna square, 2, BSMU.

E-mail: [kilmukhametova.iuliia@bsmu.edu.ua](mailto:kilmukhametova.iuliia@bsmu.edu.ua)

ORCID: 0000-0003-1727-5628.

*Drozda Ivanna Ivanivna* – PhD, Assistant of the Department of Therapeutic Dentistry, Bukovinian State Medical University

Address: Ukraine, 58000, Chernivtsi, Teatralna square, 2, BSMU.

E-mail: [abramchuk.i@bsmu.edu.ua](mailto:abramchuk.i@bsmu.edu.ua)

ORCID: 0000-0002-5759-6795.

*Soltys Olha Mykhaylivna* – PhD, Associate Professor of the Department of Therapeutic Dentistry, Bukovinian State Medical University

Address: Ukraine, 58000, Chernivtsi, Teatralna square, 2, BSMU.

E-mail: [tokar.olga@bsmu.edu.ua](mailto:tokar.olga@bsmu.edu.ua)

ORCID: 0000-0001-8031-0196.

*Mytchenok Mariia Petrivna* – PhD, Associate Professor of the Department of Pediatric Dentistry, Bukovinian State Medical University

Address: Ukraine, 58000, Chernivtsi, Teatralna square, 2, BSMU.

E-mail: [mytchenok\\_mariia@bsmu.edu.ua](mailto:mytchenok_mariia@bsmu.edu.ua)

ORCID: 0000-0002-2454-3021.