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INFLUENCE OF BUSINESS GAME ON DEVELOPMENT OF CLINICAL THINKING OF THE STUDENT-DENTIST**ВЛИЯНИЕ ДЕЛОВОЙ ИГРЫ НА РАЗВИТИЕ КЛИНИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТА-СТОМАТОЛОГА****A.V. Samoilenko/A.В.Самойленко***d. m. s., prof. / д. мед. н., проф.***A.E. Gorshkova/ А.Е. Горшкова***as. /ас**Department of the State Establishment «Dnipropetrovsk Medical Academy of the Ministry of Health of Ukraine», Ukraine, Dnieper, M. Grushevskogo 65**ГУ «Днепропетровская медицинская академия Министерства охраны здоровья Украины», Украина, Днепр, М. Грушевского 65*

Annotation. *The article presents usage of pedagogical technologies at the Department of Therapeutic Dentistry of the Dnepropetrovsk Medical Academy for teaching and methodological support of practical classes in the study of periodontology by students-dentists. We analyze the essence of the concept «business game» that is used during the study. We must observe given rules within organizing a «business game» in the educational process.*

The authors cover various options for conducting practical classes in the form of «business game» and their benefits.

Conclusion: the processing and mastering of educational material is meaningful in conducting practical classes in the form of «business game» in order to consolidate and deepen the students-dentists knowledge, professional skills and abilities; to facilitate the formation of their practical interest.

Keywords. *Educational process, pedagogical technology, business game, quality of preparation, dentistry.*

Introduction. In the modern conditions of rapidly progressing social and economic development of the society, the sphere of healthcare is also dynamically developing. The emergence of a large number of new dental technologies and materials makes the need for highly skilled personnel. Therefore, we can see the professional competence of future dentists as an integral characteristic of a future specialist, reflecting the level of one's theoretical and practical training [6].

Materials based on the teacher's monologue that we usually use for high school teaching have a fundamental disadvantage [1]. They focus mainly on the transfer of information and knowledge, but do not provide the development of clinical thinking. The main drawback is that students learn the terminology, but do not use the internal mechanism of thinking. V.Rozin, who analyzed various games, revealed their important peculiarities for developing learning: «Business games give particularly interesting results in cases where their material is a complex cooperative structure of activity, conflicts and problems, alternative situations and solutions, various innovations» [2]. According to the scientist, the game can not successfully pass without deployed goals, functions, characteristics, as well as without serious theoretical support.

Therefore, when we use the business game in the course of training, we must adhere to the following rules of its organization:



- to formulate the goal and the script of the game;
- to determine the roles of the participants and conduct preliminary instruction;
- its leader have to direct and organize the game;
- after the game it is important to conduct an analysis and draw conclusions that relate to the goal set for the game [3].

Game-learning differs from other teaching aids with the following features:

- the presence of parties (working groups of students) that oppose each other and have different points of view in the game and imitate, for example, the possible behavior of a person who has been in a situation that endangers his health;
- dynamism and continuous change of the situation under the influence of decisions that students take;
- the personal participation of students in the analysis-research of the probable consequences of decisions on the process managed by them, that is determined by the theme of the game.

Gameplay is characterized by multitude situations of collision of points of view and opinions, numerous actions to fix and determine the problems that arise during the discussion.

Organizational-educational games are a complex set of intellectual and social interactions both within the working group and between the participants of different groups. We characterize such game processes and conflicts by a variety of socio-psychological phenomena, the impact of which one must take into account in order to successfully manage the course of the game [4].

We call this type of game organizational to emphasize the next moment. The organization of the playing environment for the conferring on the participants the relevant cultural norms is essential and fundamental in order to transfer and assimilate students with the necessary experience, required knowledge and skills. The moment of organization is significant both in designing the game, and in implementing its organizational project. In order for the student in the learning process to really obtain new skills and qualities that he needs further in his life, he must be put into a situation that plausibly and fully mimics a certain reality. After all, in conditions of game simulations a student can perform some independent actions, but they will not become an acquired knowledge until students construct the link of sequential actions, until they find an answer to the question: what did I do, why I did it, and not otherwise? Thus, it is necessary to make a diagram that is comprehensible to the student about what did we do in the game, taking into account possible similar acute situations and «outcomes in real life». It is essential to put off this scheme in their minds for the future.

It is also important to note that the person we teach makes his own activity an object of his own influence, begins to deliberately change, improve or rebuild it [5]. In this sense, we connect achieving the goal of developing students in the game with the process of their self-development and the change itself that they absorb. Thus, when constructing a structurally logical scheme for conducting educational games, it is necessary to determine the following goals and stages.

1. Activity boundaries.
2. Structuring activities.



3. Objectification of own activity.
4. Self-analysis.
5. Creative component.

Activity boundaries determine the purpose, tasks, forms and means of action. The structuring activities consists of its schematization. Objectification of own activity involves the formation of practical skills in one or another situation.

The creative component carries the final functional load during the training. Actualization of new clinical abilities allows students to operate samples of activities that they master in the process. Implementation of this component leads to the effect of self-development activities and its subject.

Therefore, during the practical part of the study on the section «Periodontology» among students-dentists on the fourth year we use role games, when one of the students is a patient, who, according to the task of the teacher, «fantasizes» the symptoms of the disease. At the same time, another student conducts his examination and differential diagnosis. This tactic contributed to the development of logical thinking and the formation of communicative abilities of students. In the implementation of the business game we also use the method of separating students into the «specialists team»: a therapist, an orthopedist, an orthodontist, a surgeon, who perform a patient's examination, make a preliminary diagnosis, conduct a consultation and make a treatment plan.

As the second tactical form we use the prospective analysis of a clinical case. According to the teacher's task, students search for new clinical information for the proposed situation and at the next lesson they express their thoughts about the possibility of applying new knowledge to a specific clinical situation. Thus, each student has the opportunity to demonstrate his or her knowledge. Competitive circumstances ensure the maintenance of a higher level of clinical practice.

Conclusion: Due to the training in the form of organizational and educational games for students-dentists there is awareness of the need for self-improvement, there is an interest in acquiring practical skills in order to act in different situations, to develop one's own plan for the realization of clinical cases.

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