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Research Article

COMPARATIVE EVALUATION OF THE EFFECTIVENESS OF TRADITIONAL AND INTERACTIVE TEACHING METHODS IN POSTGRADUATE EDUCATION IN DENTISTRY

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ABSTRACT

The article presents a comparative analysis of the effectiveness of traditional and interactive teaching methods in postgraduate education in dentistry. A comparative evaluation of the results of the effectiveness of traditional and interactive methods of teaching has been carried out by questionnaire on targeted questions of cadets and faculty members who participated in the Cycle of general improvement in dentistry: the interactive method is proved to be more promising than the traditional system of education in the professional formation of dentists.

KEYWORDS

Information technologies; innovative forms of teaching; interactive method of teaching.

INTRODUCTION

Relevance and demand for the work. In the modern conditions of a new social situation, against the background of globalisation and informatisation of all aspects of society, the reform of higher professional education in the XXI century undergoes significant changes aimed at improving the quality and modernisation of medical education, according to the needs of health care [1, 2].

All over the world, studies are conducted to improve the use of innovative technologies of interactive teaching methods in the organisation of training and professional development of dentists, including: independent introduction of visual treatment of dental caries using virtual simulation technologies in the training of doctors; active use of modern pedagogical technologies.

At the same time, the level of quality of medical education should correspond to modern realities, and for this purpose it is necessary to introduce innovative transformations in teaching technology, including

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distance learning: modern information technologies allow to transfer the teaching process to a qualitatively higher level [3, 4, 5].

At the same time, according to the literature of recent years, there is an acute shortage of highly qualified specialists with high clinical and practical training in all spheres of medicine.

This is due to the fact that traditional higher medical education is built on the nosological principle of thinking and learning, when the basis of the topic of lectures, practical classes, exam tickets is the name of the nosological unit, i.e., actually known diagnosis, which reduces the interest of students to educational and cognitive activity. Therefore, within the framework of the traditional model of training, there can be no progress in the training of a modern specialist of higher qualification.

Now it is not enough for a teacher to be simply competent in the field of his/her discipline, giving theoretical knowledge in the classroom, the teacher needs to approach the modern teaching process in a slightly different way [6, 7, 8].

In view of this, modern postgraduate education should implement innovative forms of teaching, aimed at improving the quality of training and self-improvement of students, with the justification of the need for active and interactive learning methods [8, 9].

Interactive learning is a way of learning, carried out in the interaction of students: all participants of the educational process (teacher and students) entering into communication and joint activity with each other, not just exchanging educational information, but jointly participate in the learning situation: transforming it into a situation of professional and personal development.

The principles of interactive learning include: dialogical interaction, work in small groups on the basis of cooperation and collaboration, active-role (game) and training organisation of learning.

In fact, interactive learning is based on the stimulation of learning and cognitive activity of all dentists and students by immersing them in the atmosphere of business co-operation, focused on the resolution of real professional problems [8, 9, 10].

The foregoing indicates the need for a comparative evaluation of traditional and interactive teaching methods in postgraduate education in dentistry.

The aim of the work is to determine the comparative evaluation of the effectiveness of traditional and interactive teaching methods in postgraduate education in dentistry.

Materials of the work. The materials of the work are the results of questionnaire survey on target questions to determine the effectiveness of traditional and interactive methods of teaching, in the cadets of FPDO and faculty who participated in the Cycles of general improvement in the speciality "Therapeutic Dentistry" (4.04), Tashkent, TGSI, 2018. [11].

Research Methods. The study used questionnaire survey, empirical analysis, modelling, mathematical and statistical methods.

Results and their discussion. The results of the work assess the comparative effectiveness of traditional and interactive teaching methods by means of questionnaires of FDDP cadets (600 people) and faculty members (80 people) participating in postgraduate education, with answers to a number of focused questions (Table 1):

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Table 1

Questionnaire survey Dentists' assessment of the effectiveness of teaching methods in postgraduate education

Performance criteria	Traditional teaching method	Interactive learning method
1. Classes are interesting, dentists are actively involved in the learning process		
2. Ability to present their own and others' opinions correctly and logically		
3. Gaining new knowledge and experience in the course of study		
4. Satisfaction received by the trainees at the end of the lessons		
.5 Ability to use existing knowledge		
6. What kind of learning technologies are used by teachers in the classroom?		
7. What method favours stimulation of students' cognitive activity?		
8. What method of teaching is the most interesting for students		
9. When applying which method, the sum of residual knowledge is greater?		
10. When applying which method, the sum of residual knowledge is greater?		

At the beginning of the research we determined the percentage of questioned trainees about the evaluation of the effectiveness of different teaching methods. At the same time, we found that according to the results of the questionnaire survey of the trainees of postgraduate education of dentists, after the end of each cycle of training, 96.3% positively evaluated the use of interactive teaching method and noted the appropriateness of its use in postgraduate education.

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In addition, we also conducted a questionnaire survey of teachers on targeted questions similar to those asked to the cadets, the results of which revealed that the interactive teaching method increased (92.0%) the degree of self-preparation for classes and the activity of doctors during their conduct, motivation to learn, contributed to the development of clinical thinking.

Along with this, we gave a general characteristic of comparative effectiveness of training in a generalised form for traditional and interactive methods of training, from the point of view of cadets and faculty of FDDP who participated in the Cycle of general improvement on a 5-point system. At the same time, the characteristic of the effectiveness of both teaching methods, from the point of view of cadets, revealed that the results of the interactive method of training were 4.85, and the traditional method of training was evaluated at 1.9. Characterisation of the results of the questionnaire survey of teaching staff, on the comparative evaluation of traditional and interactive teaching methods: the interactive method was evaluated at 4.7, while the evaluation of the traditional teaching method was equal to 1.7 .

CONCLUSION

Thus, the results of the questionnaire survey of cadets and faculty members who participated in the General Improvement Cycle indicate the undoubted advantage of the interactive teaching method in postgraduate education in dentistry. This dictates the need to integrate the interactive teaching method in higher education institutions and in postgraduate education programmes, which is more promising than the traditional education system in the professional formation of dentists.

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