

BASIC CONCEPTS OF THE TRAINING SYSTEM OF FUTURE PEDIATRIC DENTISTS BY MEANS OF SITUATION-COMMUNICATIVE MODELS OF PROFESSIONAL INTERACTION

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This article substantiates the structure of the author's concept of training future pediatric dentists by means of situational-communicative models of professional interaction. The author's concept combines several spheres of activity of subjects of scientific research: medical since the organization of the scientific research process concerns representatives of the field of health care; stomatological since the target aspect outlines the training of future dentists, whose professional activity is concentrated in the system of pediatric dentistry; educational, aimed at updating dental education in medical institutions of higher education due to the use of modern pedagogical technologies and is therefore considered as a pedagogical concept. The conception consists of five concepts and reflects the sequence, phasing and logic of scientific research. The essence of actuality-argumentative, prospective-innovative, scientific-methodological, methodical-providing and analytical-resultative concepts of research and experimental work has been concretized. The conception takes into account the integrability of various directions of scientific research. The expediency of modernizing the professional training of future pediatric dentists for the formation of readiness for professional interaction is argued, focusing attention on progressive changes in the system of higher medical education. The views of researchers regarding the necessity to improve the professional training of students, taking into account the diversity of education of future pediatric dentists, are summarized. The scientific and methodological justification of scientific research in the context of research is highlighted. The need for methodical maintenance of the practical aspect of experimental work and proving the reliability of the obtained results is substantiated. The presence of integration of all defined concepts in a holistic author's concept of training future pediatric dentists by means of situational-communicative models of professional interaction is emphasized.

Keywords: *conception; concept; professional training; pediatric dentists; situational communication models; professional interaction.*

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ОСНОВНІ КОНЦЕПТИ СИСТЕМИ ПІДГОТОВКИ МАЙБУТНІХ ДИТЯЧИХ СТОМАТОЛОГІВ ЗАСОБАМИ СИТУАТИВНО-КОМУНІКАТИВНИХ МОДЕЛЕЙ ПРОФЕСІЙНОЇ ВЗАЄМОДІЇ

У статті обґрунтовано структуру авторської концепції підготовки майбутніх дитячих стоматологів засобами ситуативно-комунікативних моделей професійної взаємодії. Авторська концепція поєднує кілька сфер діяльності суб'єктів наукового дослідження: медичної, оскільки організація науково-дослідницького процесу стосується представників сфери охорони здоров'я; стоматологічної, позаяк цільовим аспектом окреслюється підготовка майбутніх лікарів-стоматологів, професійна діяльність яких зосереджується у системі педіатричної стоматології; освітньої, що спрямовує на оновлення стоматологічної освіти у медичних закладах вищої освіти за рахунок використання сучасних педагогічних технологій і відтак розглядається як педагогічна концепція. Концепція складається із п'яти концептів і відображає послідовність, поетапність і логіку здійснення наукового дослідження. Конкретизовано сутність актуалітетно-аргументаційного, перспективно-інноваційного, науково-методологічного, методично-забезпечувального й аналітично-результативного концептів дослідницько-експериментальної роботи. У концепції враховуються інтегративність різновекторних напрямів наукового пошуку. Аргументовано доцільність осучаснення професійної підготовки майбутніх стоматологів дитячого віку для формування готовності до професійної взаємодії, що зосереджує увагу на прогресивних змінах у системі вищої медичної освіти. Узагальнено погляди дослідників стосовно необхідності вдосконалення професійної підготовки студентів з урахуванням різноспрямованості навчання майбутніх педіатричних лікарів-стоматологів. Висвітлено науково-методологічне обґрунтування науково-дослідницького пошуку в контексті дослідження. Обґрунтовано необхідність методичного забезпечення практичного аспекту експериментальної роботи та доведення достовірності отриманих результатів. Підкреслено наявність інтеграції усіх визначених концептів у цілісній авторській концепції підготовки майбутніх дитячих стоматологів засобами ситуативно-комунікативних моделей професійної взаємодії.

Ключові слова: *концепція; концепт; професійна підготовка; дитячі стоматологи; ситуативно-комунікативні моделі; професійна взаємодія.*

Problem setting. Research and experimental work aimed at improving of the professional training of future health care specialists focuses the attention of scientists on the multiplicity of areas of study for students of various medical specialties. The context of the training of future pediatric dentists (FPD) in higher education covers the theoretical and practical content of the dental process, which students are expected to master during their studies at a medical institution of higher education (MIHE). At the same time, an important and necessary component of the formation of FPD during the period of obtaining higher education is the consideration by students of the peculiarities of professional and communicative interaction with patients of childhood age, with persons who accompany children to the dental office, medical workers of the specified field, etc. Therefore, there is a necessity to reflect the systematicity and logic of the integration of various aspects in the educational professional development of FPD, which is based on the main conceptual provisions of the study of the specified problem.

Research analysis. The issue of reforming and modernizing the system of higher medical education is analyzed in depth by scientists who argue the author's conceptual provisions regarding the improvement of the pedagogical system of medical education (O. Akimova; V. Humeniuk; L. Dudikova; K. Ivashchenko; I. Kankovskyi, Yu. Kazakov; Ya. Kulbashna; I. Melnychuk; H. Pustovit and others) as the basis for the development of the personal maturity of students and those oriented towards becoming specialists in the field of health care already during their studies.

The purpose of the article – to characterize the main concepts of the system of training future pediatric dentists by means of situational-communicative models of professional interaction.

Presentation of the main material. The diversity of the original pedagogical systems at MIHE is conditioned by the complexity of multi-vector training of students, which is determined by the future specialty (for example, the training of future pediatric dentists), by the emphasis of attention on their specific and important qualities (which, in the context of our research, is aimed at preparing FPD for professional interaction), by a creative approach teachers to innovate the educational environment in the modern MIHE, etc. As one of such systems, we consider the FPD training system by means of situational-communicative models of professional interaction.

To develop the author's system, the need to "separate basic concepts" [6] as "a system of views on a certain phenomenon; a way of understanding, interpreting some phenomena" [7], which "is used to indicate the main idea in scientific and other human activities" [9] is taken into account. Therefore, it is actualized the necessity for theoretical substantiation of the

relationship, mutual influence and interaction of all components of the FPD training system by means of situational-communicative models of professional interaction, which is reflected in the main conceptual provisions of the study.

The complex structure of the concept is noted in the dissertation of V. Humeniuk, where the author considers the concept as "theoretical knowledge in functional and activity-personal aspects, which contributes to the definition of valuable and reflective fields of activity; is a field of knowledge that determines the meaning of theory development, ensuring the transformation of empirical knowledge into theory" [3, 276]. But, according to L. Velytchenko, the theoretical basis of the concept has the capacity for variability [1, 75], therefore, the identification of the basic concepts of the newly created system is based on taking into account the target aspects of the research (which in our study involves the training of FPD for professional interaction) and the substantiation of scientific-methodological, methodical-providing, procedural-research aspects of scientific research. It is noteworthy that the author's concept combines several spheres of activity of subjects of scientific research:

- medical, since the organization of the scientific-research process concerns representatives of the health care sector;

- dental, since the target aspect is the training of FPD – doctors-dentists whose professional activity is concentrated in the system of pediatric dentistry;

- educational, aimed at renewing dental education at MIHE through the use of modern pedagogical technologies and therefore is considered as a "pedagogical concept", which is understood as "a system of views on one or another pedagogical phenomenon, as a process, a way of understanding, interpreting some pedagogical phenomena, events; the leading idea of pedagogical theory" [2, 177], which "must be supported by research and empirical data" [5, 26].

Researchers clarify the structure of the pedagogical concept and analyze this phenomenon as a set of theoretical, methodological and technological concepts [3, 278]. In order to reveal the author's vision of various aspects of the complex structure of the FPD training concept, we divide the theoretical and technological concepts into 2 more concepts. Therefore, the author's conception consists of five concepts and reflects the sequence, phasing and logic of conducting scientific research. These are actual-argumentative, perspective-innovative, scientific-methodological, methodical-providing and analytical-resultative concepts.

The semantic content of the actual-argumentative concept focuses attention on emphasizing the relevance of scientific research for the improvement of the dental education system and the argumentation of the necessity to implement research initiatives at MIHE. We define the specified component of the author's concept

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as a necessary component of research based on such elements:

- analysis of progressive trends in the field of dentistry in historical terms (from the origins of dentistry as a science and medical specialty to the creation of the FPD professional training system);
- taking into account modern regulatory and legal support related to higher education in general, higher medical education and dental education in particular;
- comparison of successes and achievements in national and foreign pediatric dentistry to argue for the modernization of the FPD professional training system;
- in-depth study of the features of professional and communicative interaction of FPD, which are taken into account in the research of modern scientists.

Taking into account the actuality-argumentation concept in scientific search focuses attention on progressive changes in the FPD professional training system and makes it possible to confirm the importance of conducting research in the direction of forming the readiness for professional interaction of pediatric dentistry students.

The second concept is the author's concept – perspective-innovative – is based on the generalization of researchers' views regarding the need to improve the professional training of FPD, taking into account the diversity of education of future pediatric dentists. In particular, the following factors were taken into account:

- scientific substantiation of the essence of the communicative competence of medical personnel, made by researchers, which is the basis of professional interaction of FPD in future work in the specialty;
- conclusions of researchers and practicing teachers regarding the effectiveness and feasibility of modernizing FPD professional training by introducing innovative pedagogical technologies into the educational process, which in the context of our research emphasizes the success of using interactive forms, methods, tools and technologies to create situational models of professional interaction of pediatric dentists.

Therefore, the perspective and innovative concept of the author's conception combines a variety of scientific views and opinions of researchers regarding the possibilities of improving modern dental education. In addition, the scientific-research worldview of MIHE teachers is expanding, which helps to reveal creativity for the organization of an effective FPD training model with the aim of forming students' readiness for professional interaction. We took into account the experience of scientists-experimentators regarding the effectiveness of innovation of the educational process at MIHE; arguments of researchers regarding the expediency and prospects of using interactive learning in dental education. An important addition to the content filling of the perspective-innovative concept is the argumentation of the effectiveness of using in the training of FPD such pedagogical innovations as

educational trainings, which should be considered as an interconnected set of situational-communicative models of professional interaction.

Thus, two concepts (actual-argumentative and perspective-innovative) reflect the theoretical context of the author's conception. At the same time, any scientific research needs methodological support. Therefore, a necessary and important component of the author's conception is a scientific-methodological concept, in which the attention is focused on methodological approaches, regularities, general didactic and specific principles of training future pediatric dentists by means of situational-communicative models of professional interaction.

The following methodological approaches are defined in the scientific and methodological concept of our research: epistemological, activity, praxeological, axiological, acmeological, competence, synergistic, systemic. The generalization of scientific understanding and research views in the context of professional methodology enables the creation of a modern research-experimental educational environment at MIHE. The outlined methodological approaches reflect the scientific content of training future specialists in pediatric dentistry in the context of the research task – training FPD for professional interaction.

The content of the scientific and methodological concept was expanded by taking into account the set of principles of education:

- principles of restructuring higher medical education in Ukraine;
- principles of prioritizing independent learning, joint activity, use of existing experience, individual approach, reflexivity, electivity, systematic learning [10, 35–36];
- introduction of bioethical principles into the professional activity of future doctors [8];
- principles of continuity of education in the formation of professional competence of future dentists [4], etc.

In the scientific and methodological concept of the author's conception, the content and specifics of observing the general didactic principles of scientificity, systematicity and sequence of learning, the connection of learning with life, theory with practice, visibility and learning activity are substantiated. An important addition to this concept is the definition and consideration of specific principles: professional subjectivity of future pediatric dentists; extrapolation of the results of self-educational activity of students into new conditions of interactive interaction; visualization of the author's situational models; separation of important moments of effective professional interaction; pragmatics of using situational modeling of professional interaction.

The author's conception of FPD training by means of situational-communicative models of professional interaction will have a complete and definite form, subject to the presentation of the author's vision of the

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conducted scientific research. Therefore, a methodical-providing concept is singled out, which reflects the step-by-step organization of all stages of research experimental work, the methodics and practical experience of organizing the experimental-research process. The following components are taken into account in the methodical-providing concept:

- component structure of FPD readiness for professional interaction;
- pedagogical conditions, specially created, methodically provided, procedurally aimed at the formation of specific components of the studied readiness;
- structural-functional model of the integral educational process of FPD training by means of situational-communicative models of professional interaction.

Considering that the obtained results may be hypothetically expected or completely unexpected and at the same time new, therefore, all obtained statistical materials require in-depth analysis and proof of their reliability. Therefore, the analytical-resultative concept acquires special significance, in which not only the obtained results are reflected, but also the author's considerations, verification materials, interpretations and generalizations are presented, which researchers attribute to the technological concept [3, 283].

Conclusions. Therefore, research and experimental work takes into account various directions of scientific research: reasoned actualization of the feasibility of modernizing the professional training of future dentists of childhood age for the formation of readiness for professional interaction; methodological justification of scientific search in the context of research; methodical provision of the practical aspect of experimental work and proving the reliability of the obtained results. The integration of all defined concepts in a holistic author's conception of training future pediatric dentists by means of situational-communicative models of professional interaction is observed. We define the prospects for further scientific research in the direction of clarifying pedagogical conditions and their methodical support for the training of future pediatric dentists by means of situational and communicative models of professional interaction.

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