

МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
ЗАПОРІЗЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ
АСОЦІАЦІЯ СТОМАТОЛОГІВ УКРАЇНИ

III Хортицький стоматологічний форум

ВСЕУКРАЇНСЬКА НАУКОВО – ПРАКТИЧНА КОНФЕРЕНЦІЯ

**«ФУНКЦІЯ І ЕСТЕТИКА
ЩЕЛЕПНО – ЛИЦЬОВОЇ ДІЛЯНКИ»**

МАТЕРІАЛИ КОНФЕРЕНЦІЇ



Запоріжжя 2017

Реєстр конференції УкрІНТЕІ МОН України №126 від 16.03.2017

Yu. Burega, I. Maslova

**PROBLEM-BASED LEARNING AS PEDAGOGICAL STRATEGY TO
INCREASE MEDICAL STUDENTS' MOTIVATION TO WORK
INDEPENDENTLY**

*Department of propaedeutic and surgical dentistry,
Zaporizhzhia States Medical University, Zaporizhzhia, Ukraine*

Problem-based learning (PBL) is designed to apply knowledge instead of just acquiring knowledge and has been called one of the best examples of a constructivist pedagogical approach. PBL is especially recommended as a promising approach with respect to skill development and getting new knowledge. One of the key constructs in a typical PBL curriculum is working in small groups: five to eight students work together in a group, under the supervision of one or more tutor(s). The tutor has an important role, as authors argue that especially average students (in comparison with students who are academically stronger) may depend more on the tutor to guide and motivate them in order to achieve the learning goals. The tutor has a role as the facilitator of learning without being a primary information resource. One of the key characteristics of PBL is the own responsibility of the learners to be self-directed and self-regulated in their learning. In Ukraine, implementation of the main PBL key provisions aimed significantly improve the level of medical education and bring closer the physician's training quality to European standards. Problem of medical educational system reorganization appeared during that period, when the foreign and domestic professionals began to emphasize a discrepancy of existing educational system and contemporary paces of society development. Search of the new and improvement of the traditional forms of students' auditorium independent work that imply existence of PBL elements directed on the future professional activity for the third year students in specialty "dentistry". Along with optimization of out-of-class work, it is necessary to improve the in-class independent work under direct lecturers' supervision. It is known, that stimulation of active work is possible by increasing interest of auditorium and logical justification of question practical meaning, which submitted for study. Collective approach to the tasks implementation is the most effective and justified. Besides advantages seeing active discussion of possible variants solutions of specific situation, upholding own opinions in the group, exists an important educational aspect – the formation mastering of collaboration work in collective. In addition, increased verbalizations of concepts during the reporting phase also led to higher achievement. Collaborative learning is significant in the PBL process, and may be more important than individual study in determining students' achievement. The goal of that approach is to stimulate students' cognitive activity through careful organization of independent work. In the productive education, present method is a requisite for the optimization of

creativity in cognitive activity, formation of independent learning ways. In the course of surgical dentistry, the independent work in the form of abstract lecture widely used in the Ukrainian-speaking and English-speaking groups. Efficiency of independent work depends of organization and control forms of present kind of students' activity. Active using of PBL strategy for improvement of auditorium self – directed independent work under lecturer supervision create the conditions for development of clinical thinking, logical sequence of diagnostic and treatment stages that will become the basis of future specialists – professional' formation.

Yu. Burega¹, I. Maslova¹, I. Burega².

PERSPECTIVES OF DEVELOPMENT THE POSSIBLE PREVENTIVE MEASURES OF APPEARANCE OF FLUOROQUINOLONES-INDUCED CHANGES IN THE TEMPOROMANDIBULAR JOINT STRUCTURES

¹Department of propaedeutic and surgical dentistry,

Zaporishshia States Medical University, Zaporishshia, Ukraine

*²Department of Normal Physiology, Zaporishshia States Medical University,
Zaporishshia, Ukraine*

axios.ua@gmail.com

The purpose of this literature review is to discuss the causes of arising and mechanisms of formation the fluoroquinolones-associated tendo- and arthropathy for the further perspectives of development the possible preventive measures of appearance of fluoroquinolones-induced changes in the temporomandibular joint structures. The ability of fluoroquinolone antibiotics to adversely affect tendons has been the subject of many articles and case reports in the medical literature for nearly three decades. Clinicians and patients should be aware of the potential risks that fluoroquinolones pose with respect to both cause and potentiation of *tendinopathy*, which is described as the clinical presentation of pain associated with tendon loading. Complications, which are arising after fluoroquinolones intake able to cause temporomandibular joint (TMJ) disorders. This, in turn, reduces the quality of patients' life in the future and can lead to severe consequences and even disability. Today is exists the large number of scientific researches, which are devoted to study of mechanisms of development the fluoroquinolones – associated tendino-and arthropathy. However, the correlation between the quinolones intake and development of quinolones – associated complications remains poorly understood. Also, in the literature there are no findings about preventive methods, which are aimed at preventing the development of tendinopathy after fluoroquinolones intake. Especially, it concerns the TMJ, because using the standard methods (temporary immobilization or limited loads) the above problem is not resolved. This connected with ensuring of