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IMPROVING THE EFFICIENCY OF THE PRODUCTION PRACTICE DENTIST'S ASSISTANT***Narziyeva Nigora****Clinical resident of the 2nd year of the Department of Orthopedic Dentistry, Samarkand state medical university, Uzbekistan****Burxonova Zараfruz Kobilovna****Scientific adviser, Assistant of Orthopedic Dentistry, Samarkand state medical university, Uzbekistan*

ABOUT ARTICLE**Key words:** Clinical practice, modern educational process, training of dentists.**Abstract:** Optimization of clinical practice among students is an urgent problem of the modern educational process. Clinical practice is an integral and essential part of the training of dentists.**Received:** 04.02.2024**Accepted:** 09.02.2024**Published:** 14.02.2024

INTRODUCTION

On it, students learn procedures, develop communication skills with patients, form contacts with doctors and nursing staff, get acquainted with the specifics of working in healthcare institutions, evaluate students' psychological readiness for work. In many cases, during the internship, students determine their future specialty, as well as their place of work. On the other hand, an intern is a potential employee and colleague for the responsible person of the medical institution in which he is practicing. During the internship period, students have a real opportunity to express themselves. In order to increase the effectiveness of practical training, the organization and results of the internship "Assistant dentist and surgeon" at the Dental Faculty of the Samarkand State Medical University were analyzed. The practice is conducted in the seventh semester of the fourth year and is carried out after passing the cathedral examination in surgical dentistry. Students who have successfully passed the exams are allowed to take practical classes. Figure 1 shows the exam results from the 2009-2010 academic year to the 2013-2014 academic year. The figure shows an increase in the number of students who passed the exam with "excellent" and "good", and a significant decrease in the number of students who passed the exam with "unsatisfactory". The positive dynamics of the results of exams in surgical

dentistry is clearly reflected in the level of the average score, which has remained stable at 4.0 over the past three years. The high level of preparedness of students and, as a result, their success can be stimulated, among other things, by the desire to have time to pass the exam by the beginning of practice. The basis for internship is the surgical departments of dental clinics in Yekaterinburg and the Sverdlovsk region: 65.75% of students practice in the city dental clinic. 3), 32.25% - in the dental clinic of the Samarkand region and 2% - in other regions practiced in dental clinics of the Samarkand region. An analysis of practice diaries and student reports shows that in recent years the number of patients admitted by students and the number of outpatient appointments have increase. An analysis of the results of the practice exams "Assistant dentist and Surgeon" shows that the number of credits and the average score have increased. In recent years, the Department of Surgical Dentistry and Maxillofacial Surgery has successfully applied a point-based assessment system for evaluating student learning outcomes in industrial practice. The methodology of the scoring system makes it possible to differentiate and evaluate various student performance indicators. A prerequisite for passing the exam is that the student has a work schedule, a list of practical skills, features of the internship and a practice diary. These items are evaluated on a scale from 10 to 35 points. In addition, it is mandatory for a student to complete an educational and research assignment, which can be issued in the form of a report, presentation, abstracts, a variant of a review of scientific literature on a specific issue, analysis of statistical data, etc. Depending on the type, content and quality of the practical exam, from 2 to 10 points are awarded. The final stage of the practical exam is a demonstration of mastery of the technique of local anesthesia and extraction using a phantom. Each of these stages is rated on a scale from 4 to 15 points. Bonus points are awarded for active participation in the work on which the production practice is based, and for completing tasks independently. The final assessment scores are converted into a certification score in accordance with the recommended scale. Analysis of the results of the practice exams "dental assistants and surgeons" showed that the assessment scores range from 69 to 98 with an average score of 83.1. Using the methodology of the scoring system, teachers and students can identify the so-called "weekly links" in training and pay more attention to them in further training. The analysis of the above data allows us to identify the main directions for improving the effectiveness of the training of a "dental surgeon assistant". The first stage, preparation for a practical lesson, should include theoretical training of students and careful elaboration of the procedures necessary for training. This stage includes organizational meetings, instructing students and preparing documents (hygiene journal, contracts with practice institutions). During this period, students should familiarize themselves with the procedure for conducting practical exams and the methodology of the point system for evaluating student performance in practical classes. The first stage of the work takes place in the

semester preceding the internship (semester 7). At the second stage of the practice, the teacher and the supervisor visit the clinic where the practice takes place. The purpose of these visits is to guide the work of students on the spot and assess their psychological readiness for practical therapeutic activities. Direct communication with supervisors, department heads, attending physicians and general practitioners helps to identify specific shortcomings and solve many organizational issues. The third stage - management of practice results - involves the examination of practice. It includes the analysis of accounting documentation, familiarization of students with the characteristics assigned to them, a practice diary, control of the development of procedures and assessment of educational and scientific activities of students. An integrated approach using a point system allows for a differentiated and objective assessment of the knowledge and skills acquired by students during practice.

CONCLUSION

Thus, optimizing the internship process at the stages of organization, implementation and management can significantly improve the results of internship-related exams, which ultimately increases the effectiveness of training future dentists.

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