

EXPERIENCE IN DEVELOPING OF CREATIVE ABILITIES OF INTERNATIONAL MEDICAL STUDENTS

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The profession of a doctor is the profession of a person of flexible consciousness. Therefore, it is important that students of medical universities do not focus only on the problem of their medical education, but be diversified creative members of society. By the nature of their activities, doctors are those people who have to communicate with different contingents of people. Accordingly, it is sometimes necessary to look for completely non-standard approaches to various patients. After all, if the patient does not trust the doctor, the chances of his recovery are rapidly falling [1, 2, 3].

Thus, medical students are people who must be able to think creatively and make non-standard decisions. In the classroom, we are faced with the problem of language barriers and understanding when teaching foreign students. Therefore, it is very important to clearly distribute tasks when performing a particular job. In our opinion, one of the important areas in teaching students is spiritual and physical development, creative non-standard thinking.

During the student period, the formation of personality and the formation of competence take place. It is during this period that the realization of creative potential is necessary. This creative reserve in the future will become the impetus for the implementation of scientific discoveries.

A creative person is a person with a flexible mind. This is a person who is able to find a way out in a hopeless situation, to offer a solution in the treatment of incurable diseases, who is able to take a different look at the problem, and therefore find a non-standard solution to it.

Alimov A.T. wrote that the development of creative potential in student youth contributes to the formation of an outstanding personality. This person will be competitive in the professional environment and capable of providing promising dynamics in social progress [4].

The word creativity comes from the English create - to create, to create. Creativity is the creative ability of a person. A creative person is ready to create and, just as importantly, to accept fundamentally new ideas that may deviate from traditional patterns of thinking. Creativity is part of being gifted, a special ability to solve problems within static systems. The American psychologist A. Maslow defined creativity as a creative orientation that is innate in everyone. But it is lost by the majority under the influence of the existing system of upbringing, education and social practice [5, 6].

Creativity is a personality characteristic that determines the impact on creative productivity, regardless of the field of activity. A creative person is a generator of ideas and non-standard ways of solving problems.

In order to develop creativity, it is necessary to develop the creative competencies of students. There are many trainings for the development of this part of the students' abilities that students need to go through. We will dwell on one of them in more detail.

Method of lateral thinking. This technique was developed by Edward de Bono and is aimed at developing non-standard thinking. There is an opinion that creativity and creativity are the opposite of logic. Out of the box thinking is often referred to as a form of intuition or inspiration. However, when making a non-standard decision, thoughts are not in a state of chaos, as in mentally ill people, the process of creative thinking is controlled and can be controlled.

The concept of lateral thinking is the concept of lateral, i.e. close to standard thinking. Therefore, as a training for lateral thinking, you need to perform a certain sequence of actions:

Focus selection. Those. choose the area of activity from which we will start. In neuro-linguistic programming, there is a special concept for finding the right focus, which is called

framing - this is a look at a thing in a new way. There are many ways of framing, for example: redefinition is the replacement of one of the words used in the formulation of a belief with a new word with a different connotation, or substitution of concepts - replacing one phrase with a similar one, but with a different meaning, etc. The use of framing allows you to take a more focused look at the problem and understand its essence. For example, the patient is late for the doctor. In response to a dissatisfied doctor's comment, the patient uses the "intention" technique: "I am very pleased that you care so much about my health." This shifts attention to another problem.

Generation of lateral tear or pattern break. Most people think in a stereotyped way, and, accordingly, they look for standard exits from situations. It is the break of the pattern that breaks the logic of thinking and contributes to the birth of new ideas. To do this, you need to build a statement about the focus that will change the focus in some way. To do this, several techniques are used: replacement, inversion, union, hyperbolization, exclusion, reorganization. For example, we ask a student to submit a picture of Doctor and Patient. The picture will be approximately the same - the doctor is sitting at the table and listening to what the patient is saying or the doctor is auscultating a lying / standing patient. Next, we propose to use, for example, inversion. In this case, the patient will listen or auscultate the doctor, which will change the essence of the picture but will not change its title "Doctor and Patient".

Establishing a connection. After the second stage, when we got an absurd picture, we need to find something logical in it. It is at this stage that real creativity takes place, and we get something new. This will help develop creative imagination. For example, a doctor shows a patient how the heart should beat, because his heart is all right. In this context, the picture no longer looks so absurd. There are many ways to develop creative thinking. Imagination is key in this training, it contributes to quick and creative problem solving.

Very close to creative imagination and useful in stimulating creative thinking is recreative imagination. Recreative imagination is the ability to "finish" things that were not perceived as whole before. In this case, the knowledge already available to a person about these things is used. At the same time, these images are distinguished from memory representations by a great variety, flexibility and dynamism of elements. Simply put, recreative imagination, unlike creative imagination, is more consciously based on previous experience.

Another side that needs to be taken into account is associative thinking. This thinking contributes to the development of memory, which is important in our profession. Associative thinking is a way of memorizing new material by linking it to already known facts or events. To train this type of thinking, it is necessary to find associative connections.

Thus, one of the main components of the successful professional development of a person is creative potential, which must not only be developed, but also encouraged and supported by students in the process of studying at a university. And for the development of creative abilities, various methods and their combinations can be used.

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TEACHING THERMAL TRAUMA TREATMENT

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The significance of the item connected with a frequency of burns and severe consequences in all the countries and have no tendency to decrease(2). Virtually placing a student in a situation of various physicians on a stages of burns we can obtain the notion of step by step treatment of the pathology(3).

Burns, urgent professional help, surgical and therapeutic activities

Burn – the irreversible damage (necroses) of tissue as result of high temperature application.

The difference is the depth of necrose: I – epidermis (red, oedema and pain), II – derma (red, pale deepithelialized surface) and III – derma + adventives and deeper tissues. For us, as soon as we are physicians, the main difference is between I, II – superficial – (can be skin over itself). And III – deep burn scab (after debridement, heal only by means of operation - auto skin plastics).

Etiology. Its logical to represent it according the age. And so are perinatal burns – iatrogenic, by unproper warming «hot water bottles», infra-red irradiators. Then its bath, from 1 to 18 months – during eating (feeding). Beginning 3 years till 60 - males burn more often. 3-5 years electric burns – local like 2 fingers of a hand. If two hands, hand-leg etc. – it's general electric struck – we must check cordial rhythm (no less than for a minute) better E.C.G., check general neurological symptoms – organize propiate medical care and medical transport-hospitalization according the leading symptoms – neurological, cardio- or intensive care units for 48-72 hours observation and correction. Another case is short circuit flash – generally burns of hands, face and retina! Explosion – mostly the uncovered surfaces and respiratory tract! Specific are the vacuum explosions (like bombs used in Beirut in 60-70-s and gas nearby Ufa – Ulu-Telyak 1989) that causes micro ruptures of solid tissue – brain, liver, kidney cortex with a corresponding clinical consequences.

For physicians, the main characteristics is the area of burned surface. Adults – 15% it's shock! Under 15 years old – 10%, under 3 years 5% of burned surface causes shock (2). Smaller square of burns can also cause shock in cases of deeper burns and specific areas like face, perineum, armpit. Treatment: rehydration ($V_{ml} = S\% \times M_{kg} \times K$ (where V- first day volume i/v.; S- % of burned area; M – weight of patient; K – coefficient, correlated with clinically level of shock: 1-compensated, 2-subcompensated, 3-decompensated. Second and third day of shock 1\2-2\3 in ratio for the 1 day of shock; the main guide is arterial pressure stabilization, appropriate diuresis (according age).