

Educational institution "RMU"
Department of Dental Disciplines

Syllabus

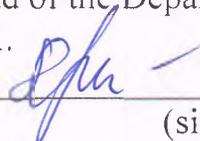
in the discipline "SURGICAL DENTISTRY"
for students majoring in 560004 "BDS"

| | |
|--|---------------------|
| Form of study | on an ongoing basis |
| Well | 3/4/5 |
| Semester | 5/7/9/10 |
| Exam | |
| Total credits for the curriculum | 4/3/5/4 |
| Total number of hours for the curriculum | 120/190/150/120 |
| Lectures | 9/9/9/9 |
| Practical classes | 18//18/18/18 |
| Independent work | 48/72 |

Curriculum Developer:
Bektasheva A.K.

Reviewed and approved at a meeting of
the Department of Fundamental
Disciplines
Protocol No. 1 from "6"
September 2025.

Head of the Department Bektasheva
A.K.



(signature)

Bishkek 2025

| | |
|---|----|
| Well | 2 |
| Semester | 4 |
| Exam | |
| Total credits for the curriculum | 90 |
| Total number of hours for the curriculum | 90 |
| Lectures | 18 |
| Practical classes | 26 |
| Independent work | 26 |

Review:

Propaedeutics of surgical dentistry is a branch of dentistry that deals with the treatment of diseases of the maxillofacial region using surgical methods. Modern surgery focuses not only on tooth extraction but also on their preservation and restoration. Key areas include tooth extraction, implantation, cyst and inflammation treatment, bone grafting, and soft tissue and jaw surgery.

Placement in an educational structure:

This discipline is part of the compulsory professional training program.

Prerequisite:

- Anatomy
- Histology
- Physiology
- Pathological anatomy
- Pathological physiology
- Microbiology
- Endodontics

I. SCHEDULE OF CLASSES:

In accordance with the curriculum

Number of credits/hours: 20 credits (720 hours) according to the curriculum

Time and place: 4,5,6,7, 9, 10 semesters according to the schedule.

Number of SRS: 260 hours.

| Well | Semester | Weeks | Total academic hours | | Number of hours independent work | | Total hours | Number of modules |
|------|----------|-------|----------------------|-------------------|----------------------------------|------|-------------|-------------------|
| | | | Lecture | Practical classes | SRS | SRSP | | |
| 2 | 4 | 18 | 18 | 26 | 18 | 18 | 90 | 2 |

II. REQUISITES AND PREREQUISITES OF THE DISCIPLINE

Prerequisites: Anatomy and physiology of the maxillofacial region, pathological physiology and pathological anatomy, pharmacology.

Postrequisites:, Therapy, Surgery, **Fundamentals of Internal Medicine, Orthopedic dentistry, pediatric dentistry, and restorative dentistry.**

III. INFORMATION ABOUT THE TEACHER

Teacher: **Isakov Nurbek Suerkulovich**

E-mail: nurberisakov1269@gmail.com .

Contact details: **+(996) 556-187-009 - Mob.**

+(996) 556-187-009 - WhatsApp

Reception hours:

Monday 12:00-14:00(in accordance with the duty schedule).

IV. PLANNED RESULTS OF MASTERING THE ACADEMIC DISCIPLINE

Target

The development of this discipline is aimed at preparing a dentist to provide outpatient dental care to patients with dental diseases.

The objectives of mastering the discipline are:

- to master diagnostic methods used in examining patients with dental diseases;
- understand the indications for dental treatment;
- master dental treatment planning;
- to develop theoretical and practical skills in treating dental patients in outpatient and inpatient settings;
- master methods of identifying, preventing and eliminating possible complications in the treatment of dental diseases.

After mastering the course “Propaedeutics of Surgical Dentistry”, the student:

Will know:

- anatomy of teeth and maxillofacial region, physiology of the oral cavity and maxillofacial region;
- mechanisms of pathological processes arising from inflammation and trauma;
- etiology, pathogenesis and clinical presentation of dental diseases;
- treatment of major dental diseases;
- understanding of the basic approaches and problems of managing patients with dental diseases.

Can be used:

- reveal the full picture of the disease;
- develop a treatment plan for dental diseases;
- formulate a strategy for managing patients with dental pathology.

Will be able to analyze:

- have the skills to present and analyze the etiology and pathogenesis of various clinical diseases for diagnostic purposes.
- Master the algorithm for treating dental diseases.
- have the skills to determine strategies for managing patients with dental diseases.

Requirements for students:

- Full-time students are required to attend classes according to the schedule;
- A student is required to report to the dean's office for absences and explain in writing the reasons for missing classes.
- a university student conscientiously attends all types of academic activities and forms of control;

- does not allow any manifestations of dishonesty, indiscipline, deception and fraud in the educational process;
- absence from classes without a valid reason (truancy);
- justifying absenteeism with false valid reasons;
- disrespect for one's own time and the time of others (being late, being unreliable);
- passing control procedures on one's behalf by other persons, performing educational work for other persons, passing educational tests prepared by other persons;
- provision of ready-made educational materials (abstracts, term papers, tests, final qualifying works, and other works) as the results of one's own work;
- using family connections to advance in studies;
- does not engage in extraneous activities in the classroom during classes;
- when answering a question, he does not interrupt him or his fellow students;
- turns off mobile phones during classes;
- does not allow loud conversations and other noise in the university corridors during class breaks;

Course Title:

| No. | Course title | well | semester | number of weeks | number of credits | Number of academic hours | | hours of independent work | general | type of final control |
|-----|-------------------------------------|------|----------|-----------------|-------------------|--------------------------|--------------------|---------------------------|---------|-----------------------|
| | | | | | | lectures | practical. classes | | | |
| 1 | Propaedeutics of surgical dentistry | 2 | 4 | 18 | 2 | 18 | 26 | 26 | 90 | |

10th semester, 5th year

| No. | Name chapters and topics disciplines (lectures and practical classes) | Classroom classes | | Total number of hours for classroom work | Hours of independent work | | Used educational technologies, methods and teaching | Forms and border control of academic performance |
|-----|---|-------------------|-------------------|--|---------------------------|------|---|--|
| | | lecture | practical classes | | SRS | SRSP | | |
| | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|--|---|
| 2 | Lecture 2 Collection of anamnesis and preparation for surgical intervention | 2 | | 6 | | | VL – Lecture on Visualizati on SGM – Small Group Method | AS – Assesse ment of practical skills (competen cies) SPS – Situational Problem Solving A – Protection of Abstractio n |
| | General and dental history | | 2 | | 1 | 1 | | |
| | Determination of contraindications to surgical treatment Preparing the patient for surgery | | 2 | | | | | |
| 3 | Lecture 3 Asepsis and antiseptics in dental surgery | 2 | | 6 | | | Lecture on visualizati on of overhead lines -SGM – Small Group Method - FD – Forum discussion | AS – Assesse ment of practical skills (competen cies) AS – Assesse ment of practical skills (competen cies) |
| | Basics of instrument sterilization | | 2 | | 1 | 1 | | |
| | Methods of disinfection and antiseptics Prevention of infectious diseases | | 2 | | | | | |
| | | | | | | | | |
| 4 | Lecture 4 Diagnosis of diseases of the maxillofacial region | 2 | | 6 | | | Lecture on visualizati on of overhead lines -SGM – Small Group Method - FD – Forum discussion | AS – Assesse ment of practical skills (competen cies) AS – Assesse ment of practical skills (competen cies) |
| | Etiology and pathogenesis of inflammatory processes | | 2 | | 1 | 1 | | |
| | Abscesses, phlegmons, cystic formations Examination methods (inspection, palpation, radiography, CT) | | 2 | | | | | |

| | | | | | | | | |
|---|--|---|---|---|---|---|--|---|
| | | | | | | | | |
| 5 | Lecture 5 Basics of surgical intervention | 2 | | 6 | | | Lecture on visualization of overhead lines -SGM – Small Group Method - FD – Forum discussion | AS – Assessment of practical skills (competencies) |
| | Principles of surgical treatment of teeth and periodontal tissues Methods of suturing and wound treatment | | 2 | | 1 | 1 | | |
| | Fundamentals of Pain Management (Local Anesthesia). Module 1. | | 2 | | | | | |
| 6 | Lecture 6 Traumas of the maxillofacial region | 2 | | 6 | | | | <input type="checkbox"/> AS – Assessment of practical skills (competencies) |
| | Fractures of teeth and jaws | | 2 | | 1 | 1 | | <input type="checkbox"/> SPS – Situational Problem Solving <input type="checkbox"/> DR – Report protection |
| | First aid Indications and methods of surgical intervention | | 2 | | | | | |
| 7 | Lecture 7 Clinical practice on phantoms and models | 2 | | 8 | | | <input type="checkbox"/> VL – Lecture on visualization <input type="checkbox"/> SGM – Small Group Method | <input type="checkbox"/> AS – Assessment of practical skills (competencies) <input type="checkbox"/> SPS – Situational Problem Solving |
| | Practicing tooth extraction techniques | | 2 | | 1 | 1 | | <input type="checkbox"/> DR – Report protection |
| | Simulation of suturing and wound treatment | | 2 | | 1 | 1 | | |

| | | | | | | | | |
|---|--|------------------------|--------------------------|---------------------|---------------|---------------|--|--|
| | Working with surgical instruments | | | | | | | |
| 8 | Lecture 8. Instruments in surgical dentistry. | 2 | | 8 | | | <input type="checkbox"/> VL – Lecture on visualizati on <input type="checkbox"/> SGM – Small Group Method | <input type="checkbox"/> AS – Assesse nt of practical skills (competen cies) <input type="checkbox"/> A – Annotatio n Protection DR – Report Protection |
| | Instruments in surgical dentistry. Types, names, and purposes.. | | 2 | | 1 | 1 | | |
| | Instruments for removing teeth in the lower jaw. | | 2 | | 1 | 1 | | |
| 9 | Lecture 9 Monitoring and assessment of knowledge of clinical tasks. | 2 | | 11 | | | <input type="checkbox"/> VL – Lecture on visualizati on <input type="checkbox"/> SGM – Small Group Method | <input type="checkbox"/> AS – Assesse nt of practical skills (competen cies) <input type="checkbox"/> A – Protection of abstraction |
| | Analysis of errors and case studies | | 2 | | 2 | 2 | | |
| | Credit | | 2 | 2 | 2 | 2 | | |
| | Final standings. | | | | | | | |
| | | 6 p. m. | 36 hou rs | 54 hours | 6 p.m. | 6 p.m. | | |
| | Total hours | | | | | 90 | | |

V. POLICY AND PROCEDURE FOR KNOWLEDGE ASSESSMENT

Students' knowledge rating is assessed on a 100-point scale.

Students' learning outcomes and ratings are assessed on a 100-point scale. The rating score for operational and final assessments is no more than 60% (60 points is 20 for module 1 and 20 points for module 2), the remaining 40% (40 points) is the final assessment according to the following scheme 1. The forms of assessment tools for current, midterm and intermediate assessment are presented in Appendix 1.

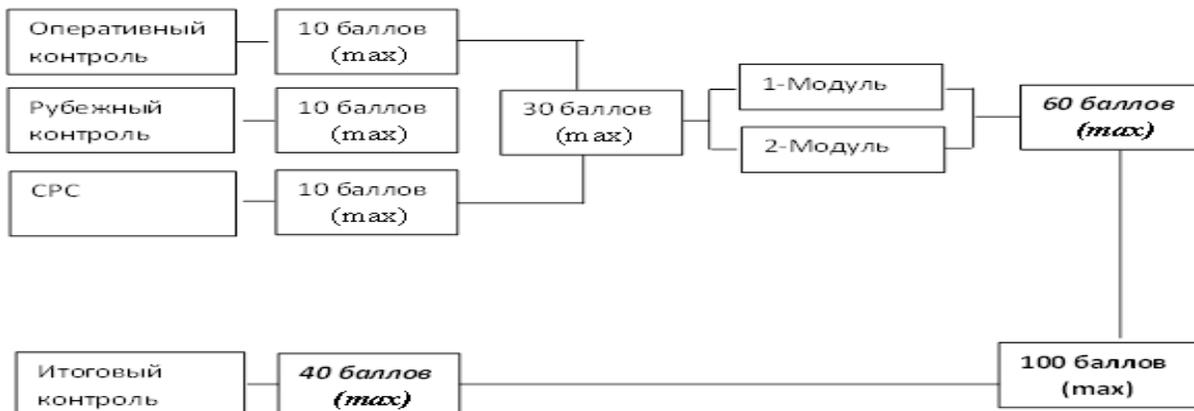


Схема 1

Learning Outcomes Assessment Scale

| Points | Grade | Definition of KNU | ECTS assessment | Definition ECTS |
|----------------|-------|---------------------------------|-----------------|---|
| 85-100 | 5 | Excellent/passed | A | "Excellent" - excellent result with minimal errors |
| 81-84 70-80 | 4 | Good/passed | IN WITH | "very good" - above average result "good" - average result with noticeable errors |
| 60-69 | 2 | Satisfactorily/ Passed | D | "satisfactory" - a weak result with significant deficiencies |
| 55-59 | | | E | "mediocre" - the result meets the minimum requirements |
| 15-54 | | Unsatisfactory/ not credited | FX | "unsatisfactory" - to receive a credit, you must pass a minimum |
| 0-14 | | | F | "unsatisfactory" - it is necessary to retake all the material covered, the summer semester and repeat the course. |

VI. TEST QUESTIONS AND TASKS FOR CONDUCTING CURRENT CONTROL

Semester 4

Module #1

Subject: Organization of the work of the surgical office.

1. List the equipment of a dental surgery room?
2. Please define a sterile zone?
3. List the medical documentation used in the dental clinic.
4. Volume of medical care?
5. Define the term deontology. Principles of deontology and medical ethics in surgical dentistry.?
6. Describe about organization of surgical dental care for the population.
7. What is the structure of the premises and what are the sanitary and hygienic requirements for them?
8. Justify the standards of responsibilities of medical personnel.
9. Principles of medical examination. Organization of emergency surgical dental care and planned treatment?

Topic: Asepsis and antisepsis in surgical dentistry.

1. Give a definition of asepsis?
2. List the types of cleaning?
3. Describe the disinfection methods?
4. Tell us the methods of the phenolphthaleline test?
5. Tell us the methods of the amidopyrine test?
6. Give a definition of antiseptics?
7. Can you show me the technique for hand washing before surgery?
8. Show me the method of putting on sterile gloves?
9. What do the first aid kits contain: Anti-shock and Anti-AIDS?
10. List the types of disinfectant solutions?

Module 2

Subject: Basic clinical methods of examination of a surgical dental patient.

1. What is the procedure for collecting a medical history?
2. List What are the main special examination methods?
3. Listspecial examination methods?
4. What are the types of diseases of the maxillofacial region?
5. List the main symptoms of intoxication in inflammatory diseases of the maxillofacial region?
6. Write the sequence of stages of examination of a surgical dental patient?
7. Name the instruments used to examine the oral cavity?
8. Show what probing, palpation, percussion are?
9. Reveal the essence ethics and deontology during examination of a patient.

Subject: Additional methods of examination of a surgical dental patient.

10. Describe the method of thermometry?
11. Describe the types of additional examination methods surgical dental patient?
12. List the types of x-rays in dentistry?
13. Give us the concept of orthopantomography?
14. Draw a diagram of the connection of the EOD device?
15. What changes in blood tests will occur with inflammatory diseases?

Semester 5

Module 1

Subject: General anesthesia.

1. Tell us the history of the development of anesthesiology in dentistry?
2. Give a definition of anesthesia, list the types of anesthesia?
3. Please outline the sequence of stages of anesthesia?
4. Drugs used for inhalation and non-inhalation anesthesia?
5. Justify the use of premedication during anesthesia?

Subject: Local anesthesia. Complications with local anesthesia

1. List the types of local anesthesia in dentistry?
2. Describe the technique for infiltration anesthesia?
3. Describe the technique of conducting conduction anesthesia?
4. Describe the mechanism of action of local anesthetics?
5. What anesthesia drugs do you know?

Subject: Tooth extraction surgery.

1. Describe the tooth extraction procedure in order of actions?
2. List the contraindications and indications for tooth extraction?
3. What types of dental extraction instruments do you know?
4. What are the specifics of tooth extraction in elderly and senile people?
5. Tell us about the complications that arise when removing teeth in the lower jaw?
6. Tell us about the complications that arise when removing teeth in the upper jaw?
7. How should it be carried out? prevention of complications during tooth extraction surgery?

Topic: Periodontitis.

1. What elements does the ligamentous apparatus of the tooth consist of?
2. Give a definition of periodontitis, classification of periodontitis?
3. Write the etiology and pathogenesis of periodontitis?
4. Describe the clinical picture of acute periodontitis?
5. Describe the clinical picture of chronic periodontitis?
6. Justify the diagnosis and differential diagnosis of periodontitis?
7. What methods of treating periodontitis do you know?
8. How should it be carried out? prevention of periodontitis

Module 2

Subject: Periostitis of the jaws.

1. What is the anatomical difference between the upper jaw and the lower jaw?
2. Define periostitis of the jaw?
3. Please describe the etiology and pathogenesis of jaw periostitis and its classification.
4. Describe the clinical picture of acute periostitis of the jaws?
5. Describe the clinical picture of chronic periostitis of the jaws?
6. Justify the diagnosis and differential diagnosis of jaw periostitis?
7. What methods of treating jaw periostitis do you know?
8. How should it be carried out? prevention of jaw periostitis?

Topic: Osteomyelitis of the jaws.

1. Please define osteomyelitis of the jaws?
2. What theories about the occurrence of osteomyelitis of the jaws do you know?
3. Write the etiopathogenesis of osteomyelitis of the jaws?
4. Please provide a classification of osteomyelitis of the jaws?
5. Describe the clinical picture of acute and subacute osteomyelitis of the jaws?
6. Describe the clinical picture of chronic osteomyelitis of the jaws?

7. How is the sequestrectomy procedure performed?
8. What types of surgical interventions for osteomyelitis of the jaws do you know?
9. Justify the diagnosis and differential diagnosis of osteomyelitis of the jaws?
10. How should osteomyelitis of the jaws be prevented?

Topic: Abscesses and phlegmons of the upper and lower jaws.

1. What is the difference between an abscess and a phlegmon?
2. Describe the etiology and pathogenesis of abscesses and phlegmons of the maxillofacial region?
3. Please provide a classification of abscesses and phlegmons of the maxillofacial region?
4. What are the complications? abscesses and phlegmons of the face and neck may occur?
5. Describe the clinical picture and laboratory data for maxillofacial abscesses?
6. Describe the clinical picture and laboratory data for phlegmon of the maxillofacial region?
7. Describe the general principles of opening abscesses and phlegmons of the maxillofacial region?
8. What types of surgical interventions for abscesses and phlegmons do you know?
9. Justify the diagnosis and differential diagnosis of abscesses and phlegmons of the maxillofacial region?
10. How should abscesses and phlegmons of the maxillofacial region be prevented?

Topic: Teething Disorders

1. List the diseases of teething?
2. Describe the etiopathogenesis of pericoronitis, provide a classification?
3. Please define tooth retention?
4. What diagnostic methods are used for tooth retention?
5. Describe the essence of the hood removal operation for pericoronitis?
6. Describe the clinical picture of pericoronitis?
7. Justify the diagnosis and differential diagnosis of retention and pericoronitis?
8. What type of anesthesia should you choose for surgery for pericoronitis of tooth 48?

VII PROCEDURE FOR ASSESSING TRAINING RESULTS DURING OPERATIONAL, MID-TERM AND FINAL CONTROL

Current control –testing the completeness of knowledge, skills, and abilities based on the materials of two modules during the semester, which consists of operational and midterm assessments and independent work assessments.

Border control –Assessment of the completeness of knowledge, skills, and abilities related to the module material as a whole. Midterm assessments are conducted twice per semester during class periods according to the approved midterm assessment schedule.

Operational control –monitoring of all types of classroom and extracurricular work of students on the disciplinary module, the results of which are assessed before midterm assessment.

Final control –a form of control carried out upon completion of the study of a discipline in a semester.

Approximate criteria for assessing written work completed as part of the student's

Independent Work

Requirements for writing and evaluating various types of independent work may vary depending on their form and content, with particular attention paid to the following criteria:

| Evaluation parameters | Rating scale | Evaluation criteria (number of points) |
|------------------------------|---------------------|---|
| Understanding the task | 0-5 points | 0 - no answer; 1 - there is knowledge of general information, but no understanding of the specific task; |

| | | |
|--------------------------|------------|---|
| | | 2 - there is knowledge and understanding of general information, but not for a specific task; |
| | | 2 - there is knowledge and understanding of information on a specific task |
| Completeness of the task | 0-5 points | 0b. - no answer; 1b. -WithThe student did not complete all the assignments and cannot explain the results obtained.; 2b. -WithThe student completed the assignment correctly. He compiled a report in the prescribed format and presented solutions to most of the tasks included in the assignment. The student is unable to fully explain the results obtained.; 2b. - zThe assignment was completed in full. The student answered the theoretical questions with some difficulty. The quality of the report's presentation does not fully meet the requirements.; 4b. - the task is completed with minimal (technical) errors and typos; 5b. -sThe assignment was completed in full. The student answered the test questions accurately, is comfortable with the proposed solution, and is able to modify it as the problem statement changes. The report was completed accurately and in accordance with the stated requirements.. |
| Design of the work | 0-2 points | 0b. - does not meet the requirements, 1b. - there are deviations from the norm; 2b. - the work is prepared in accordance with the requirements. |

Approximate criteria for assessing the operational control of students' work
Criteria for assessing learning outcomes in the oral form of student responses
 from 9b. up to 10b. - "Great";
 from 7 points to 8 points – “good”;
 from 5 points to 6 points – “satisfactory”;
 from 0 points to 4 points – “unsatisfactory”.

Evaluation criteria for oral answers (midterm control) – maximum 10 points.

| Evaluation parameters | Rating scale | Evaluation criteria (number of points) |
|------------------------------|---------------------|---|
| Knowledge of mother-Ala | 0-5 points | 0b. – no answer; 1b. - the main content of the educational material is not disclosed; 2b. - the material is presented incompletely and errors are made in the definition of concepts (in the formulation of rules); 2b. - the content of the material is not fully disclosed, but a general understanding of the issue is shown, sufficient for further study of the program material; |

| | | |
|----------------------------------|------------|--|
| Application of specific examples | 0-5 points | <p>4b. - the answer contains minimal errors (reservations);</p> <p>5b. - the content of the material is disclosed in full, as provided by the program and textbook.</p> <p>0b. – no answer;</p> <p>1b. - inability to give examples when explaining the material;</p> <p>2b. - the material is presented, but not clearly and without explanation, the student does not answer all the questions;</p> <p>2b – giving examples is difficult;</p> <p>4b - the content of the material was presented using leading questions and hints;</p> <p>5b. - the ability to illustrate material with specific examples is demonstrated.</p> |
|----------------------------------|------------|--|

Approximate assessment criteria for a written answer (final assessment) theoretical question

| Evaluation parameters | Rating scale | Evaluation criteria (number of points) |
|---|---------------------|--|
| Completeness and correctness of the answer | 0-5 points | <p>0b. – no answer;</p> <p>1b. - there is only an answer plan;</p> <p>2b. - the answer contains significant errors;</p> <p>2b. - the student is unable to sufficiently and convincingly substantiate his/her judgments and provide his/her own examples;</p> <p>4b. - the answer has minimal (technical) errors (typos);</p> <p>5b. - the question is answered logically, correctly, with arguments, without errors and in full.</p> |
| Demonstration of theoretical knowledge and skills | 0-2 points | <p>0b. - no answer, the work is plagiarism;</p> <p>1b. - only links to lecture materials are used;</p> <p>2b. - references to lecture materials and basic literature on the discipline are used;</p> <p>2b. - links to all possible materials on the subject, including Internet resources, are used.</p> |
| Formatting the response | 0-2 points | <p>0b. - does not meet the requirements,</p> <p>1b. - there are deviations from the norm;</p> <p>2b. - the work is prepared in accordance with the requirements.</p> |

Approximate assessment criteria for a written response (final assessment) - practical assignment (case study, situation, task, assignment)

| Evaluation parameters | Rating scale | Evaluation criteria (number of points) |
|--|---------------------|--|
| Knowledge of previously studied material | 0-5 points | <p>0b. – no answer;</p> <p>1 - there is knowledge of general information, but no understanding of the specific task;</p> <p>2 - has difficulty remembering previously studied material; demonstrated acquisition of previously studied material.</p> |

Volume of 0-5 points
completed tasks

2. - there is knowledge and understanding of general information, but not on a specific task;
 4. - free mastery of the basic concepts, laws and theory necessary to explain phenomena, patterns, etc.;
 5. - demonstrated assimilation of previously studied material.
- 0b. – task not completed;
- 1b. - the task completion meets the minimum requirements;
 - 2b. - completion of the task with significant errors;
 - 2b. - the solution causes some difficulties;
 - 4b. - the task is completed with minimal (technical) errors and typos;
 - 5b. - tasks not completed or completed less than 50%.

Sample requirements for the design of practical assignments

Crosswords. Rules1.

- 1) The optimal number of words in a crossword puzzle is 20.
- 2) When creating themed crosswords, it's best to first select the words and then create a picture based on them. Here's why. Let's say you've created a picture for a themed crossword puzzle that should use, say, three-, five-, or eight-letter words. But when you start selecting words, you discover that there are more four-, seven-, or nine-letter words on the topic, and you need to create a crossword puzzle from these.
- 3) A crossword puzzle is considered correct if all four sides are symmetrical, each word has at least two intersections (the more, the better), and the crossword puzzle does not fall apart into unrelated parts.
- 4) "Solid" crosswords, in which every letter of a word intersects with another, are very interesting and challenging to create. Although they are sometimes easier to solve—just write all the words horizontally, and the answer automatically appears vertically. Crooked and unsightly crosswords result when the puzzler takes words and starts stringing them together. There's a specific standard for the density of a crossword puzzle: the ratio of the number of intersected cells to the total number of cells in the puzzle. Typically, this ratio ranges from 1:2 to 1:5. If the puzzle's density is lower than 1:5 (meaning the intersected cells are less than one-fifth of all the cells in the puzzle), this is a serious flaw for the crossword puzzle. This indicates that the potential of the cellular puzzle has been used inefficiently and wastefully—it remains underdeveloped.
- 5) When formatting the text of a crossword puzzle, for consistency, it is advisable to start with words horizontally, as we usually write, although this does not make any difference to the solution.
- 6) In crosswords, only singular nouns in the nominative case are allowed, as well as those that have only a plural form: gate, twilight, sneakers, etc.
- 7) No emotionally charged words—diminutives, endearments, disparaging terms, and the like—are allowed in crosswords. Names consisting of two or more words (Erofey Pavlovich, "Anna Karenina," "porcini mushroom"), or words spelled with a hyphen (Novikov-Priboy, Komsomolsk-on-Amur, "dining car") are also not allowed.
- 8) The crossword puzzle cells, where the first letters of words must be written, are numbered sequentially. Some words may have the same number horizontally and vertically if they form a right angle, that is, begin with the same letter.
- 9) The meanings of words should be given only from dictionaries.

Sample requirements for the presentation of reports in the POWER POINT format

- 1 No more than 8-10 slides. Presentation time: 7-10 minutes.
-

- 2 Title page slide. The presentation begins with a slide containing the name of the institution of study (institute, faculty/college, department), the work, the discipline, the author, and the academic advisor.
- 3 Introduction (presentation plan).
- 4 The introduction defines the relevance and provides a description of the direction of the research.
- 5 The main part.
- 6 Conclusion. 2-5 abstracts present the main results of the presented work.
- 7 List of references.
- 8 Slides must be numbered.
- 9 Each slide must have a title.
- 10 All headings must be in the same style (color, font, size):
- 11 Slide text for headings should be 24-26 points.
- 12 Don't put a period at the end of headings. Instead, put one between sentences.
- 13 Don't write long titles.
- 14 Slides cannot have the same title. If you want to use the same title, it's best to add (1), (2), (2), or Continued 1 at the end.
- 15 Fonts. For the presentation, use Arial, Tahoma, Verdana, Times New Roman, and Georgia.
- 16 The font size for informational text is 18-22 points.
- 17 Never try to cram as much text as possible onto a single slide. It's important to keep the key points there.

VIII. APPEAL.

An appeal is a reasoned written statement from a student either about a violation of the examination procedure that led to a lower grade, or about the erroneousness, in the student's opinion, of the grade given on the exam.

Appeals for oral exams are accepted on the day of the exam. Appeals for written exams are accepted on the day the written test score is announced.

On the day the exam results are announced, the student may submit a written statement of disagreement with the grade to the head of the department, who must form an appeals committee. The chair of the appeals committee is the head of the department/division. The appeals committee must include the instructor who administered the exam and the instructor who teaches lectures in the same or a related subject. The dean's office will issue the student a new individual examination form. The appeals committee must review the student's appeal within two business days of the student's submission. The committee has no right to assign a grade lower than that assigned by the instructor. The appeals committee's assessment is final and not subject to review. The appeals committee's assessment must be entered on the individual examination form and signed by all committee members. If the assessment is changed, it is entered in the student's grade book and signed by the chair of the appeals committee.

IX. BIBLIOGRAPHY.

| No. | Book titles | Location |
|------------|---|--|
| 1. | Robustova T.G. "Propaedeutics of surgical dentistry", M., 2010. | ISITO Library, 2nd floor, 202 In Electronic Version |
| 2. | Bernadsky Yu.I. "Fundamentals of maxillofacial surgery and surgical dentistry", M., 2008. | ISITO Library, 2nd floor, 202 In Electronic Version |

2. Additional:

1. Kolesnikov L.L. "Textbook of dental anatomy", Moscow, 2007.
2. Gritsuk S.F. "Anesthesia in dentistry: a practical guide", Moscow, 1999.
3. Abakarova S.S. Use of surgical lasers in the treatment of patients with benign neoplasms of the soft tissues of the mouth and chronic periodontal diseases: Abstract of a PhD thesis: 14.01.14: defended on 21.12.2010/ S. S. Abakarova; Central Research Institute of Dentistry and Human Surgery. -M., 2010. -24 p.
4. Afanasyev V.V., Abdusalamov M.R., Atlas of diseases and injuries of the salivary glands of the State Educational Institution of the VUNMC, 2008.
5. Minkin A.U. /Comprehensive diagnostics and treatment of precancerous diseases and malignant tumors of the upper jaw, nasal cavity and paranasal sinuses. State Unitary Enterprise "SOLTI".

Internet resources:

1. Website for dentists:<http://www.stomatolog.ru/>
2. Website for dental faculties:<http://www.stomfak.ru/>
3. Medical website for dentists:<http://www.webmedinfo.ru/>
4. Medical Library:<http://mediclibrari.ru/>
5. Website for medical students:<http://www.med.-edu.ru/>

APPENDIX 1.

List of assessment tools used for current, midterm and final assessment

When assessing the learning outcomes: knowledge, skills, abilities and/or experience of activity (possession) in the process of forming the declared competencies, various forms of assessment tools of operational, midterm and final control (interim certification) are used, as shown in Table 1.

Table 1.

Forms of assessment tools for operational, midterm and intermediate control

| No. p/p | Name evaluative means | Brief description of the assessment tool | Performance appraisal tool in the fund |
|---------|---------------------------------|---|--|
| | Colloquium (theoretical survey) | A means of assessing the assimilation of the educational material of a topic, section, or module of a course, organized in the form of an oral (written) survey of the student or an interview between the instructor and the students. | Questions on topics/sections of the discipline: (See the work program for "Surgical Dentistry") |

| No. p/p | Name evaluative means | Brief description of the assessment tool | Performance appraisal tool in the fund |
|----------------|-----------------------------------|--|--|
| | | Recommended for assessing student knowledge. | |
| | Abstract | A student's independent work, consisting of a written summary of the results of a theoretical analysis of a specific scientific (academic research) topic. The author explains the essence of the problem under study, presents various perspectives, and expresses their own views on it. Recommended for assessing students' knowledge and skills. | Abstract topics: (See the work program for "Surgical Dentistry") |
| | Report, message | A product of a student's independent work, which is a public presentation of the results obtained in solving a specific educational-practical, educational-research or scientific topic. Recommended for assessing students' knowledge, skills and abilities. | Topics of the reports, messages: (See the work program for "Surgical Dentistry") |
| | Interview | A means of assessment organized as a special conversation between a teacher and a student on topics related to the subject being studied, and designed to determine the student's knowledge on a specific section, topic, problem, etc. Recommended for assessing students' knowledge. | Questions on topics/sections of the discipline: (See the work program for "Surgical Dentistry") |
| | Business and/or role-playing game | A collaborative activity between a group of students and a teacher, under the guidance of a teacher, aimed at solving educational and professionally-oriented problems through game-based simulation of a real-life problem situation. It allows for assessment of the ability to analyze and solve typical professional problems. Recommended for assessing students' knowledge, skills and abilities. | Theme (problem), concept, roles and expected outcome for each game: (See the work program for "Surgical Dentistry") |
| | Case study | A problem-based assignment in which the student is asked to comprehend a | Tasks for solving the case problem: |

| No. p/p | Name evaluative means | Brief description of the assessment tool | Performance appraisal tool in the fund |
|--------------------|--------------------------------------|--|---|
| | | real professionally oriented situation necessary for solving a given problem. Recommended for assessing students' knowledge, skills and abilities, as well as individual disciplinary competencies. | (See the work program for "Surgical Dentistry") |
| | Test | A system of standardized simple and complex tasks that allows for the automation of the procedure for measuring the level of knowledge, skills, and proficiency of a student. Recommended for assessing students' knowledge, skills and abilities. | Test task fund: (see the teaching and methodological kit for "Surgical Dentistry") |