

WAYS TO IMPROVE THE QUALITY OF TRAINING GRADUATE STUDENTS TO TEACHING NUPh WAYS TO IMPROVE THE QUALITY OF TRAINING GRADUATE STUDENTS TO TEACHING

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Introduction. In training graduate students National university of pharmacy, which mostly do not have basic pedagogical education,, teaching practice is a significant, the main purpose of teaching is formation of readiness of future teachers of the university for research and teaching.

Results and discussion. During the psychological and pedagogical training are specified the following principles: individual importance of knowledge, abilities and skills acquired by a teacher; the availability of consistent information about the nature and structure, functions of pedagogical activity; consistent transition from learning (through modeling professional) to professional teaching practices; and the problematic of dialogical communication in the system «student-teacher» and «student-student»; individualization and differentiation of the content of psychological and pedagogical training technologies of educational process organization; gaming simulation and role-playing perspective; the unity of teaching and upbringing, development and improvement; openness to learning (a harmonious combination of various learning technologies both traditional and innovative – there is a harmonious combination of different forms of work: lectures, practical, independent, types of consultations, learning from each other (collective, group, ScrollPane cooperative learning). Introduced Dialogic approach and different teaching technologies in the process of psycho-pedagogical training of graduate students affect the formation not only of theoretical and motivational readiness in a specified plane problems, but necessary and practical readiness of future teachers, the level of which certainly confirmed a fairly high rate of reporting of individual tasks: analysis of the leading methods of teaching; design and implementation of methodologies for the conduct of practical, seminar or laboratory work; presentation skills.

Conclusions. In the leading ways of formation of readiness of graduate students for research and teaching include: the formation of identity of future teacher; formation of the orientation of the personality of a future teacher in the creative exercise of their professional activities; formation of the necessary complex of professional knowledge, abilities and skills for creative professional activity of the teacher; formation of practical professional activity of a teacher. The studied psycho-pedagogical knowledge of the graduate students, methodology of pedagogy and research as possible will contribute to the development of their professional-personal potential, the formation of the image of the teacher-researcher, which undoubtedly will evolve and improve themselves during the execution of their professional activities.