

USING OF INTERACTIVE TRAINING METHODS IN THE EDUCATIONAL PROCESS

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Introduction. Life changes in the modern world require changes in the content and objectives of modern higher education. The functional significance and attractiveness of the traditional learning organization reduces nowadays. The transfer of "ready" knowledge from a teacher to a student ceases to be the main task of the educational process. The purpose of professional training is to create a mobile, competitive personality, who is capable of solving complex professional tasks, taking responsibility for decision making, planning and organizing professional activities in accordance with modern requirements of society. Interactive training methods help to solve these problems.

The **aim** of the research is to study the impact of interactive teaching methods on training of specialists.

Materials and methods. Theoretical: the analysis of scientific literature to determine the state of the development of problem, which is being studied; practical: interviews, conversations, observations, testing for identifying the feasibility of introducing the interactive teaching technology in the training of specialists.

Results and discussion. Interactive teaching methods today are a present-day way of working as a lecturer in a class, a trainer in a group, and a teacher in any educational institution. Interactive training methods are aimed at broader interaction of students not only with the teacher, but also with each other and at the dominance of their activity in the learning process. The teacher`s activity gives way to the students` activity, and the task of the teacher is to create conditions for their creativity and initiative. Interactive methods are based on the principles of interaction, relying on a group experience, an obligative feedback; an environment of educational communication is being created and is characterized by openness of participants in the educational process, equality of their arguments, accumulation of joint knowledge, the possibility of mutual evaluation and control. The analysis of scientific research has made it possible to determine that interactive teaching methods are divided into: discussion methods (round tables, debates, conferences), methods of collective-group learning ("brain storming", "knowledge auctions"), methods of cooperative learning ("openwork", "snow ball", "mosaic") and methods of analysis of professional situations.

Conclusions. Thus, using of interactive methods in the training of specialists creates conditions for the intellectual development and self-realization of the individual, allows to model professional situations, to estimate the actions of the colleagues and one`s own, to take a look into the real atmosphere of the business cooperation for solving a number of problems in accordance with interests, needs and requests.

USE OF THE COLLECTIVELY-GROUP TRAINING METHODS AT THE ADVANCED COURSES FOR TEACHERS

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Introduction. In the context of rapid development of the society, a necessity to upgrade professional knowledge and skills and abilities of the university and college teachers, to increase their professional level and pedagogical practices becomes priority. Therefore, in recent years the idea of using innovative training methods at the advanced courses for teachers has become dramatically acute.

Aim is to examine the efficiency of using the collective-group training methods at the advanced courses for teachers.

Materials and methods are theoretical: analysis of the scientific literature to determine the state of articulation of the problem under research.

Results and discussion. The advanced courses for teachers should guide the trainees to use the innovative training methods in their professional and pedagogical activities that will enhance efficiency of the pedagogical process. The collective-group methods providing for simultaneous collaboration of the whole group, during which the trainees are taught to dwell upon the proposed topics, to put forward their ideas, to make decisions, to analyze pedagogical situations and causes of the negative events that occur in their professional activities, can be outlined among the innovative methods of training. Such methods include the "Mindmap", "Decision Tree", "Angles", "Unfinished Sentences", "Brainstorm", "Microphone", etc. These methods are designed to intensify the educational-cognitive activity of the trainees, taking into account their interests and needs, professional and life experience in the forms of partnership among all the subjects of the educational process. The collective-group training is focused on providing a joint process of cognition, gaining knowledge and skills, abilities, acquiring the required competencies in co-activities through dialogue, direct interaction with the ambience or academic environment ensuring a high level of motivation to learn and simulating the reality, where the participants find a branch to use the gained experience. The trainees are not only acquainted with the methods of the collective-group training, but also become directly involved in the collective-group work, where the participants of the educational process interact with each other, exchange information, solve problems jointly, evaluate actions of their colleagues and their own behaviour, get immersed into a real atmosphere of business cooperation, master their abilities to work with the said methods.

Conclusions. Use of the collective-group training methods at the advanced courses for teachers will not only promote intensifying the educational-cognitive process, but will also provide more opportunities for intellectual and creative development of the students, form the communicative skills and become an integral part of the process to advance the professional level of the university and college teachers.

ORGANIZATION OF THE INDEPENDENT WORK OF STUDENTS WHILE STUDYING THE DISCIPLINE «THE FUNDAMENTALS OF LABOUR PROTECTION AND LABOUR PROTECTION IN INDUSTRY»

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Introduction. Democratic changes in the socio-economic development of Ukraine, the processes of integration of the national education system into the European educational space and the implementation of the life-long learning strategy lead to increased attention to the organization of independent work of students, which in turn encourages to preparation and formation of an extraordinary person capable of self-development during all work activity.

Aim. Analysis of scientific approaches and coverage of pedagogical experience in organization of independent work of students (IWS) on the basis of the College of National University of Pharmacy in the process of studying the discipline «The Fundamentals of Labour Protection and Labour Protection in Industry».

Materials and methods. The problem of teaching the disciplines «Fundamentals of labour protection» and «Labour protection in industry», and the issue of reforming pharmaceutical education was covered in the scientific works of such specialists as N.M. Opara, V.M. Zapatinsky, V.Terešchenko, O.I. Zaporozhets and others. The analysis of methodological approaches to optimizing the study of the indicated academic disciplines was made in the publications of G.O. Latina, S.V. Dembitskaya, L.V. Kravchenko. However, practical aspects of organizing the IWS in the study of discipline «The Fundamentals of Labour Protection and Labour Protection in Industry» were considered by scientists in passing.

Scientific research shows that in modern scientific literature there are different approaches to the definition of the essence of independent work. Such authors as R. Nazimov, I. Kharlamov, S. Goncharenko characterize it as a specific type of educational and cognitive activity, which is conducted individually or in groups during classroom classes or at home according to the teacher's instructions, according to his methodical instructions, but without his direct participation. We agree with B. Yesipov's statement