

interests and ideals, harmony and beauty, content and happiness of life and so on. By As growth the welfare of the population, meeting its primary natural needs, will increase the value of true health.

It is proved that the person is healthy, if he is different harmonious physically mental development, well adapted to the surrounding physical and social environment. Fully implements his own physical and mental abilities, adjusts to changes in the environment does not exceed beyond the norm and makes his contributed to the welfare of society, which corresponds his capabilities. It is noted that lifestyle is determined by the extent of compliance forms of human activity to biological laws, which should help preservation its adaptive opportunities, the implementation of social and biological functions.

Diseases of modern man lifestyle are provoked by the lifestyle and daily activities. Increasing the expected average of life is associated with improvement of living and working conditions, as well as rationalization of human activity. It is established that health – a complex system of interactions which is divided into the following types: physical health - a state of homeostasis, dynamic equilibrium of various organs and systems of the human body as a whole.

Mental health – a state of the human's brain, at which provided adequate emotional, intellectual, conscious-volitional interaction with the environment; spiritual health – a state of consciousness of the human's psyche, consistent with the requirements of the laws of nature, society and thought, nature and purpose of its own existence in the world; Social health - a social conditions and human relations in society, consistent with the laws of nature and contribute to the development of life and activity.

**Conclusions.** Considering the need to implement health policy in the youth environment, the issues of the means of this implementation are one of the main. Indicators of the survey were aimed at identifying the most influential, effective means, to perceive their functioning by youth. The nature of the influences of different sources on the formation of students' lifestyle reflects the indicators of different sources of information and their effectiveness.

## **PEDAGOGICAL COMPETENCY OF TEACHER AS A COMPOSITION OF QUALITATIVE TRAINING OF PROFESSIONALS**

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**Introduction.** The purpose of the activity of higher educational establishments is the training of highly skilled specialists. It can't be achieved without providing students with quality educational services. Educational process at higher educational establishments is provided by pedagogical and scientific-pedagogical staff. The College of the National University of Pharmacy (NUPh College) is one of the 39 higher education institutions of 1-2 levels of accreditation, which trains junior specialists and bachelors from the specialty 226 "Pharmacy, industrial pharmacy" of the field of knowledge 22 "Health".

**Aim.** Study of the influence of the qualification level of pedagogical staff of the NUPh College on the quality of training of specialists.

**Materials and methods.** Analysis of statistical data, student questionnaires.

**Results and discussion.** Personnel potential of the NUPh College now has 83 regular teachers. Among them there are teachers of the qualification category "higher qualifying category" – 51% (42 persons), "first qualifying category" – 29% (24 persons), "second qualifying category" – 17% (14 persons), "specialist" – 4% (3 persons). Pedagogical title "teacher-methodist" belongs to 20 teachers, "senior lecturer" – 9.

Analysis of the specifics of professional (vocational) education of pedagogical and scientific-pedagogical staff of the NUPh College showed that when hiring to the college as a pedagogical staff they had higher pedagogical education – 42% (35 persons), higher pharmaceutical education – 31% (26 persons), higher education of another qualification – 27% (22 persons).

A modern higher school teacher has ample opportunities for professional self-realization, deepening of professional training through formal and informal education. The administration of the NUPh College contributes in every way to improve the teacher's pedagogical competence: the dissemination of

pedagogical experience in the team, training in advanced training courses, internship at the relevant departments of the National University of Pharmacy and higher educational establishments of the III-IV accreditation levels, receiving pedagogical education, in particular on the educational program "Pedagogy of the Higher School" specialty 011 "Educational, pedagogical sciences".

A survey was conducted among graduate students on the level of teaching disciplines at the NUPh College in 2017. The contingent of students of the NUPh College is about 1,400. The survey was attended by 210 persons. The results of the questionnaire surveyed showed that 76% of graduates are satisfied with the level of teaching disciplines in the cycle of general education and vocational training. In particular, the confirmation of the high level of teaching of the disciplines is the results of the State final student attestation, where the absolute success rate was 100% and the qualitative achievement – 62%, as well as the prize places that college students receive at the competitions of the district, region and country levels.

**Conclusion.** Thus, the study allows to state that the quality of training of specialists depends on the level of competence of teachers. The high level of experience and professionalism of teachers is the key to the quality training of junior specialists and bachelors of pharmacy.

## **FORMATION OF PEDAGOGICAL MASTERSHIP OF FUTURE TEACHERS OF HIGHER EDUCATION INSTITUTIONS**

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**Introduction.** Improving the efficiency of the training of higher education instructors who have to possess a high level of qualification and take an active position in their professional activities in accordance with the requirements of modern education is one of the strategic objectives of Ukraine's educational policy. The profession of the teacher is inherently creative, unique, multifaceted. A modern high school teacher should be prepared for the implementation of professional tasks capable of creative pedagogical thinking, rapid response to changes in the socio-economic environment, and be able to adapt to the new conditions in the chosen profession.

**Aim.** The purpose of the study is to study the essence of the formation of pedagogical skills in the training of future teachers of higher education institutions.

**Materials and methods** theoretical: analysis of scientific literature to determine the state of development of the problem under study; practical: interviews, interviews, observations, tests to identify the role of pedagogical skill in preparing future teachers of higher education institutions.

**Results and discussion.** Professional activity of teachers of higher educational institutions includes teaching activity, scientific and methodical work, constant self-improvement and educational impact on students' personality. High requirements for themselves and their professional activity, constant self-improvement and creativity are characterized by a teacher with a high level of pedagogical skills. Pedagogical skill does not arise on its own, it is the result of fruitful work. Formation of pedagogical skills of future high school teachers is one of the main components of their professional training. Pedagogical professionalism is revealed in the creative readiness of the teacher's personality to solve professional tasks, as well as in competitiveness, which will help to adapt to further activities.

The essence of the mastery of a teacher of higher education - in the personality of the teacher himself, in his professional position, the ability to demonstrate creative initiative on the basis of the implementation of his own system of values.

Analysis of scientific research on the problem allowed to identify the main components of pedagogical mastery of teachers, namely: humanistic orientation, professional competence, pedagogical technique and pedagogical abilities.

**Conclusions.** Thus, the pedagogical skill of teachers of higher education institutions is fully connected with the professional and general self-improvement of the teacher, with his development, the expansion and use of new means and methods of training, generalization of the old and the accumulation of new experiences, the expansion of professional knowledge and skills.