

organized activities, both from the teacher and from the students. At the same time, the level of motivation may be low, average or high. It should be noted that the most appropriate level of motivation for learning Russian is the average level of motivation.

**Results and discussion.** In our study, motivation is seen as a combination of internal and external driving forces that motivate the student to perform training activities aimed at achieving the intended goal and solving the results. Considering the definition of motivation, we will outline its main components with regard to the teaching of foreign students to the Russian language: adaptation to learning activity, the attraction to knowledge and self-improvement, cognitive abilities, self-control, emotional stability, the desire to achieve the goal and obtain the desired result.

Prerequisites for reducing the motivation of foreign students in the study of the Russian language can be the following factors: 1) inability to learn and overcome the difficulties of cognitive activity; 2) low level of general education; 3) indifferent attitude to the discipline under study, 4) the quality of education; 5) attitude towards the teacher; 6) the conditions of study and living; 7) insufficient desire to develop personal and professional qualities; 8) the level of intellectual abilities; 9) the complexity of the study material; 10) lack of self-study skills; 11) individually personal characteristics of a foreign student.

**Conclusions.** In conclusion, we note that the work on the development of educational and professional motivation should be conducted, beginning with the first courses, and be systematic, differentiated (taking into account different categories of students), practically directed. At the same time, it is necessary to develop cognitive motivation as an internal reserve of providing direction to the profession.

## **ERRORS IN PRESCRIBING MEDICINES**

Nasteka M.

Scientific supervisor: assoc. prof. Chemodanova M. F.

National University of Pharmacy, Kharkiv, Ukraine

marinlaoshi7@gmail.com

**Introductoin.** Prescribing is the process when a doctor authorises using medications or treatments for a patient and provides instructions about how and when those treatments should be used. Prescriptions are handwritten or computerised documents containing the patient's name and address, the date, the specific treatments prescribed and an authorising signature. They are a way for prescribers to communicate with pharmacists or others who in turn fill the prescription.

**Aim.** The purpose of this study is to determine some prescription errors and ways to avoid them.

**Materials and methods.** Research methods were the description, comparison, analysis.

**Results and discussion.** Prescribers include doctors of various types and, in some countries, nurse practitioners, physicians assistants, dentists, podiatrists, optometrists, clinical psychologists and clinical pharmacists also write prescriptions. Prescriptions can help people stay healthy or manage long-term conditions or emergency situations. However, as with other components of healthcare, prescriptions are also subject to error and can lead to unintended harm.

Errors in prescribing medicines include inaccuracy and incorrectness when choosing and ordering treatments, such as wrong doses or illegible prescriptions. There were conducted researches on reducing prescribing errors. The three most commonly researched approaches are, in order of frequency: computerized tools, training to improve prescribing and expanding professional roles to identify errors. Electronic prescribing and computerized decision support have been studied extensively but there are mixed findings. It was found out that computerized tools can reduce prescribing errors but some suggest unintended negative consequences. Emerging evidence suggests that to be successful, human factors such as workflow features, tool design and context need to be considered.

**Conclusion.** Medication errors are one of the most common patient safety issues and prescribing errors are one of the most common types of medication errors. Prescribing errors can take many forms, but commonly involve incorrect doses, illegible details or ordering inappropriate medications or drugs that may react with other medications already being taken.