

Results and discussion. The study of the most important life values was conducted among the third-year students at National University of Pharmacy. The survey received responses from 48 participants.

The results of the study show that in the life of the majority of students aged 20 to 23, family values prevail. They make up 72% according to the survey. This indicates that the students are well aware of the importance of the interconnection between the generations of their family for their lives.

According to the indicators, the second most important life value is health which has reached 71%. Young people are concerned about their bodies and realize their responsibility for preserving and strengthening their health.

Self-improvement is essential for 70% of the respondents. Today's youth look to the future, so the students understand it is the inner work they are doing that shapes the character, develops general and professional competences and makes a person stronger. Self-improvement is an important component of many aspects of human life.

Other significant values identified by the third-year students are well-being (65%), spirituality (61%), environment (56%), freedom of speech (55%), and professional implementation (51%). Values such as status in society, justice, ethnicity, patriotism, tolerance and solidarity have got less than 50%. This indicates that the youth of today pay more attention to their development from the point of view of their own implementation than from the point of view of social norms.

Conclusions. Thus, in our study, we have found that the family is the most important life value for the majority of students. The family is the very foundation of our society. Socialization, which is laid by the family from childhood, becomes the basis for the rest of the life. The development of family ties gives the person certain competencies, forms of behavior, attitudes to the world around and the life in society. It is known that a healthy society is, first and foremost, spiritual and professionally implemented people who ensure the successful development of the country through their full-fledged life activities.

USE OF MIND-MAPS OF RADIOENGINEERS TRAINING WHEN STUDYING TECHNICAL SCIENCE DISCIPLIN

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Introduction. Modern cardinal changes taking place in the socio-economic life of society and technological progress, put forward new requirements for the professional training of future specialists.

As many scientists point out (D. Bezugly, O. Romanovsky, V. Shatalov, N. Tereshchenko, T. Buzan A., Okada et al.) Today, the latest and effective methods of teaching are associative, in our view, it is expedient to apply them during a professional preparation of future radioengineers in the study of technical disciplines. Among the associative teaching methods in higher education institutions, the method is increasingly popular mindmapping.

The aim of the study is to reveal the essence of the method of using mind-maps and the feasibility of using it in the study of technical disciplines.

Materials and methods. Popular ways of receiving and processing information (visual channel, hearing, sensation) suffer one-only disadvantage: they are one-sided, namely, when reading, listening, recording information, only the left hemisphere of the brain is involved, which is responsible for verbal information (language) and linear logic – semantic sequences. The right hemisphere, which processes the figurative information, is practically not involved.

The secret of effective learning is to engage both brain hemispheres in the learning process. That is precisely what smart maps do, by operating not only logic, words and numbers, but also images, rhythm, color.

The essence of the mind-map is to depict the process of general system thinking with the help of schemes. It is used to create ideas, as well as a means for learning, organization, problem solving, decision making when writing articles.

The use of mind-maps allows you to: improve memory, remind facts, words and images; generate ideas; to inspire a search solution; to demonstrate concepts and diagrams; analyze results or events; structure projects; summarize the information; to organize interaction between students in group work.

Results and discussion. Mind-maps are often called to as communication charts or mental maps. Creating mind-maps is based on a schematic image of information. In the center of such a map is the main idea (core), and from it is branching (tree-like scheme). Each branch can be a reference to a word-concept, an event, a task, a date, etc. The formation of mind-maps in the training is usually used to consolidate the studied material, less often as a brainstorming technique. As a rule, this applies to capacious topics that have a system of classifications, terms, and additions.

It can be individually or collectively. For its implementation only a sheet of paper, imagination, pencils is needed, and at the present moment it is also possible to use the application for creating maps in electronic form.

Creating mind-maps is subject to certain rules and laws. To do this, you need to clearly identify the main topic or problem – it will be the central element of the map. It is desirable to get a vivid graphic image associated with the chosen theme. From the center, a few branches are displayed, each of which indicates the keywords, the names of the sections that are associated with the main topic. The shape of the branches – straight or wavy – does not matter. From each of the main branches will leave additional branches of the 2nd, 3rd levels. It is desirable that they are smaller and thinner than the main ones. The branches and filiations can be as much as necessary, the most important concepts should be located closer to the center, and less significant – away.

In the mind-map, each word and graphic image become defined as the center of the next association, and the whole process of mapping is a potentially endless chain of associations that branch out and are either output from or converge to a common center. Mind-maps help to efficiently store the necessary amount of information in memory (for which this method and purpose), proper acquisition and understanding.

Conclusions. Mind-maps belong to the latest associative teaching methods that enable using associative images to memorize new information, organize it, find new ways of solving problems, which in turn promotes the professional development of applicants for education and facilitates their acquisition of practical skills; independent work with information.

STUDY OF THE SOCIAL-PSYCHOLOGICAL ADAPTATION LEVEL OF THE FIRST-YEAR STUDENTS

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Introduction. Every year students graduate from school, enroll Higher Education Establishments and become students. Student's new social role requires new forms of behavior. Besides, it is necessary to adapt himself to the new social environment, in particular, to the academic group, to the formation of its active functioning part, the object and subject of relations of this environment, the transformation of the new environment into a means of life.

Aim. Additional level of adaptation to the process of laying starts the foundation of additional illumination for the first-year students.

Materials and methods. The standardization of T. Dubovitskaya standard survey test «Adaptation of students at the higher educational establishments». A study on the adaptation level was conducted among first-year students of the Pharmacy specialty at the National Pharmaceutical University. The survey involved 35 people.

Results and discussion. The analysis of the research results shows that 90% of freshmen got high indicators on the scale of adaptation to the studying group. This indicates that almost all students feel comfortable in the group, easily find common ground with their peers, if necessary, can ask for help from the teacher, take the initiative in their own hands. Low adaptation rates for the study group were given to