

professionalization of students, promotes their maturing, generates interest and positive motivation in relation to learning.

Thus, the immediate purpose of the case study method is the collective effort of a group of students to analyze the situation – a case that arises at the specific situation of affairs, and develop a practical solution; after the end of the process – evaluation of proposed algorithms and choice of the best in the context of the problem.

The emphasis on learning is transferred not to the mastery of the ready-made knowledge, but to its development, to the co-creation of a student and a teacher; that is, the fundamental difference of the case-method from traditional methods is democracy in the process of obtaining knowledge, when the student is essentially equal with other students and teachers in the process of discussing the problem.

The case-study method overcomes the classic defect of traditional learning associated with "dryness", non-emotional teaching of the material – emotions, creative competition, and even struggle in this method abound. With regard to clinical disciplines – this is the ability to justify the choice of this or that diagnostic or therapeutic strategy.

Thus, the pedagogical potential of the case-method is much higher than that of traditional teaching methods. The presence in the structure of this method of controversy, discussion, argumentation trains the participants of the discussion, teaches, including the rules of communication, makes it possible for a permanent interaction between the teacher and the student.

**Conclusions.** The case method refers to the latest simulation of interactive teaching methods, which enables to expand the boundaries of existing scientific and pedagogical paradigms, contributes to the professional development of teachers and students; provides assimilation of the theoretical positions of medicine and facilitates the mastery of practical skills, education of a creative approach to the analysis of clinical laboratory and instrumental data, professional development of the student; teach the student the analysis and synthesis when working with information, work in a professional group and collegiate approach to problem solving; develops the clinical thinking of each individual student, based on his or her own intellectual potential.

## **PROFESSIONAL I-CONCEPT OF TEACHERS AS A CONDITION OF PROFESSIONAL DEVELOPMENT**

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**Introduction.** The urgency of the problem of professional development of specialists is the subject of scientific research of psychological science, which is caused by constant changes in the educational environment and the requirements for their competitiveness in the international labor market. The decisive role in the professional formation of teachers of higher education institutions is their perception of themselves and their relation to future professional activities, that is, the professional «I-concept» is formed.

**Aim.** The aim of our work is to define the meaning of the concept «professional I-concept», to reveal its meaning for the professional development of the teacher.

**Materials and methods.** The methods of theoretical analysis of the scientific and methodological literature were used.

**Results and discussion.** In psychological science, the concept «I – the concept» arose in the middle of the twentieth century. in the context of humanistic psychology, where the integral human «I» the scientists considered as a fundamental factor in the behavior and development of the individual. Professional I-concept is a person's perception of myself as a professional. The development and formation of a professional is the development and implementation of his I-concept in its interaction with the professional environment. The professional I-concept of professors is a complex system of personality representations of myself as a teacher and consists of an ideal image of «I am a professional». It is based

on the needs of a future specialist, his abilities and capabilities. The formation of a professional «I-concept» depends on the mechanisms, factors and conditions of professional development. The mechanisms for developing a professional I-concept for a future specialist in the pharmaceutical industry are: self-determination (orientation in the system of professional relations); self-identification (identification with future professional activities), self-realization (performance of professional duties).

The success of professional development of an individual depends both on internal psychological conditions and on external influences. The internal conditions should include the potential with which a student comes to a higher education institution and which manifests itself in his activity, orientation and interests. In the future, this potential is fixed in the professional «I-concept», knowledge and skills acquired during the process of professional development in a higher educational institution. Internal conditions include satisfaction of students with a professional choice, the presence of their professional goals and positive expectations regarding professional self-realization, the need for achievement and self-improvement, the desire to work in a specialty and the desire to perform professional activities. External influences include the peculiarities of studying at a higher educational institution, the specifics of professional activity, the presence of examples for imitation, the peculiarities of professional self-realization, etc.

**Conclusions.** Therefore, the «I-concept» is important for the development of each person. Professional "I-concept" allows a specialist to build a strategy for their professional implementation, professional growth and improvement. Professional «I-concept» is formed gradually, changing in the process of professionalism and has the features associated with the specifics of professional activity.

## A STUDY OF THE STUDENTS TOLERANCE LEVEL

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**Introduction.** At present, the problems of people tolerance towards each other, including situation in Ukraine, are very acute all over the world. In our country, the tension in the society has been growing in recent years. The armed conflict at Donbass region, the difficult social-economic situation, the foreign policy of neighbouring States, the language issue manipulation of politicians, etc., has contributed this situation. Students are the future of the country. Their values, views and ideals today are the values, views and ideals of tomorrow's society. Therefore, the study of tolerance and the ways of its formation among the young generation is the topical issue.

**Aim.** The purpose of the study is to determine the level of ethnic, social and individual tolerance of students.

**Materials and methods.** We used methods of The standardization of the survey «Index of Tolerance» by G. Soldatova, O. Kravtsova, O. Khukhlaeva, L. Shaigerova.

**Result and discussion.** We consider tolerance as tolerance towards dissent, views, beliefs, behaviour, criticism of ideas, positions and actions by others, etc. Our research involved 50 students from the 1st year of Pharmacy. The average age is 18.3 years.

Behind the scale of «ethnic tolerance», which demonstrates the placement and installation of the individual to the representatives of other ethnic groups, the average point is 26.5 out of a maximum 42, to compare the average level of development of this tolerance type in the fed students. We found that only 2% of students have a high level of ethnic tolerance, while the remaining 98% showed an average level.

Students placement to different social groups was set through the scale of «social tolerance». The average score for the scale is 30.0 out of 48 customs officers. 96% of students have an average level of social tolerance, and 4% – a high level.

The average score for the «tolerance as individual rice» scale – is 25.1 (from the maximum 42). Only 2% of students have a high level of tolerance as a character trait, the average level – 96% and low – 2%.