

**MODERN LEARNING THEORIES
AT THE STAGE OF POSTGRADUATE EDUCATION**

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In the educational process environment, the following theories of education have become most popular now: behaviourism, cognitivism, constructivism, connectivism, as well as adult education theory and self-regulated learning. By their fullness, all these theories are somewhat overarching each other, but they differ in their dominant idea.

The key points of the behavioural theory are that a student needs to be clearly set the aim of study and, at the same time, given the opportunity to really evaluate himself in practice. Thus, according to this theory, the feedback from the teacher to the student should be well-constructed, and the content should be designed from simple to complex. The behavioural theory of teaching is well applied in secondary education institutions (colleges, technical colleges), where students go through the transition from high school to institute students. Considering the fact that adults are the main contingent of trainees at the Institute of Pharmacy Professionals Qualification Improvement (IPHPQI), the most convenient for organizing the educational process is the cognitive theory and theory of adult education, although in practice there are also some elements of constructivist and connectivism theories. Adult learners are usually self-formed individuals with stable intrinsic motivation, luggage of their own life experiences, i.e. ready and oriented to learning. A highly motivated trainee is usually capable of learning, and according to connectivism theory, the ability to learn is more important than what the student already knows.

When conducting lectures, practical classes and seminars, the scientific and pedagogical staff of Clinical Pharmacology Department takes into account the ability of adult trainees to be relevant, so information provided by teachers in the classes is really useful and applicable in practical activities. In their teaching materials the teachers of the department widely use different ways of material presentation: text, graphics, animations, audio and video materials. Also, when preparing the course material, teachers adhere to the strategy declared by the cognitive learning theory for delivering important content (highlighting important aspects through light effects, colours, fonts, and locating them in the centre of the screen). Submitting the lecture material in separate blocks, which are logically placed and reflected in the lesson plan, also helps to better absorb knowledge, and the use of a glossary of basic concepts and

terms helps listeners connect new information to what is already existing in their minds. In practical and seminar classes are widely used simulation methods of teaching, since the material and technical base of the department gives the opportunity to train practical skills at the bedside (for doctors), and the analysis of cases from real life (for pharmacists, pharmaceutists) reproduces the real working conditions of a pharmacist), emphasizes the practical importance of the knowledge gained and helps to master the pharmaceutical care algorithm at the counter.

To support audience feedback, department members ask students, as practitioners, whether they use the protocols of a pharmacist; how they act in one or another situation. Teachers take into account the opinion of students about a particular problem; are pleased to take into account their suggestions for improving the teaching of the theoretical part of the discipline, taking in account personal practical experience of each student.

In addition, the scientific and pedagogical staff of the Clinical Pharmacology Department of the IPHPQI of NUPh adheres respectful attitude towards trainees and the principle of "student in the spotlight" (student-oriented learning), which is dominant in the constructivist theory of learning.

МЕТОДИЧНІ АСПЕКТИ ДОЦІЛЬНОСТІ ВПРОВАДЖЕННЯ ПЕДАГОГІЧНИХ ІННОВАЦІЙ ПІД ЧАС ВИКЛАДАННЯ ФАРМАЦЕВТИЧНОЇ ДИСЦИПЛІНИ «КЛІНІЧНА ФАРМАКОЛОГІЯ»

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Вступ. Головною рисою, яка сприяє підвищенню якості фармацевтичної освіти в Україні є чітка орієнтація на майбутню професію, а також посилення вимог до запровадження інноваційних педагогічних технологій в навчальний процес. Саме ці чинники виступають у якості головних стимулів для вдосконалення професійної освіти ЗВО, які готують майбутніх фахівців спеціальності «226 Фармація, промислова фармація», які навчаються за освітньо-професійною програмою «Фармація», здобуваючи кваліфікацію фармацевт – бакалавр. Вважаємо, що впровадження в освітній процес педагогічних інновацій матиме позитивний вплив на розширення особистісно-професійних можливостей випускників, а також суттєво підвищать їхню конкурентоздатність на ринку праці.