

**INTERACTIVE METHODS
IN TEACHING ECONOMIC DISCIPLINES
AT MEDICAL AND PHARMACEUTICAL UNIVERSITIES**

Petrusenko A. V.

Scientific supervisor: Candidate of Pedagogic Sciences, Docent Shvarp N. V.

National University of Pharmacy, Kharkov, Ukraine

petrik.6949@i.ua

Introduction. At the present stage of reforms of educational system in Ukraine targeting to European standards, medical and pharmaceutical universities are oriented to rise the quality of education and extend professional training of future specialists. The modernization of education and public demand for competent employee of medical and pharmaceutical sphere, including economic issues, requires innovative methods and approaches in education which would encourage students to be creative-minded, to self-study and acquiring new knowledge and necessary information for further using in practice.

The aim of the study. The actual purpose of using interactive methods in teaching economic disciplines in the medical and pharmaceutical universities is developing students' professional skills and abilities to self-analyzing, understanding and finding ways to solve complex economic problems in the area of healthcare, formation of fundamental background for further work with settling professional issues after graduation.

Materials and methods. The implementing of interactive learning at lessons of basics of economic theory is one of the most important areas of preparing students at medical and pharmaceutical universities, where the teacher has an opportunity to show not only his/her competence and erudition, but he/she can also engage students with new forms of educational activity.

For this individual, pair and group work is organized; case-technology, tasks concerning project-making, "brainstorming" are used; trainings, role-playing and games that simulate a professional situation also take place during the trainings.

The work with documents and other sources of information is also necessary part of studying.

Interactive methods are used at class in the basics of economics at every stage of education: primary, basic, terminal and for monitoring academic progress of students.

Thus, lectures are read using method of interview, the students created a "financial Dictionary", worked with a large amount of educational material by the At the seminars the occurred issues were settled by discussion, "brainstorming" expression of views by the method of "microphone", students

created and presented projects on the history of the origin of the hryvnia and business plan of a beauty salon. There was organized and held intellectual quiz "Famous Ukrainians printed on hryvnas", where such methods as interactive, group work, solving problems by "brainstorming", presentation of mini-projects are used.

During the organization of work on projects the students used different activities: cognitive, aesthetic, transforming, communicative. The method of, making the project won the positive attitude among the students. Together with other interactive methods it ensured the apperceiving of theoretical positions and learning to use practically the material of the discipline.

"Brainstorming" is an effective method of stimulating cognitive activity, formation of creative abilities of students in small and large groups, forming the ability to express their opinion, listen to opponents, defend their own point of view. It ensured the freedom of expression of any ideas.

The positive psychological microclimate dominated at the classes, the students made away with the fear of expressing incorrect assumptions, trustful relations between teacher and students were established.

The obtained results. The combination of traditional and interactive teaching methods at class on the basics of economic theory gave an opportunity to intensify the process of obtaining knowledge, encouraged formation of new points of view among the students, formed professional skills, including in the area of economic and management issues, facilitated modeling new experience, "enrichment" with new competencies.

Interactive training contributed to the development of flexible, critical, thinking predictive of future thinking of medical and pharmaceutical specialists and their skills in solving new problems of modern medical practice.

Conclusions. Not in vain interactive education is gaining more and more supporters; it makes the educational process more motivated, productive, emotionally saturated, personal-developed and therefore more qualitative.

The results of the study showed the necessity of medical and pharmaceutical universities of interactive forms and methods of teaching at the classes in economic subjects, because it affects positively on training of highly qualified specialists of medical and pharmaceutical industry.