

Results and discussion. The advanced courses for teachers should guide the trainees to use the innovative training methods in their professional and pedagogical activities that will enhance efficiency of the pedagogical process. The collective-group methods providing for simultaneous collaboration of the whole group, during which the trainees are taught to dwell upon the proposed topics, to put forward their ideas, to make decisions, to analyze pedagogical situations and causes of the negative events that occur in their professional activities, can be outlined among the innovative methods of training. Such methods include the "Mindmap", "Decision Tree", "Angles", "Unfinished Sentences", "Brainstorm", "Microphone", etc. These methods are designed to intensify the educational-cognitive activity of the trainees, taking into account their interests and needs, professional and life experience in the forms of partnership among all the subjects of the educational process. The collective-group training is focused on providing a joint process of cognition, gaining knowledge and skills, abilities, acquiring the required competencies in co-activities through dialogue, direct interaction with the ambience or academic environment ensuring a high level of motivation to learn and simulating the reality, where the participants find a branch to use the gained experience. The trainees are not only acquainted with the methods of the collective-group training, but also become directly involved in the collective-group work, where the participants of the educational process interact with each other, exchange information, solve problems jointly, evaluate actions of their colleagues and their own behaviour, get immersed into a real atmosphere of business cooperation, master their abilities to work with the said methods.

Conclusions. Use of the collective-group training methods at the advanced courses for teachers will not only promote intensifying the educational-cognitive process, but will also provide more opportunities for intellectual and creative development of the students, form the communicative skills and become an integral part of the process to advance the professional level of the university and college teachers.

ORGANIZATION OF THE INDEPENDENT WORK OF STUDENTS WHILE STUDYING THE DISCIPLINE «THE FUNDAMENTALS OF LABOUR PROTECTION AND LABOUR PROTECTION IN INDUSTRY»

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Introduction. Democratic changes in the socio-economic development of Ukraine, the processes of integration of the national education system into the European educational space and the implementation of the life-long learning strategy lead to increased attention to the organization of independent work of students, which in turn encourages to preparation and formation of an extraordinary person capable of self-development during all work activity.

Aim. Analysis of scientific approaches and coverage of pedagogical experience in organization of independent work of students (IWS) on the basis of the College of National University of Pharmacy in the process of studying the discipline «The Fundamentals of Labour Protection and Labour Protection in Industry».

Materials and methods. The problem of teaching the disciplines «Fundamentals of labour protection» and «Labour protection in industry», and the issue of reforming pharmaceutical education was covered in the scientific works of such specialists as N.M. Opara, V.M. Zapatinsky, V.Terešchenko, O.I. Zaporozhets and others. The analysis of methodological approaches to optimizing the study of the indicated academic disciplines was made in the publications of G.O. Latina, S.V. Dembitskaya, L.V. Kravchenko. However, practical aspects of organizing the IWS in the study of discipline «The Fundamentals of Labour Protection and Labour Protection in Industry» were considered by scientists in passing.

Scientific research shows that in modern scientific literature there are different approaches to the definition of the essence of independent work. Such authors as R. Nazimov, I. Kharlamov, S. Goncharenko characterize it as a specific type of educational and cognitive activity, which is conducted individually or in groups during classroom classes or at home according to the teacher's instructions, according to his methodical instructions, but without his direct participation. We agree with B. Yesipov's statement

regarding the definition of the essence of the IWS. According to the scientist, IWS is a kind of work that is carried out without the direct involvement of teacher, according to his tasks, in a specially designated time.

Based on the analysis of scientists' approaches to the definition of the nature of IWS, we outlined the disadvantages that may arise in its organization, as well as the IWS workbook for the discipline «The Fundamentals of Labour Protection and Labour Protection in Industry» was developed. It was further recommended to be implemented in the educational process by the Methodical Council of the College of National University of Pharmacy.

We would like to notice that the main advantage of the workbook is the purposeful direction of students to master the material of the discipline in the context of self-learning of the material proposed for study. So, the workbook presents tasks for independent classroom and non-classroom work of students. Tasks for classroom work are clearly structured, have a specific goal and competence to be formed by a future specialist. For students' independent study of the material of a certain topic multi-level tasks for reproduction, problem solving, creative tasks (dumb schemes, tests: for establishing conformity, for choice of one or several correct answers, etc.) have been developed. During the student survey, it was found out that the performance of such tasks contributes to the systematization of knowledge, develops thinking and activates cognitive activity of future specialists.

Note that in the workbook developed by us, the tasks for non-classroom IWS cover issues that are envisaged in the context of independent study of discipline. In the workbook there is a list of questions to learn for the credit, which helps to manage time for self-preparation effectively up to final control.

Results and discussion. The analysis of special literature on the subject of the research suggests that IWS is an obligatory component of the educational process, the result of which should be the raise of the level of students' knowledge, improvement of their professional training, ability to think independently and make decisions, acquirement of the ability to study and constantly improve themselves. The study of the experience of the teachers of the College of National University of Pharmacy in teaching the discipline «The Fundamentals of Labour Protection and Labour Protection in Industry» allows us to recommend a workbook as an effective tool for the IWS organization.

Conclusions. It has been established that modern scholars distinguish the following types of IWS: independent work of future specialists during classroom classes (laboratory and practical work, tests, participation in various classes, etc.); non-classroom independent work (independent work of students, homework, work with calculation- graphic tasks, etc.). Our experience shows that as a result of the implementation of the workbook for the organization of IWS for the discipline «The Fundamentals of Labour Protection and Labour Protection in Industry» in the education process of future pharmacists there was an increase in the level of qualitative academic progress.

FEATURES OF PROFESSIONAL DIVERSITY OF STUDENTS OF PHARMACEUTICALS

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Introduction. One of the main tasks of preparing future specialists is the formation of a professional orientation of students, which is the guarantor of their effective and qualitative educational activities, the formation of professional qualities of personality and development of professional competences. Indeed, a real specialist is a professional who is capable of high-level realization of the tasks set before him and responsible for the results of their solution. The most important period for the formation of a professional orientation of a person is the period of early maturity, or youth, that is, the student's age.

The problem of studying the professional orientation of the individual is quite complicated, since it is at the intersection of the psychology of development and personality psychology, the psychology of labor, pedagogy and pedagogical psychology.

The **aim** of the research is to analyze the concept of "professional orientation" and study the levels of professional orientation of future pharmacists.

To achieve the goal of the study, was proposed the methodology "Levels of the professional orientation of students" (T. D. Dubovitskaya).