

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).

Results obtained. Based on the concepts of professional orientation of an individual already understood, we understand it as an integrated concept, which is a component of the general orientation of the individual, directly related to the motivational sphere of man, which forms a selective positive attitude to the profession, a personal desire to apply his knowledge, experience, Ability in the field of the chosen profession and self-realization in it.

We conducted a research at the National University of Pharmacy in which 47 students of the 2nd year of the specialty Pharmacy NFUU participated.

The obtained results indicate that the average level of professional orientation of the person dominating the second year students is 58% of the total sample, 16% of students have a high level of focus on professional activity. 26% of second-year students have been diagnosed with a low level of professional activity.

The qualitative analysis of the results of the first-year students allowed us to identify a number of problems and contradictions associated with the period of professional training. For example, according to the methodology "In the world there are many other professions that I like much more than my future profession," we got the following answers: right - 79%, probably true - 13%, probably incorrect - 5%, incorrect - 3 % Or, for the statement "The profession and the work I have received by me is unlikely to bring me moral satisfaction in the future." We received the following answers: it is true - 27%, probably true - 43%, probably wrong - 20%, incorrect - 10%. That is, more than half of students are characterized by a strong interest in the process of mastering future professional activities, as well as insufficient pursuit of further implementation in it. In part of the students of this group there is no steady interest in mastering the chosen profession and further professional activity.

Conclusions. In the analysis of scientific sources, it was determined that professional orientation is a component of the general orientation of the individual, which determines the positive attitude to the chosen profession. In the course of the study, students in the 2nd year found contradictions in the professional orientation, which may be a signal of a beginning decline in the focus on the professional activities of future pharmacists.

The prospect of further research, we see in the study of the levels of professional orientation of students of the 6th year, the development of psychological and pedagogical conditions and the methods of formation, development and support of the focus on professional activities.

PROFESSIONAL BECOMING OF A STUDENT'S PERSONALITY IN MODERN HIGHER EDUCATIONAL ESTABLISHMENTS

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Introduction. Nowadays not only the demands of professional knowledge and skills are placed on the professional's personality but also special competencies and skills, as well as personal characteristics, that provide flexibility and dynamism of professional behaviour, creativity in professional activity, self-dependence in the search and uptake of information and new professional experience. Current higher education should create relevant conditions for preparation of a competent professional, oriented at permanent professional development, self-perfection that would provide in future a high level of competitive ability, productive professional activity, and as a result – career development and self-fulfillment. Except for successful mastering the necessary base of knowledge and skills according to the unique features of chosen specialty, it is also important to possess pronounced professionally essential qualities and skills that are prerequisites of effective professional functions' completion at any stage of professional becoming and personality development, to the greatest possible extent. Thus, the question of the research into psychological problems and features of professional becoming of a modern specialist is a topical issue.

The **aim** of the research is the theoretical analysis of a term "professional becoming" of a person.