

COOPERATIVE LEARNING TECHNOLOGY IN TRAINING OF MASTERS OF EDUCATIONAL, PEDAGOGICAL SCIENCES

Naumenko N. V.

National University of Pharmacy, Kharkiv, Ukraine

naumenkonv.77@gmail.com

Introduction. The entry of Ukraine into the European educational space stipulates usage of effective teaching technologies in the educational process, which would contribute to the training of highly skilled teachers of higher educational institutions, who are able to solve their professional tasks successfully: to act and to make decisions in non-standard professional situations, to solve complex problematic issues, to think creatively, to collaborate in a team. One of the modern teaching technologies which contributes to raising the level of professional training of future professionals in the educative sphere is the technology of cooperative learning.

The **aim** of the research is to study the effectiveness of the cooperative learning technology usage in the training of masters of educational, pedagogical sciences.

Materials and methods - theoretical: analysis of scientific literature to determine the state of development of the problem, which is being studied; practical: interviews, interviews, observations, testing to identify the feasibility of introducing the cooperative learning technology in the preparation of future teachers in higher education institutions.

Results and discussion. Modern requirements for the training of competitive specialists in the labor market, who are able to apply knowledge to solve complex professional situations, to choose the optimal psychological communication strategies, to work in the team, necessitate the training of competent higher education institutions teachers capable to meet the needs of society. The role of a teacher-consultant is increasing, who helps students to acquire and to learn information using subjective experience.

The technology of cooperative learning helps to master the competence in organizing the educational process, selection and application of the best technologies in the educational process, the graduates of educational, pedagogical sciences during the professional training, which is a technology of training in small groups. Cooperation within the educational process means working together, combining their efforts to solve a common task. At the same time, each of students performs one`s specific part of the work and achieves one`s own goals only if other members of the group reach their own. It emphasizes the role of each participant in fulfilling the general task, forms a group consciousness, positive interdependence, communicative skills. Effective methods of cooperative learning technology are the method of "Openwork", "Learning together", "Project method", "Aquarium", "Snow ball", "Triple in a circle", "Two-four-all together" etc.

Conclusions. The application of the cooperative learning technology in the process of professional training of a modern higher education institutions teacher makes it possible to form the future masters of pedagogy, the ability to select and to implement modern learning technologies in the educational process which allow solving the tasks of training specialists of different majors.

USE OF ACTIVE LEARNING METHODS FOR PREPARING FUTURE LABORATORY ASSISTANTS (MEDICINE)

Petushkova O. O.

Scientific supervisor: senior lecturer Fesenko V. Yu.

National University of Pharmacy, Kharkiv, Ukraine

petushcova@meta.ua

Introduction. The results of the analysis of psychological and pedagogical research and practice of training specialists in medical and pharmaceutical universities indicate that the traditional organization of professional training does not provide the necessary level of professional orientation of a large proportion of students. Solving this problem requires finding new approaches to organizing the educational process.

Aim: theoretically substantiate the feasibility of using active teaching methods in the preparation of future medical laboratory assistants.

Materials and methods. We applied theoretical research methods to the theoretical, in particular, causal and consequential analysis of the essence of the concept of "active teaching methods" and pedagogical conditions for the activation of cognitive activity during the preparation of laboratory assistants.

Results and discussion. Learning, being a two-way process, represents the interaction of students and the teacher, therefore, it can only be effective when efforts are made on both sides. The tasks of teaching in modern conditions are not so much mastering of knowledge and skills of the chosen specialty, as the preparation of students for self-education, the development of their interest in learning and the formation of cognitive needs. Active teaching methods can achieve the goals and promote personal and professional growth.

The use of active teaching methods helps to attract students to active communicative activities during classes, respectively, promotes self-mastery of skills and abilities and ways of solving various tasks, namely:

- development of student thinking;
- Involve them in solving problems that are as close as possible to actual production situations;
- expansion and deepening of professional knowledge, develop practical skills and abilities;
- activating the educational process, encouraging students to participate in it and ensuring the development and self-development of the student's personality on the basis of identifying his individual peculiarities and abilities;
- contribute to the development of the ability to reflect, which helps students to find an individual style of professional activity, allows them to achieve an adequate professional-personal self-esteem, predict and analyze the results of their activities, and increase the level of self-organization.

Conclusions. As a result of theoretical research, we have found out the essence and expediency of using active teaching methods, their peculiarities and methods of their use.

PROFESSIONAL COMPETENCY FORMATION DURING THE PRODUCTION PRACTICE PROCESS OF FUTURE PHARMACEUTICAL SPECIALISTS

Plyaka L. V., Vereitina O. A.

National University of Pharmacy, Kharkiv, Ukraine

Vereksenia@gmail.com

Introduction. A modern specialist in the pharmaceutical sector is a competent, educated, harmonious person, capable to permanent development, self-education and improvement. Applying of all requirements for the competences level and graduates qualities of pharmaceutical specialties can be through the introduction of modern innovations into educational process, taking into account ukrainian and foreign experience and traditions, improving the organization of the educational process [1].

The main aspects of the competent approach in the educational process were researched by next Ukrainian and foreign scientists as N. Alyohina, N. Bibik, N. Volkova, L. Galiy, C. Goncharenko, L. Kaydalova, O. Ovcharuk, O. Olesyuk, L. Plyaka, O. Pometun, V. Tyurina, ect.

Aim. Determine the importance of production practice in the professional competence forming process of the future pharmacists.

Results and discussion. The pharmaceutical industry has permanent development and updating, that necessitate this profile higher education to continuously search of new approaches to the qualitative training of competent, skilled professionals who must have professional skills and a high level of professional competence and the ability to apply theoretical benefits in practice.

Professional competence includes knowledge, skills and abilities, the unity of the theoretical and practical readiness of the future specialist to professional activity [2]. The following factors influence the formation of professional competence: professional motivation and orientation of training, ability to master the future profession, need for self-improvement, etc.

Production practice is an integral part of the professional development process for future specialists in the pharmaceutical sector. During manufacturing practice, students have the opportunity to get