acquainted with production processes and acquire initial practical experience, to realize the knowledge gained during the period of studies at the university, to improve professional practical skills and abilities, to further develop professional qualities, learn ways to navigate in a professional situation and make decisions, etc.

Conclusions. A modern pharmaceutical specialist must be professional, competent, capable of professional development, possess modern information and communication technologies, know a foreign language, be sociable, responsible, energetic, demanding and quality of his work, able to work in a team. The formation of professional competence is facilitated by the passage of industrial practice, during which the training of a qualified specialist who is fluent in his profession, able to work effectively at the level of world and European standards.

METHOD OF ROLE-PLAYS WITH THE USE OF ICT
IN FUTURE JUNIOR SPECIALISTS TRAINING

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Introduction. At present, a new education system oriented to entering the world of informational and educational space is being set up in Ukraine. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process, related to the introduction of corrections in the content of the training, which should be in line with modern technical capabilities and contribute to the harmonious entry of future specialists into the information society. An integral part of a holistic educational process is the introduction of active methods and information and communication technologies (ICTs), which greatly increases its efficiency.

Aim. Coverage of the experience of using role-playing games using ICT in the educational environment of the pharmaceutical college in the training of future junior specialists.

Materials and methods. Analysis of psychological and pedagogical literature, diagnostic methods (questionnaires, tests), method of observation.

Results and discussion. The role-playing technique is a practical group exercise for the development of optimal solutions, the application of which occurs in artificially created conditions reproducing the real environment. In preparation for using this method, we determined the expected learning outcomes, paying attention to the fact that, depending on the student's preparedness, priorities, the role-play scenario may change. The tasks in the role-play include the following components: a description of the problem; distribution of roles, presentation of information that will be necessary for performers of various roles; detailed explanations about the preparation, division of students by roles.

One example of a role-playing game implemented at the College of NUPh at the ICT class is the relay race in which, at the first stage, the group is divided into two teams where the captain and the name of the teams are chosen. To determine the first course, the captains of both teams are given one question for two: the first to give the correct answer gets the right of the first move for his team. Students comment that the implementation of such tasks intensified their desire to study, forcing them to look for alternative ways of solving the problem, made them able to assume responsibility for the decisions made, that is, contributing to the formation of concrete, analytical and ICT skills.

Conclusions. During the study of this problem, it was found out that the method of role-playing with the use of ICT contributes to raising the level of mastery of computer literacy, allows to develop the abilities of students, instilling the ability to make the right decisions and combine theoretical knowledge with practical activities.