

The use of mind-maps allows you to: improve memory, remind facts, words and images; generate ideas; to inspire a search solution; to demonstrate concepts and diagrams; analyze results or events; structure projects; summarize the information; to organize interaction between students in group work.

Results and discussion. Mind-maps are often called to as communication charts or mental maps. Creating mind-maps is based on a schematic image of information. In the center of such a map is the main idea (core), and from it is branching (tree-like scheme). Each branch can be a reference to a word-concept, an event, a task, a date, etc. The formation of mind-maps in the training is usually used to consolidate the studied material, less often as a brainstorming technique. As a rule, this applies to capacious topics that have a system of classifications, terms, and additions.

It can be individually or collectively. For its implementation only a sheet of paper, imagination, pencils is needed, and at the present moment it is also possible to use the application for creating maps in electronic form.

Creating mind-maps is subject to certain rules and laws. To do this, you need to clearly identify the main topic or problem – it will be the central element of the map. It is desirable to get a vivid graphic image associated with the chosen theme. From the center, a few branches are displayed, each of which indicates the keywords, the names of the sections that are associated with the main topic. The shape of the branches – straight or wavy – does not matter. From each of the main branches will leave additional branches of the 2nd, 3rd levels. It is desirable that they are smaller and thinner than the main ones. The branches and filiations can be as much as necessary, the most important concepts should be located closer to the center, and less significant – away.

In the mind-map, each word and graphic image become defined as the center of the next association, and the whole process of mapping is a potentially endless chain of associations that branch out and are either output from or converge to a common center. Mind-maps help to efficiently store the necessary amount of information in memory (for which this method and purpose), proper acquisition and understanding.

Conclusions. Mind-maps belong to the latest associative teaching methods that enable using associative images to memorize new information, organize it, find new ways of solving problems, which in turn promotes the professional development of applicants for education and facilitates their acquisition of practical skills; independent work with information.

STUDY OF THE SOCIAL-PSYCHOLOGICAL ADAPTATION LEVEL OF THE FIRST-YEAR STUDENTS

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Introduction. Every year students graduate from school, enroll Higher Education Establishments and become students. Student's new social role requires new forms of behavior. Besides, it is necessary to adapt himself to the new social environment, in particular, to the academic group, to the formation of its active functioning part, the object and subject of relations of this environment, the transformation of the new environment into a means of life.

Aim. Additional level of adaptation to the process of laying starts the foundation of additional illumination for the first-year students.

Materials and methods. The standardization of T. Dubovitskaya standard survey test «Adaptation of students at the higher educational establishments». A study on the adaptation level was conducted among first-year students of the Pharmacy specialty at the National Pharmaceutical University. The survey involved 35 people.

Results and discussion. The analysis of the research results shows that 90% of freshmen got high indicators on the scale of adaptation to the studying group. This indicates that almost all students feel comfortable in the group, easily find common ground with their peers, if necessary, can ask for help from the teacher, take the initiative in their own hands. Low adaptation rates for the study group were given to

10% of freshmen who took part in the survey. Such students feel uncomfortable while communicating with their classmates, do not share the accepted rules and regulations in the group, unable to ask them for help.

In terms of adaptation to the learning process, 45% of freshmen have high rates on this scale. Adapted to the learning process, the student easily learns new subjects, successfully and timely performs tasks; if necessary, he or she can turn to the teacher for help, freely expresses his or her opinion, shows individuality and ability in the classroom. Unfortunately, 55% of freshmen have low adaptation rates. This indicates that more than half of the students have difficulty in mastering subjects and completing study assignments; they have difficulty speaking and speaking freely in classes, and in many subjects need help, are not able to be proactive in classes.

Conclusions. Thus, in our study we have found that the majority of students easily adapted to the academic group, but with some peculiarities of the educational process at higher educational establishments, the specifics of interaction with university professors, students are more difficult to adapt. To improve the process of social-psychological adaptation of freshmen there are some number of educational and correctional measures needed.

ACTIVATION OF EDUCATIONAL ACTIVITIES OF FUTURE TEACHERS

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Introduktion: The activation of the educational activities of those who are studying is one of the main areas of improvement of the educational process, which is engaged in education, which actualizes the need for an analytical concept as a scientific problem.

Aim: Theoretically substantiate and experimentally validate the feasibility of introducing innovative teaching methods that facilitate the activation of students' learning activities in the process of preparing future teachers. Materials and methods: In accordance with the specified tasks and to check the initial assumptions in the master's work, a set of research methods was used:

- the analysis of scientific literature for the disclosure of the conceptual-categorical apparatus, consideration of the state of development of the problem, definition of the essence and generalization of the concept of activating educational activities;
- empirical: diagnostic methods (questionnaires, observation, conversation); pedagogical experiment;
- methods of processing the results of the study: comparative methods, quantitative and qualitative analysis.

Results and discussion: We rely on the statement of O. Bespartachna and G. Bondareva that innovative methods contribute to the intensification and optimization of the educational process, help students learn to solve problems, formulate their own ideas correctly; analyze the information received; to argue, to defend their point of view; be more confident and independent. In the aspect of developing the creative thinking of students, in particular future teachers, their personal and meta-objective competencies, creative personality, more often in the present time is considered a variety of project activities – the creation of a map concept, or intelligence maps. The basis of the method is the research and development of English psychologist and consultant on issues of intelligence, psychology of learning and problems of thinking T. Buzan. The effectiveness of using this method is related to the structure of the human brain responsible for processing information. Processing information in the human brain is reduced to processing it right and left hemisphere at a time. The left hemisphere is responsible for logic, words, numbers, sequence, analysis, ordering. Right hemisphere – for rhythm, perception of colors, imagination, representation of images, dimensions, spatial relationships. Students, assimilating information, use mainly the left-half mental (logical) abilities. This blocks the ability of the brain to see an integral picture, the ability of associative thinking. T. Buzan created a mind-map as an instrument through which both hemispheres can be used to create the educational and cognitive competence of students: