

**IMPROVING OF THE METHODOLOGY
OF THE DISCIPLINE «PHYSICAL AND COLOID CHEMISTRY» STUDY
BY DISTANCE EDUCATION**

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Introduction. Distance learning is one of the forms of learning that has been introduced into the scientific process of NUPh based on the virtual learning environment of Moodle, and provides interactive interaction between the tutor, on the one hand, and higher education students (HES), on the other hand, in a format that is convenient to both sides. Every year, there is a tendency to increase the number of HES that choose this kind of training option. Therefore, now it is a very important problem to optimize the process of distance teaching of the discipline «Physical and colloid chemistry».

Aim. Theoretically to justify and practically to verify the methodology of «Physical and colloid chemistry» discipline teaching by means of distance learning.

Materials and methods. According to the aim, a set of research methods was used: theoretical – general scientific (for justifying of initial theoretical positions), concrete-scientific: structural and problem-thematic; empirical – content-analysis and questionnaires.

Results and discussion. The «Physical and colloid chemistry» distance course is divided into 2 modules that allow to master all subjects of the discipline. «Module 1: Physical Chemistry» consists of 5 sections and 11 topics, «Module 2: Colloid chemistry» consists of 3 sections and 8 topics respectively. A number of hours have been allocated for conducting on-line lectures, and the tutor has the opportunity to choose the most relevant topic according to the work program. The advantages of this form of presentation of the material is that the HES, which could not be present at the on-line broadcast of the lecture, can view the provided material online. Also, after each video broadcast in the forum, discussing topics with HES, the tutor can assess the relevance of the material provided and, if it is necessary, correct the theme of the next lecture according to the need to provide certain information. In addition, in each module, according to the work program of discipline in the distance part made certain practical works, the implementation of which is facilitated by the availability of relevant video materials, instructions and examples of their implementation. In order to help HES in each module of «Physical and colloid chemistry» discipline a «Forum of consultations of the teacher» was created, and also an appropriate forum for each discipline section to discuss the issues appearing for the HES. In the process of developing and preparing a distance course, an optimal number of control points was selected: two modules are planned for each module after studying a certain topic block. Each control consists of a control test, limited by the spending time and the number of attempts, and the task that is represented the calculation tasks of each discipline topic of different levels of difficulty.

Conclusions. The «Physical and colloid chemistry» discipline is one of the disciplines passed for the KROK-1 exam, so all the elements of the distance course provide a convenient narrative for optimal perception of information and its acquisition by higher education students. The developed distance course is proposed for use in the educational process of NUPh.

**PROBLEM-BASED TRAINING OF MASTERS
FOR MEDICAL AND PHARMACEUTICAL SPECIALTIES**

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Introduction. The problem of improving the quality of education in medical and pharmaceutical institutions of higher education for the sake of erudition, competitiveness and development of clinical thinking among education recipients is topical nowadays. The requirements made towards the health care