

CRISPR-Cas9 can be used for labeling and typing of strains. Thanks CRISPR systems can be continued life span, limit the spread of unwanted genes localized on plasmids. In near future, apparently using CRISPR will be able to construct superphages, very specific and highly effective against severe human viral infections. Lei Xu et al. reported a successful allogeneic transplantation and long-term engraftment of CRISPR-Cas9-edited, CCR5-ablated hematopoietic stem and progenitor cells in a patient with HIV-1 infection and acute lymphoblastic leukemia. Also, CRISPR-Cas9 holds great promise in the treatment of sickle cell anemia and β -thalassemia, Duchenne myodystrophy, cystic fibrosis and tyrosinemia, cataracts, congenital blindness etc.

Conclusions. The literature data analysis shows that CRISPR-Cas9 genome editing has a wide used potential in medical field.

PROBLEM OF INCREASING STUDENTS' MOTIVATION TO LEARN

Strashnenko A., Saulevich O.

Scientific supervisor: assoc. prof. Chikitkina V.V.

National University of Pharmacy, Kharkiv, Ukraine

anastasia.strashnenko@gmail.com, sayiolha@gmail.com

Introduction. Motivation of students - processes, methods and tools of inducing them to cognitive activity, active learning of the content of education. Motivation for students is the most effective way to improve the learning process and is the main driving force in the behavior and activities of a human, including in the process of forming a future professional. Therefore, the question of the incentives to educational and professional activities of students is considered especially important.

Aim. The aim of this work was to study modern methods of studying and stimulating students' motivation to learn.

Materials and methods. To achieve this goal, we performed an analysis of literature and summary of received information.

Results and its discussion. The motivation of students to get an education develops under the influence of a whole complex of factors. Questionnaires are most often used to study the motivation of students. This include, as a rule, several groups of motives: professional, cognitive, self-affirmation, personal convenience, avoiding trouble. Cognitive motives are an orientation toward mastering new knowledge, facts, and patterns. Professional motivation is the action of specific motivations that determine the choice of a profession and the continuous performance of duties associated with it. The choice of moments of self-affirmation is connected with the students' desire to change opinion, assessment of themselves by the teacher and peers. The motive of personal convenience characterizes the students' desire for personal satisfaction with the results of their studies. The motive to avoid trouble is the desire to act in such a way as to avoid failure. The analysis of the questionnaire allows us to make a conclusion about students' motivation, as well as to identify risk groups, which include students with increased anxiety regarding the results of their studies. Organization of educational process should be based on the results of the study. This would maximal help to unleash inner potential of student's personality. The main role in this process belongs to the teacher, who, using various methods and methodological techniques, forms a focused educational activity of students.

Conclusions. The main thing in forming and development of students' motivation is the creation of certain conditions and situations, in which the main goal of training would be achieved – a high professional level and position in society, taking into account past experience and individuality of the student himself.