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EXPERIENCE OF APPLICATION OF SITUATIONAL TEACHING METHODS IN HIGHER EDUCATION

Abstract. The theses present the experience of applying situational teaching methods during the teaching of the subject "Pharmacotherapy" for applicants of higher education at the National University of Pharmacy.

Key words: situational teaching methods, situational cases, pharmacotherapy, institution of higher education.

Modern requirements for the level of preparation of applicants for higher education institutions put forward the requirements for the formation of an active, creative, responsible and independent person of the future skilled worker, competitive in the labor market. The pedagogical process at the institution of higher education requires continuous introduction of new effective technologies for the education of applicants for higher education, which ensure the formation of their general and

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professional competencies, which will enable students to analyze the conditions created and make independent decisions both in life and in professional activities. One of the modern innovative teaching technologies is the situational teaching methods (situation analysis, case-study method), developed by English scholars M. Shever, F. Eediam and K. Yeats [1]. A number of scientists are engaged in theoretical justification and methodological support for the application of this method (A. Verbitsky, O. Gulay, S. Kashelev, O. Pometun, etc.). The essence of the method is to provide the student with specific situations (called the case) for joint analysis, discussion or decision making by students from a certain discipline [1]. The value of the case-study method lies in the fact that it simultaneously reflects not only a practical problem, but also actualizes a certain complex of knowledge that needs to be mastered in solving this problem, and also successfully combines educational, analytical and educational activities, which is definitely active and effective in realization of modern problems of the education system. The method of analysis of specific learning situations is designed to improve skills and gain experience in identifying, selecting and solving problems; in working with information – understanding the meaning of the details described in the situation; analysis and synthesis of information and arguments; in work with hypotheses and conclusions; in evaluating alternatives; in decision-making; in the listening and understanding of other people – the skills of group work [2]. The objective of the case-study method is to collaborate with applicants for higher education institutions to analyze the situation in real life and develop a practical solution; the end of the process - the evaluation of the proposed algorithms and the choice of the best in the context of the problem.

Discipline "Pharmacotherapy" is included in the basic training of future pharmacists. Discipline for 3 credits is given at the Department of Pharmacotherapy at the National University of Pharmacy. The purpose of studying this discipline is to form students with general ideas about conducting rational medical therapy of various pathological conditions and their individual manifestations, the basic principles of *www.iscience.me*

individual selection of the most effective and safe medicines. The model of each practical training consists of several stages. The goal is formulated at the preparatory stage. The main stage of the practical training consists of three parts. Part 1 of the practical lesson is the actualization of basic knowledge of students. Part 2 of the practical lesson is the formation of new concepts and algorithms for the topic of the class. Part 3 of the practical lesson is "actualization of theoretical knowledge", which is realized precisely by solving situational tasks that are of a concrete practical-problem nature and as close as possible to the realities of professional activity. At the final stage of the practical lesson, the level of students' knowledge acquisition is monitored.

In case-study method, we use both individual and group (micro group) work forms. Our experience shows that the group form is more interesting, productive for students, attracts almost all students of the academic group to intensive cooperation, substantially intensifies the independent educational and cognitive activity of students, and develops a personal reflection in them, allows the teacher to evaluate the work of most students of the group. As practice shows, students with high and medium levels of training and sufficient level of motivation in acquiring professional skills are most actively involved in the discussion of educational situations cases. However, the general atmosphere in the audience awakens the cognitive interest of even a "weak" student, forcing him to be included in the search for solutions to the problem at least within the framework of the micro group and even acquire, even with such interaction, a certain practical experience of professional activity. Depending on the goals and objectives of a particular stage of the educational process, the teacher can enhance the situational task with additional questions, subtasks.

Application case study during the study of the discipline "Pharmacotherapy" helps to accumulate in higher education applicants basic models of professional activity of the pharmacist, gives them an emotional and valuable impetus for the next

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search activity, provides them with the acquisition of their initial experience of a comprehensive vision of professional activity.

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