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ІНСТИТУТ ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ СПЕЦІАЛІСТІВ ФАРМАЦІЇ
КАФЕДРА ОРГАНІЗАЦІЇ, ЕКОНОМІКИ ТА УПРАВЛІННЯ ФАРМАЦІЄЮ

**ПІДГОТОВКА СПЕЦІАЛІСТІВ ФАРМАЦІЇ
В РАМКАХ КОНЦЕПЦІЇ
«НАВЧАННЯ ПРОТЯГОМ ЖИТТЯ
(LIFE LONG LEARNING)»:
НАУКА, ОСВІТА, ПРАКТИКА**

**МАТЕРІАЛИ ІV НАУКОВО-ПРАКТИЧНОЇ
ІНТЕРНЕТ КОНФЕРЕНЦІЇ
З МІЖНАРОДНОЮ УЧАСТЮ, ЯКА ПРИСВЯЧЕНА
ПАМ'ЯТІ ПРОФ. ТОЛОЧКО ВАЛЕНТИНА МИХАЙЛОВИЧА**

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DEVELOPMENT AND ASSESSMENT OF SELF-SKILLS COMPETENCE IN MODERN HIGHER EDUCATION

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Introduction. The modern educational space is a complex, multifaceted, multifunctional, and dynamically evolving system. The rapid development of science and technology leads to the rapid devaluation of the knowledge acquired by students during their university studies. New technologies are transforming the labor market, new professions are emerging, and the content of traditional professions is changing. All this leads to the need for a serious rethinking of approaches to higher education.

In order to successfully fulfill the social demand for the training of highly qualified specialists, modern universities must not only provide students with subject-specific, narrowly professional knowledge, skills and abilities (hard skills), but also develop universal competencies (soft skills), which include the ability to self-learn and self-develop, communicate and cooperate, creativity, critical thinking, self-organization skills, collective use of complex work instruments, etc. This is essential today for young professionals to be successful and attractive to employers. This is especially relevant for graduates of medical and pharmaceutical universities, whose professional activities are directly related to interacting with different patients and solving complex problems.

Aim of Work. The main aim of this work is to study and assess the development of self-skills competencies in students, as a foundation for fostering their individual educational strategies and ensuring successful self-realization in future professional activities.

Methodology. The development of hard and soft skills is impossible without self-skills, i.e., the ability to work encompassing self-management and self-development skills, as well as the capacity to unlock one's potential for creative construction of one's own life and successful self-realization. In this context, self-skills appear to be a key tool for implementing an individual educational strategy. Moreover, self-skills competencies allow us to identify factors that may influence the future and can be affected today to shape the desired outcomes (foresight technologies, including self-foresight).

Unlike hard and soft skills, self-skills are difficult to measure quantitatively. Currently, there are no validated methods for assessing them, nor is there a consensus on the basic set of relevant competencies. To address this gap, we developed a toolkit for assessing the level of self-skills competence in students. This toolkit consists of a questionnaire that allows diagnosing and quantitatively assessing the level of self-skills of students at different stages of training. The toolkit was tested during a pilot experiment involving first- and fourth-year full-time students.

Results of Work. The study's results demonstrate positive dynamics in the development of all assessed self-skills throughout the training period. However, in quantitative terms, these positive shifts cannot be considered fully satisfactory.

The greatest increase in self-skills acquired over the years of training is observed in organizational skills and creativity, while the least pronounced improvement was noted in self-organization and critical thinking.

Conclusions. The study confirms that the proposed research approach serves as a sensitive tool for testing and monitoring the level of self-skills development in students. It enables comparative analysis of data from students across different academic years, tracks their progress during the learning process, identifies deficiencies in the educational system, and supports the design of targeted strategies to enhance learning effectiveness.