

PSYCHO-PEDAGOGICAL CONDITIONS OF FORMATION OF STUDENTS' MOTIVATION WHEN STUDYING THE SUBJECT OF "PHARMACOLOGY".

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Motivation of students' learning activities is one of the most important factors of effective implementation of the educational process. In order to identify the psychological and pedagogical conditions of motivation when studying the subject "Pharmacology" at the Department of Pedagogy and Psychology of the NUPh has been research conducted. The results showed that as the following conditions should be considered such as: provision of teaching learning activities to stimulate students learning activities, organization of training activities based on gaming technologies and the formation of collective students group.

The work identified ways to implement psychological and educational conditions. To implement the conditions to ensure the teaching learning activities to stimulate students the advice of a psychologist, which included a range of techniques to encourage students to succeed academically was used. Formation of training activities was conducted with activation of positive teacher's interaction with students.

Among the ways to implement the conditions for the organization of learning activities based on gaming technologies we have identified, the following:

1. Using gaming devices in the students learning activities (crosswords, scanwords, themed tasks, slovohrams, chaynvords).
 2. The use of gaming technologies in the course of practical training (conducting situational role-playing, group discussions , etc. .).
 3. Using creative situations during practical lessons based on game design.
- Ways to implement terms of the impact of the collective students group on motivation of students to study included:

1. Revitalization of the supervisor to ensure the formation of the group.
2. Trainings to influence the cohesion of the group as a collective.

Experimental verification of implementation of these conditions in the educational process of the subject "Pharmacology" allowed to have a positive impact on the formation of learning motivation of the students. Thus, the motive of obtaining deep and sound knowledge increased by 21.74 % of the students of the experimental group compared with the control one. Further research will be aimed at identifying measures to specify the ways to implement psychological and pedagogical conditions of student's motivation in learning.