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## PEDAGOGICAL SCIENCES

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### **DIFFERENTIATED APPROACH IN THE CLASSES ON PHARMACOLOGY AS A MEANS FOR REALIZATION OF DISCLOSURE OF EACH STUDENT'S INDIVIDUAL PECULIARITIES**

#### **Abstract:**

*This article emphasizes the need and importance of using a differentiated approach when medical students study the discipline "Pharmacology", which significantly improves the quality of the educational process; creates a sense of psychological comfort in students, promotes the desire to learn, reveals the creativity, uniqueness and individuality of each student. The article describes the advantages of a differentiated approach in the study of pharmacology, aimed at the formation of students' knowledge, abilities, skills, value orientations and motivation for self-improvement.*

**Keywords:** *differentiated approach, pharmacology, medical students, assessment, pedagogical skills.*

Pharmacology is one of the basic disciplines studied by third-year students of the specialty "Medicine". This subject allows future physicians to analyze the information already assimilated and lay the foundation for the study of clinical disciplines as well as form the first skills of pharmacotherapy and improve clinical thinking. When teaching pharmacology, the teacher has an important task – to “be heard” so that each student in the group understands, becomes interested and feels the need to perceive the educational material, which ultimately will provide a significant improvement in the quality of the educational process [1]. In innovative teaching, students are subjects of the educational process who can ask any question that interests them, and, acquiring knowledge, independently find answers to them.

Therefore, one of the main methods used in pharmacology classes is a differentiated approach to teaching, which allows students to achieve good results and creates conditions for self-education and self-organization [2].

A differentiated approach is the basis of an individually oriented method in the education system and allows taking into account the individual characteristics of each student, creating conditions for the development of the potential of future medical specialists [3]. At the same time, only by implementing an individual approach to students in teaching, the teacher can get the desired result of his work.

The main task of differentiating education is to reveal the individual capabilities of the student, thus to help him to develop and demand an individual orientation from the education system. This will allow medical students in the future to independently make decisions

and think rationally, quickly adapt to modern living conditions, be able to navigate in social space, have the ability for objective self-esteem and high social activity in all spheres of life, as well as strive to search for something new and find non-standard ways to solve problems.

The implementation of interdisciplinary connections in pharmacology classes in combination with other teaching methods ensures such an organization of the educational process in which the teacher can choose the means and methods of teaching, taking into account the individual diversity of students, and, accordingly, create optimal conditions for the development of the cognitive activity of each student. So, for the formation of an integral system of knowledge in pharmacology, the teacher with the students at each lesson summarizes the knowledge and skills obtained in the study of bioorganic and biological chemistry, physiology, microbiology, pathomorphology, etc., because without this it is impossible to thoroughly analyze the basic concepts of the topic and identify existing gaps in knowledge (topic "Antibiotics" – Fleming's discovery of penicillin from molds (microbiology), antimicrobial properties of  $\beta$ -lactam antibiotics, depending on the chemical structure (bioorganic chemistry), resistance (physiology), etc. Also, there is no doubt about the role of interdisciplinary links that provide a deeper and more comprehensive study of pharmacology, the formation of students' ability to quickly use the acquired knowledge and apply them in clinical practice.

The main style of conversation in class when explaining new material is problem-based. First, the teacher reveals the relevance of the topic, the state of



the problem, alternative solutions and then offers development results (for example, arterial hypertension and its consequences, the prevalence of this pathology in Ukraine, the pharmacology of antihypertensive drugs, the rational use of these drugs). When students connect and discuss a real problem, they realize the importance of solving this problem and the responsibility for their further actions, which requires them to have impeccable knowledge of the topic and practical skills in writing prescriptions.

In addition to problem-based and modular training, the teachers of the department use contextual training (integration of various types of student labor) and imitation one (the use of game and imitation forms of training). However, the observance by the teachers of the department of the balance between both, the adoption of new methods of teaching and learning, and the preservation of the classical principles of education remains unchanged. [4].

The basic rules for constructing a lesson in pharmacology from the standpoint of a differentiated approach include the creation of a comfortable emotional and psychological environment during lessons, which encourages each student to cooperation and self-realization, as well as situations of positive pedagogical communication in order to motivate future doctors to show initiative and independence. The teacher must take into account the periods of students' working capacity in the lesson: the period of entry into work, the period of greatest productivity and the period of decreased productivity with signs of fatigue (for example, apply multimedia technologies that stimulate the concentration of students' attention in the phase of biological decrease in the rate of thought processes).

For the better perception of the educational material in the classroom, taking into account its volume and complexity, in addition to annotations to drugs and situational tasks, thematic stands, tabular material, educational films and the like are used. The complex application of multimedia technologies increases the visibility of teaching and the information load of the lesson, thus students have the opportunity to master the educational material through the use of visual and auditory perception.

Each student can independently find and assimilate the necessary information (electronic environment "Moodle") to prepare for the lesson or after the lesson (making sure of the gaps in knowledge), that is, to act according to the method of successive approach to the goal.

In order for pharmacology training to be of high quality, it must be convincing. The teachers must not only open the question and explain the topic, but also be sure to confirm their statements with credible research or facts, compare with alternative approaches, highlight and show common or different points. At the same time, it is necessary to conduct arguments and evidence in the classroom from the point of view of the student, not the teacher, who perfectly holds the material, replacing complex terms and concepts with simple clear explanations or situations from clinical practice [5, 6].

A differentiated approach to teaching provides for the use in the classroom of unequal tasks of various levels of complexity, which allows not only to identify the quality of preparation of each student, but also to more completely reveal the topic of the lesson, attracting students who have successfully mastered the material, and to stimulate those, who are not sufficiently interested in studying the topic. So, in the lesson "Solid dosage forms", the teacher simultaneously interviews several students using tasks of different levels of complexity: the first student writes out prescriptions for different dosage forms on the board, the second one defines and characterizes these forms, the third one compares them and focuses on the advantages and disadvantages. At the same time, the teacher distributes assignments to students, taking into account their capabilities and individual characteristics, which will allow them to open up as much as possible in the classroom.

The consistency and objectivity of students' achievements in the study of pharmacology is a prerequisite for the teacher, because it is he who organizes the work of students in the classroom, orients them towards achieving an appropriate level of mastering the educational material, and contributes to the formation of students' assessment of own capabilities and abilities. Therefore, in the classroom, when questioning a topic or compiling content modules by students, the teachers of the department use various methods, means and techniques of teaching, combining both group and individual work of students in order to determine their ability to compare, analyze, generalize, prove, refute.

Thus, the development of a versatile gifted personality, who will continue to provide high-quality medical services, is possible only with a qualitative combination of the educational space with the correct and modern forms, methods of teaching and organizing educational activities. Differentiated teaching is one of the main elements of improving the quality of teaching students in pharmacology and other medical disciplines, and is also an obligatory component of the pedagogical skills of a modern teacher.

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## ПОНЯТІЙНО-ТЕРМІНОЛОГІЧНИЙ АПАРАТ ДОСЛІДЖЕННЯ ПРОБЛЕМИ ФОРМУВАННЯ КУЛЬТУРИ БЕЗПЕКИ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ ІНЖЕНЕРІВ З ОХОРОНИ ПРАЦІ

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## CONCEPTUAL-TERMINOLOGICAL APPARATUS OF THE RESEARCH ON FORMATION OF CULTURE OF SAFETY OF PROFESSIONAL ACTIVITY IN FUTURE OCCUPATIONAL SAFETY AND HEALTH ENGINEERS

### **Аннотація.**

Стаття посвячена проблемі формування культури безпеки професійної діяльності у майбутніх інженерів по охороні праці. Автором здійснено систематизацію та обобщення наукових трудових відносно понятійно-термінологічного апарату дослідження. Установлено, що в науковій літературі крім поняття «культура безпеки» ученими використовуються такі дефініції, як «культура радіаційної безпеки», «культура безпеки життєдіяльності», «культура особистої безпеки», «культура безпеки суспільства». Розглянуто семантичні значення вищезгаданих понять.

### **Annotation.**

The article is devoted to the problem of formation of the culture of safety of professional activity among future engineers on occupational safety and health. The author has carried out a systematization and generalization of scientific works on the conceptual and terminological apparatus of the study. It has been established that in the scientific literature, in addition to the concept of "safety culture", scientists use such definitions as "radiation safety culture", "life safety culture", "personal safety culture", "society safety culture". The semantic meanings of the above concepts are considered.

**Ключевые слова:** культура безопасности профессиональной деятельности, профессиональная подготовка, инженер по охране труда, безопасность, семантический анализ понятия.

**Keywords:** safety culture of professional activity, vocational training, labor protection engineer, safety, semantic analysis of the concept

**Вступ.** Розвиток зелених технологій, технологій дбайливого виробництва, впровадження Концепції Нульового травматизму, Концепції Сталого розвитку вимагають та обумовлюють у процесі професійної підготовки майбутніх інженерів з охорони праці значну увагу приділяти формуванню та розвитку в них культури безпеки професійної діяльності. Теоретичним підґрунтям дослідження є наукові праці вчених, в яких розглядаються питання культури безпеки (Р. Бойчук, В. Дем'янчук, О. Дашковська, О. Кобилянський, Н. Кулалаєва, Л. Малинівська, Л. Романів, О. Третяков, В. Чабан), культури безпеки життєдіяльності (О. Балашов,

І. Голубева, Л. Горіна, О. Дронов, Т. Зирянова, В. Євтеєв, Г. Казьміна, С. Косинкіна, В. Мошкін, І. Петрухіна, Т. Петухова, А. Снегирьов), організаційної культури та клімату безпеки (М. Гріффін, Д. Зоар, С. Кокс, М. Купер, Дж. Керолл, Т. Лі, Е. Ніл, Н. Піджен, П. Хадсон); культури ядерної безпеки (Ю. Скалецький, В. Бегун, Д. Бірюков, О. Мартюшева, С. Широков, Л. Яценко), культури здоров'я (Н. Башавець, В. Горашук, Л. Соколенко), екологічної культури (Ю. Бойчук, Н. Єфіменко, І. Лесникова, Л. Лук'янова, Л. Юрченко). Результати аналізу наукової літератури свідчать, що в роботах зарубіжних та вітчизняних вчених існує плюралізм