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DESIGN OF INTRODUCTION OF TECHNOLOGIES AND EDUCATIONAL INNOVATIONS IN PROFESSIONAL TRAINING OF MASTERS OF PHARMACY IN UNIVERSITIES IN CENTRAL AND EASTERN EUROPE

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Theoretical substantiation of introduction of technologies and educational innovations in preparation of masters of pharmacy in universities includes the analysis of experience of scientific and pedagogical activity and the organization in system of professional training of masters of pharmacy in universities of the countries of Central and Eastern Europe, the systematic analysis of pedagogical experience Cracow Academy named after Andrzej Fritz Możewski, Jagiellonian University, Karol Marcinkowski Medical University of Poznan, Poland, University of Vienna, Austria, University of Ghent, Belgium, Sorbonne, Paris, University of Paris-Descartes, University of Montpellier-University, University 1: Capitol; 2: Le Miray; 3: Paul Sabatier; University of Cannes-Normandy, France; Alexander and Wilhelm Humboldt University of Berlin, Free University of Berlin, University of Cologne, University of Stuttgart, Germany; University, Czech Republic; University of Bologna, University of Rome la Sapienza, University of Padua, University of Salerno, Italy; University of Salamanca, Spain; Cambridge University, Oxford University, UK; University of Basel, Switzerland, etc. experience of the International Alliance of Research Universities (IARU)) theoretical and experimental study of theoretical and methodological foundations of professional training of masters of pharmacy in EU universities, comparative analysis in universities of Central and Eastern Europe and scientific justification of their integrated implementation in

universities Ukraine, holding scientific and practical conferences, round tables online, webinars with special departments of pharmaceutical training [1–5].

The theoretical and systematic analysis became the basis for the design [6–8], development and integrated implementation of the model of professional training of masters of pharmacy in universities of Central and Eastern Europe in higher education institutions of Ukraine, pedagogical experiment, monitoring the effectiveness of implementation.

Experimental classroom and distance learning was conducted on-line. To improve the educational process of professional training and the formation of professional competence of future masters of pharmacy by means of innovative educational technologies in the context of European integration changes developed and concluded scientific and methodological support for remote access and on-line training of students using remote access platform and developed portfolio of scientific and methodological complexes in accordance with integrated curricula of professional disciplines of master's training on the basis of the implemented model of integrated educational process of training future masters of pharmacy in universities of Central and Eastern Europe in the process of forming professional competence of future masters of pharmacy in European integration processes in medical and classical universities of Ukraine.

In the process of experimental training on-line using a remote access platform used an interactive method and interactive learning technologies: interactive lectures-discussions, situational modeling using cases for differential diagnosis of professional competence levels of future masters of pharmacy, as well as video conferences for final thematic seminars.

The design and implementation of the training cycle of professional competence in the system of professional training of masters of pharmacy is integrated and includes training seminars, discussions on the results of independent work and individual projects of students in management and marketing in pharmacy, supporting the use of industry and educational innovations. interactive methods in the experimental implementation of modernization changes in student learning.

In the system of professional training of future masters of pharmacy, we have implemented new approaches and carried out step-by-step monitoring and differential assessment of the formation of professional competence of future masters of pharmacy in universities using interactive situational modeling technologies, application of test packages to assess the level of theoretical knowledge, the effectiveness of which allows you to establish the level of professional competence.

Step-by-step monitoring and differential assessment of the formation of professional competence of future masters of pharmacy in universities was carried out in the process of modular control measures of professional pharmaceutical disciplines based on solving cases of problematic model situations of future professional activity of masters of pharmacy.

The results of the step-by-step monitoring of the differential assessment of the levels of professional competence of future masters of pharmacy in the experimental group of freelance students using five cases of readiness for the implementation of professional competencies.

According to the results of step-by-step monitoring of differential assessment of levels in the process of pedagogical experiment in the experimental group of students established a positive dynamics of professional competence of future masters of pharmacy: reproductive level - the number of respondents decreased by 28%; functional level - increased by 10%; productive level - increased by 10%; creative level - 8%.

To determine the effectiveness of the organization of experimental training conducted on-line, the analysis of the effectiveness of solving cases of model professional situations, test control of student achievement and qualimetric questionnaires. The use of qualimetric questionnaires provided an opportunity to feedback with respondents and compare test results with the results of self-assessment of student achievement.

Comprehensive diagnosis of the level of professional competence of students, readiness to implement professional competencies based on the results of the formative experiment is based on test control, qualimetric questionnaires, as well as

the results of assessing the quality of individual case tasks as an indicator of quality professional characteristics in experimental groups of students. distance learning.

According to the results of experimental training, the positive dynamics of students' academic achievements in the Free Economic Zone was established and the effectiveness of implementing the model of integrated educational process of training future masters of pharmacy in universities of Central and Eastern Europe and in Ukraine in the context of European integration was confirmed.

In the experimental groups of students of stationary (classroom) form of education, the qualitative indicator increased by 14.96% ($p<0.05$); the average score on the results of assessing the quality of individual case tasks as an indicator of qualitative professional characteristics in experimental groups of students of distance (distance) form of education increased by 12.85% ($p<0.05$).

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