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NEURO-LINGUISTIC PROGRAMMING IN TEACHING CHEMISTRY

Neuro-linguistic programming (NLP) – an emergent, contested approach to communication and personal development has become increasingly familiar in education and teaching [10]. The introduction of health care techniques in training courses for students of pharmaceutical specialties is a necessary area of improvement, development and modernization of teaching methods of each academic discipline. Modern realities encourage teachers to change their approaches to teaching. Analysis and systematization of modern literature data have shown that the most effective software is the creation of situations of success, the use of noosphere education methods, and the introduction of *neuro-linguistic programming* [5-7]. This work reveals some features of the use of NLP in chemical disciplines.

This work was based on theoretical methods, such as: systematization and analysis of scientific and psychological-pedagogical literature [1-10]. In addition, imperial methods were used, such as the systematization of pedagogical knowledge.

The process of modeling unique for each person conscious and unconscious types of behavior, aimed at constantly moving towards greater disclosure of their potential, can be applied in pedagogical practice in any discipline. In practical classes in chemistry, the use of NLP methods is extremely important [3, 4, 6, 8-10], because this discipline is the basis of the profession of future pharmacists and pharmacists. In this paper, we will consider two NLP techniques that are highly effective in teaching chemical disciplines, namely *context reframing techniques*, and *shifting the focus of attention.* Such NLP techniques are convenient to use in classes organized by the case-methods of or business games [1-2].

The technique of *changing (reframing) the context* is to stimulate students' ability to look at tasks from a different angle. The teacher's task is to change the context to one in which what is related to the problem becomes valuable. This technique is based on the fact that a particular task has the ability to acquire different meanings and cause diverse consequences according to the context. For example, a student reads a long and (in his opinion) difficult condition of a problem; At this time, the teacher should draw students' attention to every detail of this problem and explain that the given condition can provide a lot of useful knowledge (so in analytical chemistry classes problems for different types of quantitative analysis include a full description of analysis algorithm). Therefore, the learner will not have a negative impression of the extensive tasks, but on the contrary he or she will be able to use the information provided to their advantage.

Consider a way to *shift the focus of attention*. The teacher's goal is to convey students' attention to detail during the learning discussion, diverting attention from the problem as a whole. For example, let's look again at a complex problem that contains many questions. The teacher should offer students an algorithm for breaking this problem into details. So, the teacher pays attention to every detail of the task, so students understand that this is not one big difficult task, but several simple ones.

Conclusion. To successfully teach pharmaceutical courses, students need to implement methods oh health care in chemical disciplines. Neuro-linguistic programming can be used as a method of health care. NLP has methods of psychological influence, which can be used to adjust the thinking, emotions and behavior of students in order to maintain their health and improve learning. Implementation of health care methods in chemical discipline is necessary for successful teaching of educational courses pharmaceutical students.

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