РАЗДЕЛ IV. ФАРМАЦЕВТИЧЕСКИЕ НАУКИ

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Innovative methods in teaching the discipline "Organization of pharmaceutical activities" for students of the pharmaceutical faculty

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Abstract

The article discusses the implementation of the case-study method in teaching disciplines at the Department of Pharmaceutical Disciplines, which ensures the acquisition of knowledge, the formation of skills and the development of the value system of students, professional skills and competencies.

Keywords: case-study, organization of pharmaceutical activities, CBL, pharmaceutical disciplines, innovative methods.

Relevance. The modern education system is undergoing significant transformations: the transition from traditional teaching methods to innovative [1].

Taking into account global trends and new requirements for the training of qualified professional medical and pharmaceutical personnel, medical educational institutions in Europe, America, Russia and Kazakhstan are moving from traditional education to innovative education, with close interdisciplinary interaction. [2].

In view of the current epidemiological situation in the world, the education system was forced to switch to a distance learning format. Our department of pharmaceutical disciplines did not stand aside either.

We began to use Internet platforms such as Zoom, e-mail, Moodle, WhatsApp for conducting classes.

In particular, according to the plan of the department, we had to conduct an open lesson with 3-year students in the discipline: Organization of pharmaceutical activities.

As you know, one of the most effective methods of innovative teaching is the case-study method, or the method of specific situations. The key concept of this method is a situation as a set of circumstances or conditions that create a particular situation, the choice of any of them will affect the final result.

Case-study is a method in which there is an active discussion of business situations, which allows the trainee to develop skills:

- making the right decisions in conditions of uncertainty;
- developing an effective action plan;
- application of the acquired knowledge in practice;
- taking into account the opinions of other specialists;
- research of problem situations.

Today, the case-study method occupies a leading position in teaching, especially in foreign business practice, in Russia interest in this method appeared only at the end of the twentieth century and began to be actively used for corporate training of company employees, as well as university students in the field of economic disciplines, jurisprudence, medicine and others.

The main advantage of this teaching method is to use the principles of problem learning, that is, the problem given in the case imitates the decision-making mechanism in a real working situation, allowing you to apply theoretical knowledge in practice and the ability of the work collective to work in one problem field, jointly search for ways to solve the problem. In addition, this method makes it possible to develop presentation skills, the ability

to argue, work in a team, defend one's opinion and see the situation as a whole. Each participant has the opportunity to compare his opinion with others, as well as observe a high degree of participants' activity [4].

One of the priority tasks of the education system in the Republic of Kazakhstan is to ensure the innovative nature of education in the system of training doctors and pharmacists.

To implement this idea at the Department of Pharmaceutical Disciplines, one of the active teaching methods based on practical cases, which is called "case-study", was introduced into the educational process.

"Case-study" as a teaching method has been applied during practical training in a modular training system at the Department of Pharmaceutical Disciplines since 2014 [3,5].

In order to increase motivation and assimilation of materials in the 3rd year, 301 groups were given a practical lesson on the CBL method in the state language in the discipline: "Organization of pharmaceutical activities" on the topic: "Organization of the work of wholesale companies and pharmacy warehouses" through the Zoom platform.

Conclusion: Thus, we can conclude about the advantages of the innovative teaching method "case-study" over the traditional one.

Application of the "case-study" method as one of the innovative methods is methodically substantiated and provided. This is evidenced by the opinion of students revealed during the questionnaire survey. The use of a specific innovative method allows students to develop communicative, self-educational competence.

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