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## FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE PHARMACISTS IN THE PROCESS OF PROFESSIONAL TRAINING

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*The article addresses the problem of developing professional competence of future pharmacist as a key component of their professional training. Professional competence is defined as an integral characteristic of an individual that includes knowledge, skills abilities and values necessary for effective interaction in a professional environment. It is determined that an important role is played by personal component, which is formed based on the presence in future pharmacists of motivation and the need to work, personal aspirations and goals, as well as interest in the in-depth study of professional disciplines.*

*The main components of the professional competence of a future pharmacist are highlighted: special competence (knowledge of pharmacological, medical and technical characteristics); managerial (knowledge of laws and regulations governing the development of the pharmaceutical business); psychological (communication with partners in the pharmaceutical market); legal (knowledge of the regulatory and legal framework of pharmaceutical activity).*

*The main tasks of forming professional competence in future pharmacists are defined as follows: determining the essence of the concept of professional competence in the pharmaceutical context; analyzing pedagogical technologies; practical implementation of pedagogical conditions for the formation of professional competencies of pharmacy students.*

*The pedagogical conditions, methods and tools that promote the development of professional skills in students of pharmaceutical specialties have been analyzed. Special attention is given to interactive forms of learning, role-playing, case methods and reflective practices. It has been found that the effective formation of professional competencies is ensured through the combination of fundamental theoretical training, practical learning, internships and the use of innovative educational technologies.*

*The structural components of the professional competence of a future pharmacist are defined as follows: motivational (awareness of the need for continuous improvement of professional competencies); personal (flexibility and critical thinking); communicative (the ability to communicate constructively with patients, doctors and colleagues); control-reflective (the ability to reflect to one's own activities and regulate one's emotional state and behavior).*

*Special attention is paid to the role of integrating interdisciplinary connections, developing communication skills, ethical culture and the ability to make independent decisions.*

**Key words:** professional competence, pharmacist, professional training, practical learning, pedagogical conditions, innovative technologies.

### **Штрімайтіс Оксана, Дейнека Аліна, Черноус Віра. Формування професійної компетентності майбутніх фахівців-фармацевтів у процесі фахової підготовки**

*У статті розглядається проблема формування професійної компетентності майбутніх фармацевтів як ключового компонента їхньої професійної підготовки. Професійна компетентність визначається як інтегральна характеристика особистості, що включає знання, уміння, навички та ціннісні орієнтири, необхідні для ефектвної взаємодії у професійному середовищі. Визначено, що важливу роль відіграє особистісний компонент, який формується на основі наявності в майбутнього фармацевта мотивів і потреб працювати, особистих прагнень і завдань, зацікавленості поглибленим вивченням фахових дисциплін.*

*Виділено основні складники професійної компетентності майбутнього фармацевта: спеціальну компетентність (знання фармакологічних, медичних, технічних характеристик); управлінську (знання законів і правил розвитку фармацевтичного бізнесу); психологічну (спілкування з партнерами по фармацевтичному ринку); правову (знання нормативної правової бази з фармацевтичної діяльності).*

*Визначено основні завдання формування професійної компетентності в майбутніх фармацевтів: визначення сутності поняття професійної компетентності у фармацевтичному контексті; аналіз педагогічних технологій; практична реалізація педагогічних умов формування професійних компетентностей студентів-фармацевтів.*

*Проаналізовано педагогічні умови, методи й засоби, що сприяють розвитку професійних навичок у студентів фармацевтичних спеціальностей. Особливу увагу приділено інтерактивним формам навчання, рольовим іграм, кейс-методу, рефлексивним практикам. З'ясовано, що ефективне формування професійних компетентностей забезпечується поєднанням фундаментальної теоретичної підготовки, практичного навчання, виробничих практик і застосування інноваційних освітніх технологій.*

*Структурними компонентами професійної компетентності майбутнього фармацевта визначено такі: мотиваційний (усвідомлення необхідності постійного підвищення рівня професійної компетентності); особистісний (гнучкість та критичність мислення); комунікативний (уміння конструктивно спілкуватися із хворими, лікарями, колегами); контрольо-рефлексивний (бути здатними до рефлексії своєї діяльності, регулювати свій емоційний стан і поведінку).*

*Особливу увагу приділено ролі інтеграції міждисциплінарних зв'язків, розвитку комунікативних умінь, етичної культури та здатності до самостійного ухвалення рішень.*

**Ключові слова:** професійна компетентність, фармацевт, фахова підготовка, практичне навчання, педагогічні умови, інноваційні технології.

**Introduction.** Further development of social and economic transformations in Ukraine, the formation of a new model of education requires and imposes new requirements on the process of training pharmacy specialists. At the current stage of reforming the education system, the problems of improving its quality and the technology of acquiring vital competencies, which are indicators of the quality of education, are becoming more relevant. Today the issue of creating an educational environment for the formation and development of professional competence of students, in particular those in the pharmaceutical field, requires special attention.

The profession of pharmacist is socially important, as it is aimed at preserving and strengthening people's health, preventing and treating diseases, and has its own characteristic features. One of the main factors influencing the content and technology of training pharmacy specialists is the integration of higher education into the world system while preserving and developing the achievements and traditions of Ukrainian higher education.

The relevance of researched problem is determined by the current political, social and cultural situation in Ukraine, which highlights the need to update the content of professional education, particularly in the pharmaceutical field. Priority is given to aligning with international standards, according to which future specialists in this sphere must be mobile and competent, focused on personal and professional self-development, as well as capable of forecasting social change trends, anticipating the direction of societal development, being well-versed in issues

related to the pharmaceutical care and marketing systems and possessing value orientations aimed at preserving and strengthening public health – that is, having a well-developed social and cultural competence.

Accordingly, at the level of modern theory and methodology of professional pharmaceutical education, there arises an urgent need to create a qualitatively new system of training specialists in the context of developing their professional, general, cultural and social competence, taking into account that the content and forms of future activities of a modern pharmacist are determined by specific social and cultural characteristics.

Analysis of recent research and publications. An analysis of scientific sources shows that a significant number of research studies are devoted to examining various aspects of the outlined problem. The issues of professional training of future specialists have been studied by S. Vitvytska, O. Dubasenyuk, S. Honcharenko, V. Zhylalova, S. Sysoeva and others. Certain aspects of the professional training of future pharmacists have been explored by I. Boichuk, B. Bobruk, V. Hromovyk, I. Zupanets, L. Kaitalova, A. Kotvitska and V. Slipchuk. The problem of developing communicative competence has been thoroughly studied in the works of S. Honcharenko, O. Dakhina, A. Markova, V. Slipchuk and others. Modern approaches to the issue of competence are explored by A. Vasyliuk, L. Kaidalova and O. Ovcharuk. The issue of professional training based on the competency approach is addressed in the research of H. Anishenko, N. Bibik, N. Vasylieva and A. Mykhailychenko. The definition of key competencies is presented in the works

of A. Zimnia, H. Salevko, P. Tiatiakov and others. The importance of developing the communicative component of professional competence in future pharmacists is highlighted in the scientific works of N. Alokhina, I. Boichuk, N. Honcharenko, L. Kaidalova, I. Koniashyna, H. Semychenko, D. Kharchenko. However, researchers emphasize the leading role of professionally oriented interdisciplinary subjects in the process of forming communicative abilities and skills.

At the same time consideration of the problem of forming professional competence of future pharmacists led to the possibility of identifying a number of contradictions between: the objective needs of modern society for highly qualified specialists in the pharmaceutical sector, capable of carrying out social and cultural activities, and the real level of formation of the relevant competence; the need to improve the ways of forming professional competence of pharmacy students and the uncertainty of the pedagogical conditions of the specified process; the need to implement an integrated approach in the direction of forming the studied competence and the insufficient level of scientific, theoretical, organizational and methodological support for the process of training future specialists.

In this regard, there arises a need to substantiate the content of professional competence, to determine a set of pedagogical conditions that ensure its effective development among future pharmacists in the process of professional training. An analysis of the state of the studied problem shows that the formation of professional competence in future pharmacists during their professional training has not yet become the subject of separate research in terms of its systemic study.

The purpose of the article is to scientifically substantiate the theoretical and methodological foundations for developing the professional competence of future pharmacists, and to identify the pedagogical conditions, methods and technologies that ensure its effective development in the process of professional training.

According to the purpose, the research objectives are defined as follows:

- to analyze scientific and theoretical approaches to concept of professional competence of future pharmacists;
- to determine the structure and components of professional competence;
- to substantiate the pedagogical conditions for the effective development of professional competence in the process of professional training;

- to explore innovative technologies and teaching methods that promote the development of professional skills and abilities of future pharmacists;
- to evaluate the effectiveness of the proposed pedagogical conditions and methods within the system of pharmaceutical professional education.

In the course of the research, methods of analysis of scientific literature, comparative analysis of pedagogical practices, generalization of the experience of teaching pharmaceutical disciplines, as well as elements of a pedagogical experiment (observation, student questionnaires, analysis of educational cases) were used.

Presentation of the main material. Communicative competence as a component professional competence is necessary for realization of student's personality in any area of professional activity in the modern labor market. Professional competence manifests itself in a wide range of activities, and its significance increase under the conditions of growing information flow and the expansion of sociocultural connections. Communication arises in situations where it is necessary to understand another person and to build productive joint action. Under the conditions of study and professional training communication is an essential mechanism for the development of thinking, speech culture and professional communication, as well as for the full organization of independent work among young people.

O. Yesina believes that "competence" is a systemic concept that has its own structure, levels, functions, specific characteristics and properties. Competence is an integrated system of knowledge, skills, abilities and values necessary for professional and social activity and for the development of the individual, which they are required to learn and demonstrate upon completion of part or all of the curriculum [1].

M. Mruga defines professional competence as the ability of a specialist, from the beginning of their professional activity, to successfully meet the social requirements of the medical profession by effectively and properly performing the tasks of medical practice and demonstrating personal qualities necessary for this, mobilizing relevant knowledge, abilities, skills, emotions and relying on internal motivation, attitudes, moral and ethical values and experience, as well as awareness of their knowledge and skills and the ability to apply them in professional activity [2].

I. Pometun, in turn, emphasizes that "competence" is integrative concept that includes such aspects as readiness for vocation, readiness for evaluation, for action and readiness for reflection. The professional qualities of specialists in any field are determined by

a complex of knowledge, skills and abilities acquired in the corresponding institution of higher education. The ability to implement them in the modern labor market is primarily assessed by employers and the demand for young competent specialists capable of functioning in the European social and economic space has encouraged most scientists and educators to believe that the training of future professionals should be carried out on a new conceptual basis within the framework of a competency-based approach [3].

According to V. Moskalenko, I. Nyzhenkovska and O. Velchynska, the professional competence of a pharmacist is an integrated characteristic of a specialist's personality that includes the ability to perform professional functions with dignity and to effectively provide the population with the necessary medicinal products. An important role is played by the personal component, which is formed based on the presence of future motivation. It is necessary to work on personal aspirations, goals, interests, the study of professional disciplines, desire to creativity in professional activity, objectivity and self-criticism in assessing the achieved level of one's own professional competence [4].

The analysis of scientific research has shown that scholars have paid considerable attention to identifying the components of professional competence of future pharmacists. Based on their generalization, the following components are defined:

- special competence, which includes knowledge of pharmaceutical, therapeutic, medical, technical characteristics of pharmaceutical goods and services;
- managerial competence – includes knowledge of the laws and rules of pharmaceutical business development and team formation;
- psychological competence – based on knowledge of the psychology of communication with partners in the pharmaceutical market, consumers of pharmaceutical goods and services;
- legal competence – determined by knowledge of the regulatory legal framework for pharmaceutical activities and degree of responsibility for its failure to comply [5, p. 93].

The specifics of professional competence of future pharmacists are determined taking into account the following aspects: 1) providing qualified, high quality accessible pharmaceutical care to representatives of various categories of the population; 2) formation of trust to the professional activities of pharmacists and improving the status and image of the pharmaceutical profession in society; 3) insuring guarantees of the safety of the use of medicines and medical

devices by various categories of the population; 4) promoting the treatment process, preserving the health of representatives of various categories of the population, in particular disease prevention; 5) adherence to the norms of pharmaceutical ethics and deontology, constant improvement of the level of professional knowledge, skills and abilities [6].

Therefore, we define the professional competence of future pharmacist as a personal and professional formation characterized by the ability of individual to interact with different categories of the population in order to provide information on the rational use of medicines, disease prevention, preservation and strengthening of health based on acquired knowledge about social and cultural spheres of life, value orientations and personal qualities, that are formed and developed in the educational environment of a pharmaceutical institution of higher education.

Competence in the professional training of a pharmacist can be realized if the future specialist has personal competencies, which will determine his ability to perform certain professional functions regarding the qualified provision of medicines to the population. An important role is played by the personal component, which is formed on the basis of the future pharmacist's motivation and need to work, personal aspirations and goals and interest in study of professional disciplines; striving to creativity in professional activities, objectivity, self-criticism in assessing achieved level of development of one's own professional competence. At the same time, the system of acquired theoretical and methodological knowledge in the humanitarian and socio-economic, fundamental and pharmaceutical disciplines is extremely necessary to ensure professional activity and communication [7].

Studying the training of pharmacists I. Boychuk identifies three groups of pedagogical conditions:

- organizational (determine the specifics of the content, means and methods of the educational process; means of controlling the quality of knowledge and skills; development and implementation of industry standards, ensuring “three subjects interaction” educational institution – student-employer);
- methodological (staffing, educational and methodological support);
- psychological and pedagogical (determined by the subjective relationship between the teacher and the student, motivation to master the future profession, value orientations and attitude towards the future profession, a system for monitoring specialist training, individualization and differentiation of training) [8].

Thus, in accordance with the selected pedagogical conditions, a feature of professional training of pharmacists will be an effective combination of theoretical and practical training, which is implemented during the training period in the forms of compositions of content lines and logical arrangement of educational components with mandatory adaptation to the conditions of study in higher education institution and mastery of future professional activities. The creation of such a system of professional training content will allow future specialists to effectively master professional competence in a higher education institution and improve it throughout their lives in the future.

An important component of the training of future pharmacists is acquisition of communication skills, which involve the ability to understand interpersonal relationships, adequately perceive communication situations, adaptability and sociability. For professional pharmaceutical activity it is necessary to teach students a creative approach to solving specific organizational research, analytical and communicative tasks; to develop in them the ability to self-improvement and self-development.

A focus on cooperation and critical forecasting of activity results and relationships will help future pharmacists perform their work with dignity. It is necessary to develop in students the ability to apply knowledge and skills, a desire for self-knowledge, an aspiration for professional growth and the formation of an individual working style [9].

The structure of the professional competence of a pharmacy specialist includes the following components: motivational (awareness of the need for continuous improvement of the level of professional competence, revealing one's creative abilities and potential); cognitive (mobility of knowledge, mastering new information for successful application in the conditions of professional activity, awareness of the need for continuous self-improvement); personal (flexibility and critical thinking, a specialist must not only be aware of the essence of a problem but also be able to solve it effectively in various standard and non-standard situations, be capable of choosing the most optimal solution under given conditions at a given time and take responsibility for it); communicative (the ability to communicate constructively with patients, their relatives, doctors colleagues and partners); control-reflective component (the ability to reflect on one's own activity, regulate one's

emotional state and behavior). The formation of professional competence among specialists in the pharmaceutical field determines their ability to effectively perform professional activities [10].

The modern pharmaceutical industry requires specialists who are able to maximize their professional potential, demonstrate mobility, flexibility and competitiveness in the labor market. Professional competence is a personal formation that integrates cognitive, analytical and communicative process and ensures the development and self-improvement of the individual. It consists of experience, theoretical knowledge, practical skills and personal qualities that ensure effective professional performance, as well as the ability to solve problems of various complexity based on acquired knowledge and experience [11].

Thus, the process of forming professional competence in future pharmacists takes place under conditions of a constantly increasing volume of scientific and practical information, changing requirements for their psychological culture, which necessitates the use of advanced teaching methods.

Teaching experience allows determining the most promising methods for developing the professional competence of pharmacists namely: group learning activities, which are a form of organizing education in small groups united by a common learning goal, where the teacher manages the students' work indirectly – through the tasks he or she sets for the group's activity; interactive learning technologies, collective learning technologies, group learning technologies, business games, role-playing, brainstorming and discussion-based learning, which serve as important means of cognitive activity in the learning process.

Conclusions. The main criterion for the quality of training future specialists is professional competence, which ensures the effectiveness of professional activity. Professional competence is an integrated complex and dynamic phenomenon that combines not only knowledge, skills and abilities but also personal qualities, general, cultural indicators and the ability to perform professional duties. The basis of professional competence is professional aptitude, which represents the totality of a person's psychological characteristics, communication skills and abilities necessary for effective professional activity. Prospects for further research involve identifying models for the formation and development of pharmacists' professional competence.

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