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ЗАПОРІЗЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ**

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**Інновації медичної освіти: перспективи, виклики та можливості:
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SHAPING THE ETHICAL COMPETENCE OF FUTURE PHARMACISTS

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Introduction. An employee of the pharmaceutical industry is a multifaceted specialist with high moral and ethical values, ready to help in any difficult situation. And in today's realities, when hostilities are taking place all around, Ukrainian pharmacists are responsible for their duties. The ability to train a specialist is important in this case. A specialist who is capable of constantly improving his level of professional knowledge and self-development. All this makes it possible to ultimately provide qualified pharmaceutical care and, in some difficult cases, even save lives. This is stated in the regulatory and legal documents that regulate the educational process in Ukraine. This is also stated in the Ethics Code of Pharmacists of Ukraine.

Among the wide variety of factors that influence the final professional development of a pharmacist, there is a particular focus on the human element [1, p. 113]. This component ensures that spiritual and cultural aspects are actively incorporated into future professional activities [1, p. 114]. The need to take into account aspects of pharmaceutical ethics and deontology is due to the need of modern society for highly qualified specialists.

According to the results of the scientific analysis of literary sources, the meaning of such a concept as "ethical competence" was clarified and its role in the formation of the future pharmacist was determined [2, p.15; 3, p. 84-88; 4-6]. And in this situation the question arises regarding the correspondence of the practical needs for a highly qualified specialist at the current stage of development of the pharmaceutical industry and the real level of the formed relevant competence [1, p. 115-116; 2, p. 16]. The specified situation dictates the need to substantiate the content of the specified

competencies and to create the necessary pedagogical conditions that will ensure it [1, p. 117-118].

The analysis of the development status of the most varied aspects of the investigated problem determined the fact that the issues of formation of ethical, deontological and axiological competences deserve heightened attention and require systematic review.

The process of competence development is a step-by-step sequence of activities that takes place throughout life and forms a symbiosis with the activities of the professional during his or her duties [7, p. 2].

Professional competence is the intelligent use of communication, knowledge, technical skills, clinical thinking, logical reasoning and life values in the day-to-day workflow for the benefit of the individual and society [7, p. 2].

The aim of the study was to theoretically justify the effectiveness of the implementation of the formation models of ethical and deontological competences of future pharmacists during training.

The declared objective allowed to form the following tasks:

- to fulfill a theoretical analysis of the researched problem;
- to clarify the content of the studied competence;
- to determine the structural components and levels of formation of the studied competence;
- to justify pedagogical conditions that ensure the formation of ethical and deontological competences in future specialists of the pharmaceutical industry.

The following theoretical methods were used in the research: analysis of scientific sources that highlight the specified problem; specification and systematization of scientific views on the investigated competence.

Primarily, it is necessary to define the meaning of the concept of "competence". In accordance with the Law of Ukraine "On Education", this concept is defined as a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values and other personal qualities, which determines a person's ability to successfully socialize, conduct professional and/or further educational activities [5]. The

Dictionary-handbook of professional pedagogy provides a definition of competence: it is a complex of knowledge, abilities and skills necessary for effective professional activity: the ability to analyze, predict the consequences of professional activity and make use of information [6, p. 85].

The following types of professional competence are known: activity-based (professional excellence); personal (the ability to solve non-standard tasks and the capability to self-learning); individual (the capacity for master self-development techniques and the ability to be creative).

Ethics, which is able to regulate the social and natural in the subject of life through the awareness of their balanced influence on him, today is the mediator between the general regulatory requirements for the pharmacist and the tactics of his professional behavior, and acts as an important factor in the formation of personality.

Ethical competence is an indicator of the professional and personal readiness of a pharmacist to work in a pharmacy, because the performance of any professional duties has a moral meaning. Therefore, in the modern conditions of the implementation of the new educational program, the function of the key competence of the future pharmacist is the process of forming ethical competence at the preparation stage in a higher education institution.

In general, ethical competence is a dynamic formation of a meaningful, personal and activity-based character, which is a system of interconnected components. These components include cognitive, personal and operational-processual components [4, p. 1-2]. The analysis of the presented structure allowed us to distinguish two forms of its manifestation: static and dynamic.

The static form characterizes the level of formation of moral values and principles of the individual and reflects his existing ethical level. The dynamic form manifests itself in the ability to react calmly and deliberately in various stressful situations without violating the rules of pharmaceutical ethics. This fosters a supportive atmosphere for self-improvement, choice of professional and personal orientations and ways of interacting with all those involved in the workflow of the pharmaceutical organization.

The ethical competence of the future pharmacist is formed through the interaction of its static and dynamic forms, which are gained by the future specialist in the process of training. Ethical competence is the main regulator of a future pharmacist's actions, which is firmly embedded in their habits, lifestyles and thinking, and has a direct impact on their psychological well-being. It is therefore advisable to define the components of ethical competence as system education by means of complex characteristics such as cognitive, personal and operational-procedural.

The ethical component of pharmaceutical activity, which regulates the pharmacist's interaction with the customers of the pharmacy, is an entity that is difficult to formalize, and which is characterized by the presence of a large number of factors that must be taken into account in the decision-making process. Thus, ethical competence as an invariant characteristic can be considered, on the one hand, as a system of professional norms and rules of behavior of a pharmacist, which can be practiced in the process of contextual learning, on the other hand, as a psychological tool of pharmacist influence through personal behavior on a pharmacy client.

The presence of ethical competence in the structure of professional competence expands the professional capabilities of a pharmacist and manifests itself as the ability to effectively construct a work process and interact with all participants of pharmaceutical activity. In doing so, ethical behavior cannot be seen as an algorithmic action. Levels of completed formation of ethical competence of a future pharmacist are expressed through a system of criterion-indicative attributes. Among such topics, special attention is paid: reliance on initial moral principles in pharmaceutical activity, ability of the student to demonstrate moral flexibility and search for rational solution of non-standard situation task, willingness to use a non-standard variant of behavior.

It should be noted that the appropriateness of a common ethical field is related to the possibility of influencing not only the intellectual sphere of the future pharmacist, but also his or her emotionality. As a result, it makes it possible to activate the emotional and imaginative perception of the phenomena of life, develop the capacity for empathy and form conditions for reflecting on one's inner state.

The full-fledged formation of personality is possible only when the needs and motives arise in the process of not only assimilating and logically comprehending the material, but also empathizing, living the actions, changing the personal status of the student from a passive consumer of spiritual values to the status of a socially active co-participant of spiritual life. The internal dynamics of ethical competence formation among pharmaceutical students are latent. Therefore, identifying the moral judgments of future pharmacists provides an opportunity to monitor and adjust the level of maturity of their ethical competence in the static phase as a potential readiness to perform dynamic ethical action, develop emotional sphere, creative position, consolidate the skills and abilities of ethical behavior and transform them into individual-humanistic influence.

In order for a future pharmacist to acquire qualities attributable to the subject of ethical culture, all the contents of ethics education must be implemented in the training process. Since the practical implementation of all the components of ethics education requires direct active participation of the student himself as a subject of ethical activity, so they all manifest through the functioning of the subjective component, which in turn provides subjectivity of the ethical culture of the future pharmacist. And this subjectivity of ethical culture is manifested in the form of the ability to creatively build the work process in accordance with ethical norms.

The subject matter component focuses the internal functioning of ethics education in a higher education institution in line with its objectives, which aim to build the ethical competence of the future pharmacist.

Building ethical competence is therefore a multicomponent and gradual process. The ethical content of each stage ensures the creation of conditions for the inclusion of future pharmacists in the relevant activity, in which the elements of ethical competence are formed. At the actualization stage, the future pharmacist realizes the need to develop ethical competence and actualize his personal potential. The goal of the technological stage is the development of communicative and ethical skills in the structure of the professional activity of the future pharmacist. At the creative stage of

the formation of ethical competence - the self-development of the ethical component of the student's personality structure. The corrective phase is aimed at developing strong value orientations.

Conclusions. The formation of ethical competence of a future pharmacist is ensured by the purposeful implementation of a set of necessary pedagogical conditions in the training process. In the process of updating the values and content of ethical standards, the future pharmacist becomes a subject of ethical activity and is able to reflect on and freely choose a goal and the means of achieving it. Also, the process of learning ethical norms allows you to creatively operate on the obtained results of cognitive search, to critically appraise their own actions, to be aware of the need to engage with other actors through dialogue and cooperation.

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**METHODOLOGICAL ASPECTS OF TEACHING THE DISCIPLINE
"HISTORY OF MEDICINE AND PHARMACY"**

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In the history of science and university education, one can trace a constant change in the balance in favor of natural sciences or social and humanities. One of the acute problems of the last decade in the educational space of Ukraine is the reduction of hours for the study of social and humanitarian disciplines in the system of training masters in the specialties of medicine and pharmacy. Most of these disciplines, in particular "Logic", "Ethics and deontology", "Sociology", "Religious studies" and others, have the status of optional and optional subjects [3]. However, in the system of higher medical and pharmaceutical education, it retains its importance and is a mandatory discipline, where the humanitarian component only strengthens its position over time. We are talking about the history of medicine. A. E. Afanasyeva notes that "... the traditional history of medicine and pharmacy was focused on the description of biographical data about famous doctors and the development of medical institutes, ... the latest history of medicine, which appeared in the 1970s, placed medical theories and methods of disease treatment in a broad social and cultural context. Thus, the history of medicine and pharmacy from a specific, narrowly professional area, which was created by doctors and for doctors, turned into the most important part of the history of any society" [1, p. 487]. The specifics of the historical era and the activities