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**DEVELOPMENT OF PROFESSIONAL COMPETENCE OF
PROSPECTIVE SPECIALISTS PHARMACEUTISTS**

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The research analyzes the problems of formation of professional competence of future specialists of pharmacists. The complex of pedagogical conditions for the formation of professional competence of future specialists of pharmacists is theoretically substantiated and experimentally tested. The methodological benchmarks for the study are selected: a systematic approach ensuring the study of the process of training specialists as integrity and reflects the internal unity of education (systemic, structural, autonomous); activity, person-oriented, competence and technological approaches to the learning process and its individual components. The structure of formation of professional competence of a pharmacist is revealed, criteria and levels of its formation are defined. The pedagogical conditions and technology of the future pharmacy professional training have been developed and experimentally tested.

Key words: pharmacist's professional competence, innovative technologies, pharmacist's professional training, specialist, professional activity.

Коняшина І. Б. Формування професійної компетентності майбутніх фахівців фармацевтів/ Центральноукраїнський педагогічний університет ім. В. Винниченка, Україна, Кропивницький

У дослідженні проаналізовано проблеми формування професійної компетентності майбутніх фахівців фармацевтів. Теоретично

обґрунтовано та експериментально перевірено комплекс педагогічних умов формування професійної компетентності майбутніх фахівців фармацевтів. Методологічними орієнтирами дослідження обрані: системний підхід, що забезпечує дослідження процесу підготовки фахівців як цілісності та відображає внутрішню єдність освіти (системність, структурність, самостійність); діяльнісний, особистісно-орієнтований, компетентнісний і технологічний підходи до процесу навчання й окремих його компонентів. Розкрито структуру формування професійної компетентності фармацевта, визначено критерії та рівні її сформованості. Розроблено та експериментально перевірено педагогічні умови та технологію професійної підготовки майбутнього фармацевта.

Ключові слова: професійна компетентність фармацевта, інноваційні технології, професійна підготовка фармацевтів, фахівець, професійна діяльність.

Statement of problems. Continuous development of socio-economic changes in Ukraine, organization of the new type of education places essentially new demands concerning the process of training prospective specialists (pharmacists).

The profession of a pharmacist is socially important, is it focused on health maintenance and health promotion, disease prevention, thus it possesses its defining characteristics.

One of the main forces which influence content and technology of training professional pharmacists is integration of the higher education in the world system, in the same time keeping and maintaining achievements and traditions of the Ukrainian high school.

Primary target of the higher educational establishments' practice, in particular colleges, is training an educated and creative specialist, oriented toward personal and professional self development, as well as developing a value system, in which human health and health maintenance is the main priority.

Literature review. The issue of competence is thoroughly researched in works by S. U. Honcharenko, O. M. Dakhin, A. K. Markov, V. L. Slipchuk et al. Modern approaches to the problems of competence are studied by A. V. Vasyliuk, L. H. Kaidalova, O. V. Ovcharuk. The issue of professional training on the basis of competency building approach is considered in works by V. M. Anishchenko, N. M. Bibik, M. P. Vasylieva, N. V. Demientiev, A. M. Mykhailychenko et al. Definition of the key competencies is given in works by I. A. Zymnia, E. H. Islamhaliiev, H. K. Selevko, P. I. Tretiakov, L. V. Fillipova, A. V. Maletskyi et al.

Purpose of the article is: development of professional competence of prospective specialists (pharmacists) and objectivation of modern tendencies in handling of these issues.

Statement of basic materials: transition to market relations, complication of the economic affairs, as well as an intensive development of the manufacturing forces leads to the necessity of training qualitative competent achievement-oriented innovative creative potential of the specialist.

The ultimate message of the conception of higher education is training a qualified employee of the relevant level and specialization, competitive at the labor market, competent, responsible, who has excellent skills in his profession and is up to speed in the support industries, able to work effectively in his field up to world standards, ready for constant professional updating, social and professional mobility.

Every individual needs motivation for qualitative and creative work. One of the main problems in training a special in any field is lack of motivation.

Global experience of economic management of the countries, which have achieved stability in economy, proves that economical and social progress depends on individual's creative activity, their willingness to work with high efficiency, enthusiasm, striving for constant maintenance of knowledge and their implementation in workflow rather than on systems of quality control, industry engineering and material equipment. Currently the top-priority belongs to development of innovative activity, which requires new progressive knowledge, qualification experience and high professional competency, skills of the staff members [5, p.4].

The present situation in the country implies that a young professional working in one's exercise of profession practically always has to use one's professional knowledge as well as to be competent in other fields. In prospect one will have to repromote one's qualification constantly, gain additional knowledge and skills.

Viewing professional competence as possessing knowledge, skills, standards, necessary for fulfillment of professional duties and having psychological qualities, includes knowledge, know-how and skills, unity of training in theoretical knowledge acquisition and practical field experience. Development of professional competence of prospective pharmacists lasts during all the professional becoming of an individual and specialists' professional activities.

For prospective pharmacists competency building approach involves mastering and developing during training a set of key, industry-wide and object competences, which determine their successful professional activity. Professional competencies include knowledge, skills, initiativity,

cooperation, ability to work in a team, communication skills, ability to study, to estimate, to think logically, to select and use specific information.

Psychologists and educators, researching the issue of professional competence, describe it as a complex and integrated personal formation which has many constituents [8, p.136].

The modern pharmaceutical field needs a specialist, able to make maximum use of his potential, mobility, to show flexibility, competitive performance and professional competence. Professional competence of a pharmacist, as well as of a pharmaceutical sales representative, is a personal formation which provides specialist's qualitative professional performance and includes analytical and communicatory process, ensures the process of development and self-improvement of a personality. It consists of experience, theoretical knowledge, practical skills, personal qualities, which ensure an effective fulfillment of professional activities, ability to tackle the problems of varying complexity on the basis of one's knowledge and experience.

As the practical experience shows, nowadays a new unit of measurement of a specialist's professional training is required, as knowledge, know-how and skills cannot in full demonstrate and define the quality standard of higher education, that is to satisfy the requirements of the modern socio-economic conditions and the requirements of the enterprises. However professional knowledge, know-how and skills are the key categories, important constituents of the notion of "professional competence". Knowledge, acquired by a prospective specialist in the process of training, have a personal meaning, become a creed, a motive of his behavior, which is manifested in practical activity.

A competent specialist is also an individuality, who is aware of unity of theoretical and practical preparedness and projects one's future. Consequently, knowledge, know-how and skills are a work method, matter

for personality formation, what is more, knowledge is defined not only as a certain information scope, but also as concept of the world, which is superimposed on personal social, cultural and spiritual experience of an individual.

According to V. A. Adolf [1], A. K. Markova [6], L. M. Mitina [7], N. F. Talyzina [10], general description of professional competence proves that it presumes individual's involvement in the general world of values, and namely in this space a person fulfills oneself as a specialist, as a professional. At a fundamental level of the concept of professional competence underlies the idea of upbringing a competent specialist, who has all the necessary knowledge, skills and know-how and is able to function relevantly in respective situations. In the conditions of competition a specialist's main priorities considering professional competence are ability to adjust to rapid changes and new demands of the labor market, to be knowledgeable as for information, to be able to analyze it, to work actively, to make decisions quickly and study lifelong [11]. As we see it, a specialist's professional competence is a complex integrated, intellectual, professional and personal formation, which develops in the process of one's professional training in the educational establishment, is manifested, expands and improves during one's professional activity; efficiency of the actualization of the latter essentially depends on all sorts of one's theoretical, practical and psychological readiness, personal and psychological qualities, perception of the goals, values, content and peculiar properties of this activity.

Analysis of psychological and pedagogical literature proves that professional competence in most cases is viewed as one of the stages of professionalism, in other words as a system of knowledge, skills, know-how, work methods, psychological qualities, necessary for professional activity.

While on this subject, we explain that professionalism of the activity displays its essence as the art to shape by means of one's professional

activity a productive result, to solve professional, social and personal problems; psychological and personal trait, which is characterized not so much by professional knowledge and skills, as by ineffable art of professional problem definition and resolution, specific understanding of reality altogether and complex situations of practice [3].

On the basis of analysis of psychological and pedagogical literature we emphasize certain definitions, which characterize the notion of professionalism most comprehensively: measure and degree of efficiency reached by an individual in the process of one's activity, when an individual mounts the upper extent of mastership, becomes a thought leader, a maestro in one's field [4, p. 256]; integral characteristic which implies a high level of a person's professional activity and individual's maturity [9, p. 274].

Thus, "professionalism" is considered as the result of organizational and task-oriented activity, which includes molding of personality who possesses a high level of professional competence and is able to solve social, professional and personal issues with a good result.

According to the psychological classification, the profession of a pharmacist belongs to the "person – person" type in which communication acquires professional significance. Pharmacist's effective communication is defined by the level of maturity of his communicative competency.

Quality of service for pharmacy shoppers is the straight tendency of development of competitive environment which influences the way how pharmacists fulfill their professional duties. Therefore specialists have to possess all the respective professional competencies, which give them an opportunity to be self-confident, on which depends their competitive performance.

Communicative competency is an important constituent of professional competence, which has its specific character in a respective field.

Alokhina N. V. claims that an essential constituent of professional competence is communicative competency which creates social and psychological basis of interaction and promotes individual's intensive integration in professional activity, providing the quality of its result [2, p. 54].

Analyzing scientific research it is possible to observe in modern science the existence of different approaches to a specialist's communicative competency. One of the structures is a three-component structure of communicative competency, developed by B. Spitzberg and W. Cupach [12]. As the scholars view it, structural components of an individual's communicative competency include knowledge (awareness which communicative behavior is the most suitable in the given situation), skills (ability to use such behavior in the given context) and motivation (striving to effective and competent communication).

As a result, communicative competency unites life values, motives, knowledge, know-how and skills, traits and personal qualities of an individual. The most essential constituents include ability and readiness to come into contact with people, to communicate, to control one's emotional state, to resolve a conflict etc. Herewith it is important to have a reasonable self-esteem and to evaluate other people in an unbiased way. Communication is effective when a person is targeted at a positive conversation, is able to analyze one's own actions and partners' actions in communication [2, p.53].

Communication takes a particular place in pharmacists' professional activity. On the way how correctly they organize communication with customers depends the result of their professional activity, relations with the representatives of different pharmaceutical organizations and pharmaceutical institutions, psychological climate in the team.

Conclusion. The essential condition of development of professional competence of prospective specialists (pharmacists) is individual's successful personal development, one's expanding and intended interpersonal experience which is organically bound with standards of interpersonal behavior and specialist's intelligence. Communicative competency based activity of the specialists in pharmaceutical field implies having certain knowledge in psychology and ability to use it in practice.

Thus in our point of view the notion of "professional competence" includes unity of the prospective specialist's theoretical and practical readiness for professional activity, based on professional knowledge, know-how and skills. It implies a person's conscious striving for chosen professional activity, provides its effective fulfillment and gives a possibility to tackle problems of various complexity on the basis of actual knowledge and experience.

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