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This issue of Scientific Collection «InterConf» contains the International Scientific and Practical Conference. The conference provides an interdisciplinary forum for researchers, practitioners and scholars to present and discuss the most recent innovations and developments in modern science. The aim of conference is to enable academics, researchers, practitioners and college students to publish their research findings, ideas, developments, and innovations.

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TRAINING OF STUDENTS FOR THE KROK 1. PHARMACY LICENSED

Introduction. Many countries have followed the path of creating unified national exams, which should guarantee a high level of training of pharmaceutical professionals [1]. A powerful internal system for assessing students' knowledge at all stages of education has also been created in higher educational institutions of Ukraine, which train future pharmacists. Licensing exams play an important role in the system of assessing students' knowledge. Since 2009, licensing exams have become an integral part of quality control of pharmaceutical education in Ukraine.

It should be noted that after the introduction of licensed exams, they have become a serious challenge for both students and teachers, and remain so to this day.

A review of the data presented in the analytical reports of the Testing Center at the Ministry of Health of Ukraine [2] indicates an extremely threatening situation with a number of licensing exams, in particular "Krok 1. Pharmacy". Such disappointing results could not fail to attract the attention of higher education administrations and teachers who are interested in maintaining the contingent of students, improving their skills, and encouraged the development of a strategy to improve the results of the licensing exam " Krok 1. Pharmacy". Usually such strategies are reduced to the modification of the educational process in the disciplines included in the licensing exams, including physical and colloid chemistry, namely: the introduction of mandatory testing in each practical lesson, detailed analysis of tests on practical classes, introduction of additional classes, usually lectures devoted entirely to the preparation for the licensing exam [3, 4].

In our opinion, such methods have significant disadvantages. In most cases, paying considerable attention to test tasks during practical classes has a negative impact on the learning process, as there may not be enough time for laboratory work and detailed discussion of the lesson topic. Regarding specialized lectures, this approach, according to a number of works, is effective [4], but we should not forget that any amount of pedagogical workload associated with the preparation for licensing exams in the curriculum is absent.

In such conditions, the independent work of students is especially valuable, who are also certainly interested in successfully passing the licensing exam, but such work needs support from teachers. Such support is the development of online courses, software and content that allow students to take tests remotely, receive test comments, references and answers to questions. [5]. Despite this, there is currently no perfect system for online preparation for licensing exams.

The goal of the work. Given the above, we strive to conduct a comprehensive analysis of data obtained during the work of students, such as testing time, number of attempts, execution dynamics, use of comments, and so on.

Main part. The presented work is devoted to the improvement of online forms of teaching students of physical and colloid chemistry. We analyzed the dependence of the number of tests and their effectiveness on the day of the week and time of day. This information will allow you to plan in more detail the support of students of online teachers of the department. The study was conducted in the period from February to September 2020 (the period of active preparation for the licensing exam "Krok 1. Pharmacy" and its re-assembly). During this period, students performed 854 tests on subtests in physical and colloid chemistry. Of these, 82 in February, 98 in March, 256 in April, 393 in June, 3 in July, 21 in August and 1 in September.

This distribution is due to the peculiarities of the organization of the process of preparation for exams, at the end of April students take difficult exams (intra-university), and in June - a license exam. The relatively small number of tests in August is probably due to preparation for re-taking the exam. Thus, it is possible to determine the periods when teachers of departments should pay special attention to the advisory support of students.

Analysis of the dependence of the number of tests on the day of the week showed that the largest number of tests took place on Tuesday and Wednesday. This is quite predictable, because at the end of the week students get tired, and on Monday they adapt to the beginning of a new school week. The dependence of the effectiveness of testing on the day of the week can be traced, but, in our opinion, is not indicative.

Analysis of the dependence of the number of tests and their effectiveness on the time of day allowed us to draw the following conclusions: the largest number of test attempts is expected in the period from 17:00 to 00:00, and the peak download of the online system took place between 21:00 and 23:00. This fact causes some problems with the organization of online support for students by teachers in real time, as teachers are not currently working.

It was also extremely interesting to note that students are actively taking tests at a time when they have scheduled lessons, which is possible given that the system we have developed supports mobile platforms. This fact can not be considered positive, because if we assume that students use the online system during breaks, it does not allow them to completely relax, and if during classes it harms the learning process.

Conclusions. The results allow us to assert the high demand for students of online forms of education in general and systems of preparation for licensing exams in particular. Data analysis revealed periods of the highest load of online systems, which will allow you to more effectively plan the strategy of online support for students by teachers.

At the same time, the results of the study indicate a questionable possibility of implementing student support in real time, as the peak of student activity does not coincide with the working hours of teachers. It is more likely that the support organization will be effective, the teacher's answer or explanation will be sent to the student's e-mail or personal account in the testing system.

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