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ASPECTS OF THE DEVELOPMENT OF CREATIVE THINKING OF THE FUTURE PHARMACIST FOR FOREIGN LANGUAGE CLASSES

Chornous Vira Petrivna,

Candidate of Pedagogical Sciences,

Associate Professor at the Department of Social and Humanities Sciences

Municipal Institution of Higher Education «Rivne Medical Academy» of Rivne Region Council

ORCID ID: 0000-0003-3756-1269

The article deals with the development of creative thinking of the future pharmacist in modern educational conditions. The concept of the individual as a subject of the transformation of society, nature and oneself and creativity as a specific form of human activity is highlighted, the features inherent in the creative individual, as well as the conditions and factors that insure its formation and development in the learning process, are explored.

The theoretical and practical aspects of the formation of creative thinking of future pharmacists are revealed. Based on the analysis of scientific works the essence of the concept of "creativity" is considered, which is defined as a set of abilities, knowledge, skills, attitudes, values and communicative experience of an individual, necessary for understanding others and producing one's own programs of speech behavior, goals, spheres, situations of communication. It has been established that creative thinking is one of the components of the professional culture of a medical specialist.

In the process of conducting a scientific study, it was found that when choosing an educational technology for studying the discipline "Foreign language" by students of higher pharmaceutical education, it is necessary to ensure its compliance with organizational, content, social, psychological and humanistic conditions.

It is emphasized that the solution of social and psychological problems deserves special attention, namely: personality development in group educational interaction, research on the influence of educational processes on the success of education, the formation of foreign language communicative skills, which involves the organization of pedagogical subject interaction with a high degree of intensity of foreign language communication; orientation to interpersonal communication and influence on the psychological and social structure of the personality of the future pharmacist; focus on the creative nature of educational activities, development of critical thinking of future specialists of higher pharmaceutical education; availability of motivational readiness for professional interaction; development of personal reflection and self-control; orientation of types of educational activities to real situations and connection with modern events; creating conditions for communicative environment, which in general has a positive effect on the results of creative training and significantly increases the level of foreign language communicative competence of future specialists of the pharmaceutical industry.

It was determined that educational, grammatical and practical methods, communicative and developmental technologies increase the effectiveness of learning a foreign language; person-oriented learning of foreign languages provides the necessary conditions for the activation of cognitive and speech activity of the future specialist of higher pharmaceutical education, which gives an opportunity to understand new language material and practice for the formation of necessary foreign language communication.

Key words: *creativity, creative thinking, foreign language communicative activity, pharmaceutical education, future medical worker.*

Віра Чорноус. Аспекти розвитку творчого мислення майбутніх фармацевтів на заняттях з іноземної мови

У статті розглядаються питання розвитку творчого мислення майбутнього фармацевта у сучасних освітніх умовах. Висвітлено поняття особистості як суб'єкта перетворення суспільства, природи і самої себе та творчості як специфічної форми діяльності людини; досліджено риси, притаманні творчій особистості, а також умови і чинники, що забезпечують її формування і розвиток у процесі навчання.

Розкрито теоретичні та практичні аспекти формування творчого мислення майбутніх фармацевтів. На основі аналізу наукових праць розглянуто сутність поняття «творчість», яке визначається як сукупність здібностей, знань, умінь, навичок, ставлень, цінностей та комунікативного досвіду особистості, необхідних для розуміння чужих та продукування власних програм мовленнєвої поведінки, цілей, сфер, ситуацій спілкування. Установлено, що творче мислення є одним зі складників професійної культури фахівця медичного профілю.

У процесі проведення наукового дослідження з'ясовано, що під час вибору навчальної технології для вивчення дисципліни «Іноземна мова» здобувачами вищої фармацевтичної освіти необхідно забезпечити її відповідність організаційним, змістовим, соціально-психологічним та гуманістичним умовам.

Підкреслено, що на особливу увагу заслуговує вирішення соціально-психологічних проблем, а саме: розвиток особистості в груповій навчальній взаємодії, дослідження впливу освітніх процесів на успішність навчання, формування іншомовних комунікативних навичок, що передбачає організацію педагогічної суб'єкт-суб'єктної взаємодії з високим ступенем інтенсивності іншомовного спілкування; орієнтація на міжособистісне

спілкування і вплив на психологічну і соціальну структуру особистості майбутнього фармацевта; орієнтація на креативний характер навчальної діяльності, розвиток критичного мислення майбутніх спеціалістів вищої фармацевтичної освіти; наявність мотиваційної готовності до професійної взаємодії; розвиток особистісної рефлексії та самоконтролю; орієнтація видів навчальної діяльності на реальні ситуації та зв'язок із сучасними подіями; створення умов для комунікативного середовища, що у цілому позитивно впливає на результати творчої підготовки та значно підвищує рівень іншомовної комунікативної компетенції майбутніх працівників фармацевтичної галузі.

Визначено, що навчальна, граматична, практична методика, комунікативно-розвивальні технології підвищують ефективність вивчення іноземної мови; особистісно-орієнтоване навчання іноземних мов забезпечує необхідні умови для активізації пізнавальної й мовленнєвої діяльності майбутнього фахівця вищої фармацевтичної освіти, що дає можливість усвідомити новий мовний матеріал і практику для формування необхідної іншомовної комунікації.

Ключові слова: творчість, творче мислення, іншомовна комунікативна діяльність, фармацевтична освіта, майбутній медичний працівник.

Introduction. At the current stage of the development of education and society, mastering foreign languages occupies one of the priority places in the personal development and professional training of modern specialists in the pharmaceutical industry. The need of modern society for specialists fluent in foreign languages in everyday life and in professional activities necessitates the search for new and modern learning technologies that would correspond to the specifics of the “Foreign language” discipline, would contribute to the formation of new skills and abilities and improve the level of language and speech training of applicants for higher pharmaceutical education. In modern conditions an important element of the pharmacist’s professional competence is the ability to process a significant amount of special professional information, the ability to analyze, critically evaluate and systematize it. Therefore, the main tasks of professional preliminary education are not only the formation of knowledge and practical skills, but also the development of creative thinking of future pharmacists in foreign language classes.

A foreign language is almost the only educational subject of a medical institution of higher education, which contains great reserves for the formation and development of creative thinking of future pharmacists. Mastering a foreign language is not only a process of acquiring linguistic knowledge, abilities and skills, but also an axiological activity aimed at increasing general professional competence, enriching the emotional and cognitive sphere of a future specialist, in particular a pharmacy worker, as well as his multicultural education. On the way of improving the process of using the means of a foreign language, the student gradually integrates into the new language society, learns and interprets its norms and rules, evaluates from these positions his own role functions of the subjects that surround him, increasing his own language culture.

Materials and methods. The problem of the development of creative activity is not completely

new. Many domestic and foreign scientists researched a range of issues related to the creative personality: A. Matyushkin (problem situations in thinking and learning), H. Shchukina (problem of cognitive interest in pedagogy), N. Kichuk (formation of the creative personality of the teacher), M. Kholodna (study of the psychology of intelligence), V. Molyako (psychology of creativity), L. Kornienko (ways of developing students’ creative abilities in foreign language classes), S. Doroshenko (creative personality formation in foreign language classes).

The important role of creativity in the system of professional training of future specialists is noted by H. Vasyanovych, A. Dolgarev, O. Ignatyuk, V. Kremen, V. Kudin, V. Lozovoi, N. Nychkalo, S. Pazynich, S. Sysoeva, O. Sychomlynska and other scientists. In their opinion, creativity opens in a person inexhaustible possibility of thought, feelings and imagination. At the same time, it promotes educational and cognitive activity of the individual, his desire for knowledge.

Analyzing psychological and pedagogical research, we can conclude that the problem of forming creative activity of students is given considerable attention. These ideas are contained in the works of L. Vygotsky, S. Honcharenko, O. Oleksyuk, H. Padalka, S. Sysoeva, O. Rudnytska and many others. They noted that creative activity is a defining personal trait, which is considered as an integrative characteristic of a creative personality, in which, on the one hand, new deep formations in its structure (creative needs, motives, requirements) are reflected, and on the other, qualitative changes in activities that become more purposeful and productive.

The purpose of the article is to consider and characterize aspects of the development of creative thinking of future pharmacists in foreign language classes, to contribute to the acquisition of new knowledge and the improvement of the level of language and speech training of future specialists in the pharmaceutical industry.

Discussion. Creativity is considered either as a process of creating something new, as an unpredictable sudden process. At the same time the value of the result of a creative act and its novelty for a large group of people, for society or humanity is not taken into account. The main thing is that the result is new and significant for the creator. An independent, original solution to a problem will be a creative act, and it itself should be evaluated as a creative personality [3].

V. Molyako, revealing the essence of creativity, emphasizes that creativity is understood as a process of creation, discovery of something new, previously unknown to this particular subject. Creativity in one form or another is not a talent of the chosen ones, it is available to everyone who acquires new knowledge, solves a new unfamiliar problem and performs a new technical task. All of them are engaged in creativity, solving creative tasks [4].

Creative thinking is the highest form of productive thinking. This type of thinking is characterized by the creation of a new product. There are several classifications of types of thinking. According to the degree of novelty and originality, the following are distinguished: reproductive and creative thinking. The problem of creativity, development of creative thinking is one of the most relevant in modern psychology and pedagogy [1].

The essence of creative thinking is that a person in the process of thinking achieves creative results, namely puts new original ideas, forms, new judgments, while the cognitive process is aimed at solving a specific problem or task. The structural elements of the process of creative thinking are a problem situation, active actions aimed at solving it, consciousness which is characterized by analysis, synthesis, reflection and a creative result [1].

Today the process of learning a foreign language at pharmaceutical faculties of higher educational institutions requires a systematic analysis of speech activity from psycholinguistic and psychological positions. A specific feature of learning a foreign language is that it is the goal and means of learning in itself. The formation of creative activity of students involves the development of creative thinking, imagination, fantasy as well as the development of such qualities as emotionality, patience, perseverance. Therefore, for the formation of creative activity in foreign language classes, appropriate conditions are necessary:

- the teacher’s creative attitude to his work;
- creation of a favorable, moral and psychological climate in the study group;

- increase in creative tasks and their complexity [2].

The effectiveness of the formation of creative activity largely depends on the teacher, his attitude towards students, his willingness to help them and the style of communication in class. Teacher should strive for pedagogical cooperation; create positive motivation to stimulate creative activity. Therefore, his main task is the selection and use of such effective forms and methods of work that would be maximally contribute to the formation of students’ creative abilities, activate their thinking and imagination.

You can develop creative activity of future pharmacists by involving students in the educational process in every way, stimulating their intellectual efforts, increasing confidence and independence in their abilities. This can be done in several ways: solving situational problems; composing tasks with students; writing abstracts, reports, scientific articles; conducting search and research work.

Traditional methods of learning foreign languages involve the assimilation of knowledge in artificial situations, as a result of which, the student of higher education does not see the connection of the studied subject with his future profession. The most effective means of developing the thinking of students of higher education, in particular pharmaceutical, which correspond to the specifics of the “Foreign language” discipline, is a technology of situational learning. The use of this technology in practical classes on a foreign language provides an opportunity to form communicational skills and abilities in future pharmacists, develops the habit of self-control, contributes to the real preparation of students of higher pharmaceutical education for future professional activities, allows them to feel a positive, emotional state from cognitive communication.

An important role in the development of creative activity is played by educational situations, which can be divided into the following types:

- non-imitation, which can include problem based lecture, educational discussion, heuristic conversation, research method, laboratory work, independent work with curriculum;
- imitative non game solving educational tasks, analysis of specific educational situations, practical and laboratory work according to instructions, performance of individual tasks in the process of practice [5].

The most natural and productive form of practicing fluency in a foreign language is a discussion. Participation the discussion causes students of higher pharmaceutical education to be ready to state their

position in the most convincing way, to find words and arguments that would illuminate their moral position as much as possible in English.

Using the latest information technologies in foreign language classes, students receive new educational information that contributes to the development of self-education, independence, research activity and motivation to study.

Multimedia technologies combine several types of information that help to solve certain tasks and computers or other electronic equipment present them. Thus, the latest teaching aids are one of the necessary and most important conditions for the implementation of the content of education and the development of students in the learning process. The latest technologies provide an opportunity to apply an individual approach, contribute to the development of student independence and provide modern and authentic material that meets the interests and needs of students.

Another effective method of activating the educational process is the game method, the possibility of which increases significantly when using computer technologies. A well-organized business game creates interest that can be maintained throughout the course. Business game reflects the dynamics of future professional activity, its features, complexities and main problems. Students get used to future specialty; form their professional image, satisfaction from mastering the profession, gaining such experience that is formed only during the performance of professional functions.

The dialogic approach in a foreign language learning process involves the formation of foreign language speaking skills and abilities, mastering the

means of communication (phonetic, lexical, grammatical), training readiness for self-expression and perception of another point of view, understanding it, discussing it in a constructive conversation. A positive aspect of dialogic approach is a development of students' creative motivation, their feelings, thinking, the possibility of avoiding conformity, following other people's judgments, since every student has the right to his own motivated position [1].

In foreign language classes the method of exercises is actively used, the essence of which is that students perform multiple actions, that is they train in applying the learned material in practice and thus deepen their knowledge of commonly used vocabulary and special terminology, practice the skills and abilities of oral, written and translation, develop their thinking, creative abilities, activate memory and intelligence. Therefore, exercises aimed at developing these qualities should be developed in such a way that they promote the development of creative abilities and combine not only imitative but also creative activities of future specialists.

Results. Creativity should become the norm of professional activity and the norm of preparation to it, that is every specialist should be creative one. Of course the levels of creative activity will always be different, because in each case, the random creative opportunities of each specific worker are determined by his aptitudes, abilities, giftedness or even talent. The analysis and systematization of the thematic problems of the creative realization of the personality provides an opportunity not only to understand the theoretical problems of creativity, but also to regulate and correct the process of development of creative personality, its life creativity.

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