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## THE FORMATION OF SECONDARY LINGUISTIC IDENTITY IN THE PROCESS OF FUTURE PHARMACISTS' INDIVIDUAL WORK

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Розглядається проблема знаходження правильної стратегії автономного самокерованого навчання. Визначається її здатність здійснювати самоуправління власною навчальною програмою впродовж життя в контексті зміненої педагогічної парадигми. Обґрунтовується методологічна основа провідного концепту вторинної мовної особистості, яка передбачає оволодіння професійною іноземною мовою не лише на рівні мовного коду, а й інтеграцію особистості в мовну картину її носіїв

**Ключові слова:** автономія, вторинна мовна особистість, самостійна робота, саморегуляція, самоконтроль, професійне навчання, фармація

### 1. Introduction

Didactic fundamentals of the autonomous/self-directed learning concept as effective support for traditional forms of teaching technologies is becoming a pragmatic alternative approach in Higher Pharmaceutical Education.

Innovative pedagogical process in the framework of the one productive Bologna Convention principles “*Learning during entire life*” envisages a radical transformation of the ESL teaching content, the creation of the course design as a set of educational objectives (target module, informative and operational one) in the pharmaceutical cognitive system. In didactics the formation of *professional secondary language ego* is a part of learning program, its autonomy, independent, standardized, conceptual unit, which intensifies the individual potential, creative activity, allows learners to become more self-directed, problem-oriented and flexible.

### 2. Literature review

Exploring the basic works of the foreign and Ukrainian second languages researchers concerning *individual concentrated parameters educational guide* allows outline a comprehensive up-to-date technology of teaching ESL. The key approach to the interaction of the teacher-student model is formulated *as must be based on an understanding of the language learning processes* [1]. Modern scientific trends in the field of Methodology Integrated Approaches and Learner Variables the contemporary investigators identify frameworks for “*individual-oriented educational guide*” didactic paradigm, provide the progressive forms of the *individual learning activities* in the unity of three components-cognitive (knowledge), operational (ways of action) and the growth autonomy [2, 3]. The authors in the papers [2, 3] do not touch the problem of cultural backgrounds and beliefs varieties of personality that may influence his/her secondary linguistic identity formation.

At the scientist's point the essence of the notion “*individual-oriented educational guide*” is interpreted in the format of two components process, which is founded on teacher-student concentrated teaching-learning method and is stated that students working individually tend to be more intrinsically motivated, intellectually curious [4].

In modern linguodidactics within the mentioned conception the theoretical platform based on the notion “**linguistic identity**”, being developed actively and taken into account the specificity of the discipline “*Methods of Teaching English*”, is transformed into the notion “**second linguistic identity**”, the formation of which requires the foreign language knowledge not only on the linguistic code level but also the personality integration, who is studying it, into the language picture world of the native speakers.

In the paper “The Second Linguistic Identity is Modern Reality” the variety of lingual studies specialists' approaches to the problem of the investigated concept understanding are described: it is *personality model ready to produce speech acts*; the definition as *national linguistic identity*; the *speech and language identity* notion; *secondary linguistic identity* determination and the personality who has in command of the language lexicon [5].

In favour of ideas about *autonomy linguistic identity* notion in terms of communicative content force matter are strongly supported by scientists [6]. The development level of “**secondary linguistic identity**” is manifested in a reasoned exchange ability with textual semantic information that is structured considering the communication motives [7]. Three main components of *professional secondary language ego* content: verbal-semantic (words, grammatical, textual, discursive models); linguocognitive thesaurus (notions, ideas, ideological stereotypes etc); motivated one (active communicative needs, verbal behaviour motives) are defined as principal target and integral part of most academic programs in ESL classes [8].

### 3. Aim

Aim – an attempt to describe different interpretation of the concept “*secondary language ego*” meaning; to construct own point of view on understanding the methodological, social, cognitive content and procedural components of the future pharmaceuticals' individual work organization in the context of professional *secondary linguistic identity* forming as autonomy to provide ability for life-long learning.

### Research problems

– Exploring basic theories of the contemporary foreign and Ukrainian ESL researchers concerning stud-

ied problem *individual concentrated parameters of educational guide* considering.

– The duomodular arrangement of students-pharmacists' self-work within and outside auditorium is suggested through using the worked out didactic partial program and innovative information technologies.

– The ways, stages and special subsystem of exercises of learners' *professional secondary linguistic identity* as autonomy basis forming are examined.

– The importance of learners' unguided individual work in the criteria determination monitoring of the formed *secondary language ego* for the chosen profession acquisition.

#### 4. Innovative perspectives of the autonomy learning system didactic potential into pharmaceutical students teaching

Formation of *secondary language personality* motivation level should become central task in the entire education system of students-nonlinguists because the result of educational activity depends mainly on the needs of his/her individual motivation; the personality

acts only in case when he/she feels the necessity for activity [9]. The principle motivation sphere component of the students-pharmacists, that determines their learning success, is an interest to their future profession (internal motive) and desire to satisfy the society students' motivated requirements to young specialists (external motive) [10]. The students' motivated sphere to be formed needs values system, accepted in the society, conditions for getting the knowledge and skills acquisition, the aspiration to socially useful activities bringing up, disclosing a new side developing autonomy of the students as individually purposes set, when they are aware of not only **objective**, but also **subjective** value of this process, understanding how training will help them to find their place in the life of society and to achieve socially beneficial results.

The authors' formula including the research literature survey that documents named investigated problem in physiological and pedagogical aspects, schematically shows ideas of several classics of psychology, illustrating the nature values interaction of the society and a personality in the following Fig. 1 [11].



Fig. 1. Social and Cognitive Vision Integration

In terms of nonlanguage higher school development of *secondary linguistic identity* is possible only within the limits that is defined with the essence of the future specialties, i.e. professional intercultural communication, therefore a strategic target of foreign language learning becomes the formation of *secondary professional linguistic ego*, meaning of all its structural levels is reasonably minimized accordingly to features of specialty important areas and situations of foreign communication [12].

The lexical meaning developing peculiarities of professional *secondary language personality* concept is reflected in the fact that his/her motivated level is directly related to the pragmatics of learner professional activity needs; linguocognitive level includes first of all the expansion of specialized subject area of conceptual thesaurus and can be considered as a source of the problematic cognitive-communicative tasks that stimulate the students' speech patterns activating while verbally semantic level serves as a tool/instrument of communicative efficacious accomplishing tasks.

In the methodological literature can be found different approaches to deciding a point of the students' developing autonomy, which will ensure their ability for *life-long learning* on the following productive educational factors basis:

- as learners' interest in the material presented;
- store and retrieve information by learners;

– measurement and use of learners existing knowledge;

– active involvement to student-centered teaching syllabus design.

This confirms author's choice correctness of modelling principles of future pharmacists' individual work in accordance with the personality-oriented efficacious activity position. **The crux of this position** is the student role changing in the learning process: focus on a *student-centered* method in teaching; professionally-oriented task instructions; using their own experience; positive microclimate creation; realizing students' self-control and self-evaluation.

Implementation of this approach leads to students' involving in their own cognitive activity through further didactic personality-forming systems functioning: *self-directed learning*: learning with independent definition of purposes, but under the guidance of a teacher (guided work); *autonomous learning*: learning on their own; *independent learning*: self-study (unguided work) [13]. Academic autonomy is treated as a mode of the educational process organization that gives ability to determine the objectives, define the contents and progressions, select methods and techniques to be used, monitor the procedures of acquisition and evaluate what has been acquired [2]. Relating autonomy with its different degrees of those who are studying, the researcher names three structural elements to be manifested: professional

activity, professional communication, professional identity [14].

Without pretending to be exhaustive representation of all key positions expressed by the scientists focused on those that correspond to own point of view on the considered problem. The obtained results of analysis related to the above described different pedagogical opinions made possible reaching the conclusion: personality-oriented didactic method involves the formation mechanism of self-knowledge, self-improvement and self-organization as an individual; autonomous language learners can take responsibility for their own language learning as they are aware of the learning process, know their weakness and strengths, are able to define goals, know effective methods and techniques, can evaluate the results and are well motivated to learn [2].

It is known that individual work must be planned in such a way: to ensure its effectiveness and rhythm, to take into account individual students abilities, their physiological characteristics, socio-economic conditions etc. It is emphasized that under current conditions of the tendency to reduce classroom academic load, the majority of students' insufficient training and low motivation to learn the didactic autonomy development as a form of cognitive activity is extremely important part of future pharmaceutical professionals training.

Based on the definition of self-study, which is presented in didactics as a form, method, tool design training and its informative educational activities experimental working model of didactic partial program using forms of classroom and extracurricular individual work is proposed. This model is aimed at achieving top professionally oriented communicative pragmatic approach to learning by mastering real situations of pharmaceutical practices, increase motivation for learning the English language and is an attempt to realize three components implementation of personalities independent acquisitions steps, namely obtaining knowledge through individualization, improving skills, enhancing creative nature aptitudes.

The above mentioned program is *duomodular learning training system* of the individual work (guided and unguided) arrangement within the English language curriculum (150 training hours) for the first and second year students of the Pharmaceutical Department of the Bukovinian State Medical University. *The first block* of the module (the audience self-work) includes covering professional thesaurus (exercises in matching), grammatical structure (grammar exercises), text material (multiple choice and reading comprehension exercises) as functional forms of knowledge control. *The second block* allows to reproduce search, creative activity; it is stressed that unguided work activates individual's possibility for acquiring education, aspiration and ability to learn foreign languages independently and to implement them in practice.

Linguodidactic principle of the model creates the linguistic paradigm of the professional language teaching. The programming implementation of the following methodical actions serves to this purpose:

– topics singling out: Forms of Business, Company Structure, Making Appointments and Applying for a

Job, Career Profiles, Job Interviews etc., subjects of which, according to the analysis, are not presented fully in textbooks on specialty "Pharmacy" within the situational-functional approach;

– the exercise set constructing, aiming at the step-by-step mastering of the lexical receptive and reproductive skills for the message creating in the speech process in the electronic environment, that is, *formation* of the lexical skills working with the lexical material, *improving* skills, *developing* the skills for operating with lexical units in the communication [15];

– doing different types of exercises dealing with the stages of pharmaceutical lexical teaching: on the first stage there are mostly non-communicative and partly conventionally communicative exercises; on the second stage there are conventionally communicative exercises and, finally, on the last stage there are communicative exercises; for use in the ESL classroom has been organized oral skill activities into distinct types: drills (linguistically structured activities), performance activities, participation activities and observation activities;

– in the exercises that follow each step an attempt has been made to avoid the more mechanical types of drilling, and to provide that practice, material is always fully meaningful;

– choice of exercises, the typology of which corresponds to the following criteria: realization of the communicative intention in professional speech situations, where the future pharmacist uses a foreign language as means of direct communication, contenting his or her needs in the professional occupation. These situational thematic complexes are designed in the professionally oriented communicative tasks that represent the specificity and logic of the subject, which is the essence of this profession. One of the most important peculiarities of the exercise system is its direction to the self-accomplishment of the tasks in the extracurricular conditions that minimizes the degree of teachers' guidance of students' educational activities, creates opportunities for their independent selection of their individual rate, schedule and the way of assignment accomplishment, skills of self-control and self-evaluation.

The model proposes an active, professionally oriented, practical communicative approach to teaching through approximating it to real situations in pharmaceutical practice, increasing motivation to learn a foreign language for mastering the chosen profession.

The core module principals incorporate the students' professional mobility development, strengthening the pragmatic component in the curriculum; the lexical and contextual aspects study of the professional topics: Company Structures, Intercultural Based Conversation, Economics, Management, Marketing and Merchandizing Technique in Pharmacy.

## 5. Results of the research

1. The theory and practice of the proposed didactic working program for pharmacists is fundamentally linked to the *subjective dynamism of students*.

2. The experimental teaching training usage via the program takes into account the formulated hypothesis that is expressed in the following Fig. 2.

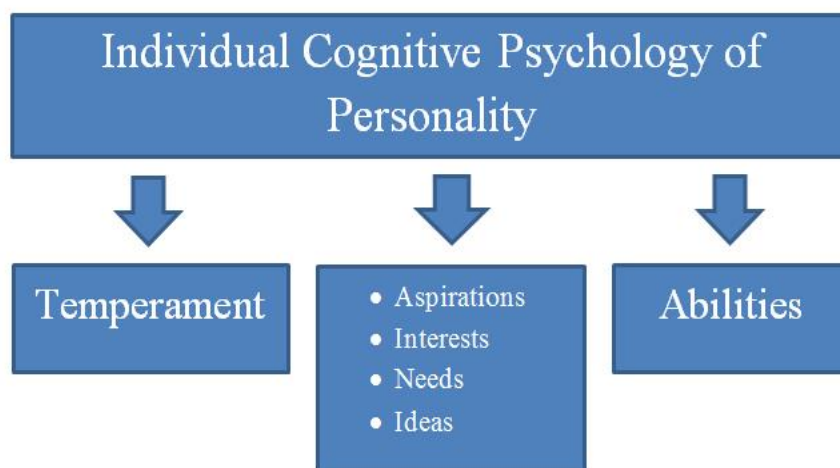


Fig. 2. Psychology of Personality

3. The suggested strategy is designed to teach and practice the essential skills individually, developing greater awareness of medical terminology, gaining more profound professional reading-speaking competence in the Language of Pharmacy.

4. The worked out didactic partial program in terms of pharmacy conceptual parameters of professionally-oriented teaching is grounded as a pragmatic students' learning trajectory.

The investigated problem in the context of personality-oriented aspect in domestic-foreign theory and teaching practice remains, despite numerous studies, still methodically unsolved one, needs finding fruitful ways of its implementation.

#### Prospects for further research:

1. the need for further investigation of the components, design and techniques of professional *secondary linguistic identity* forming;

2. detailed justification of developing autonomy stages of students specializing in Pharmacy during the process of required courses studying as an integral task of pharmaceutical education;

3. the realization of the experiment verification of the suggested methodology developing autonomy acquisition by learners as logical and organizational structure has not been elaborated;

4. the overview of pedagogical courses design concerning the ESL curriculum for the first and second-year students of Pharmaceutical departments acquisition

allows reaching the conclusion on the necessity making up the national textbook through approximating its content to real situations in pharmaceutical practice, dealing with a wide range of efficient techniques that ensure specificity of business professional intercultural communication studying.

#### 6. Conclusions

1) it is possible to state that over the entire course of the study ESL language learners by following this effective self-help guide work on their own get the very most from such educational methodology of practical knowledge implication;

2) the interrelation of personality's successful professional competences obtaining by identity with forming level of his/her *secondary language ego* as autonomy basis of pharmaceutical specialties students helps to shape their cognitive and reflexive approach to the strategy selection of the individual learning style;

3) having summarized the above listed researchers' statements upon the subject of investigation, it is possible to express own interpretation of the conception "**secondary linguistic identity**", namely as pragmatic approaches in mobile professional education matrix, using real situations of pharmaceutical practices, aimed at the motivation increase for English learning in the aggregate of ability/willingness to commit adequate interaction with other cultures representatives in authentic communication.

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## АНАЛІЗ ОСВІТНЬО-ПРОФЕСІЙНИХ ПРОГРАМ ПІДГОТОВКИ ФАХІВЦІВ ЗА СПЕЦІАЛЬНІСТЮ 231 СОЦІАЛЬНА РОБОТА

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*Представлено результати аналізу освітньо-професійних програм підготовки майбутніх соціальних працівників у ВНЗ України за критеріями: предметна галузь; особливості програми; зміст і/або складові професійної компетентності; прогнозовані результати навчання. Обґрунтовано специфіку теоретичних підходів до підготовки фахівців за спеціальністю 231 Соціальна робота. Представлено результати вивчення зарубіжного досвіду вищої соціальної освіти*

**Ключові слова:** професійна підготовка, соціальний працівник, соціальна робота, підготовка майбутніх соціальних працівників

### 1. Вступ

Актуальність аналізу освітньо-професійних програм підготовки майбутніх фахівців за спеціальністю 231 Соціальна робота визначається змінами законодавства про освіту в Україні. А саме, згідно з Законом України «Про вищу освіту» 2014 року, вищим навчальним закладам надано автономію у розробці змісту освіти та визначенні якості освітніх послуг. Відповідно, втратили чинність наявні галузеві стандарти вищої освіти; ВНЗ самостійно розробляють документи професійної підготовки майбутніх фахівців (ОПП – освітньо-професійні програми, ОКХ – освітньо-кваліфікаційні характеристики, засоби діагностики якості знань, навчальні плани та програми). Соціальна робота, будучи новою для України галуззю знань, потребує аналізу визначених ВНЗ очікуваних результатів процесу професійної підготовки майбутніх фахівців, відображених у освітньо-професійних програмах спеціальності. Здійснення такого аналізу дозволить забезпечити виконання важливих науково-практичних завдань професійної підготовки майбутніх фахівців у сфері соціальної роботи на засадах компетентнісного підходу.

### 2. Літературний огляд

У процесі дослідження послуговувалися освітньо-професійними програмами підготовки фахівців за спеціальністю 231 Соціальна робота, оприлюдненими ВНЗ на офіційних сайтах (Хмельницький національний університет, Національний університет «Львівська політехніка», Уманський державний педагогічний університет, Національний університет «Києво-Могилянська академія», Національний університет біоресурсів і природокористування України, Чорноморський національний університет імені Петра Могили, Житомирський державний університет імені Івана Франка).

Окреслена тематика знайшла своє відображення у дослідженнях вітчизняних науковців. Зокрема, у [1] автор аналізує методологічні і теоретичні позиції соціальної освіти в Україні та США. Дослідник [2] розкриває основні тенденції в системі професійної підготовки соціальних працівників до роботи зі студентською молоддю в США порівнюючи соціальну роботу зі студентською молоддю в ВНЗ США і України. У дослідженні [3] визначено суть, цілі та пріоритети практичної соціальної роботи в Канаді, а також основні моделі та методи роботи соціальних праців-