PEDAGOGICAL CONDITIONS AND FEATURES OF FORMATION OF PROFESSIONAL COMPETENCE TO FUTURE SPECIALISTS IN PHYSICAL THERAPY, ERGOTHERAPY

The article reveals the content of the defined in the study pedagogical conditions of training physical rehabilitation specialists in higher education institutions. The features and impact of these conditions on the quality of training of specialists as one of the main elements of the fundamental basic components of improving the educational process in an educational institution are briefly presented. Various aspects of training future specialists in physical rehabilitation are presented in the works of national and foreign scientists.
The study of the issues of forming the professional competence to physical rehabilitation specialists is one of the topical areas of interdisciplinary research, both in our country and abroad. Methodological and theoretical aspects of the development of personal professional competence have been considered by scientists of different generations. The authors focus on the fact that the reform of higher education and Ukraine's entry into the European educational and scientific space is due to increasing demands on the professionalism of graduates of higher education institutions in a competitive market environment. Orientation on the development of the student as a personality, individuality and active subject of professional activity can be realized only on the humanistic and democratic basis of pedagogical activity in higher education institutions. In the process under study, there is a whole set of contradictions that require a constructive solution. In order to eliminate these contradictions, there was conducted a study and worked out the pedagogical technology to improve the formation of professional competence to physical rehabilitation specialists. The authors made appropriate conclusions about the participation of the teaching staff for improving this process and the features of the psychological readiness of students for their future profession.

**Key words:** pedagogical conditions; educational process; professional competence; independent work; individual-psychological features; professional training; component; pedagogical skill; physical rehabilitation; ergotherapy.

### 1. INTRODUCTION

**Problem Statement.** Health is the main condition for the realization of physical and mental abilities and capabilities of the individual; one of man’s greatest values, it is something without which a person cannot be happy. Health is also the knowledge of the basics of a healthy lifestyle, that is, of the order of life that preserves and multiplies health, rather than destroys it. Health can only be maintained, formed, and strengthened through purposeful and intense endeavor at self-improvement. Thus, we are talking about the need to teach each person to restore their physical and mental health, to adapt to new living conditions, to adapt to the new place of work, as well as to teach basic household skills of self-care.
Ukraine's movement into the global community, significant changes in society's approach to the preservation and promotion of health as one of the most important values and priorities of state policy have determined the need to train specialists in the field of knowledge of “Physical therapy, ergotherapy, physical education and sports”. The profession of a specialist in physical therapy and ergotherapy in Ukraine is a relatively new branch of professional activity that is in its formative stage.

In recent years, the medical field of rehabilitation, the core of which is a staged, restorative complex treatment of diseases and injuries, has become more and more accepted in medicine. According to M. Mukhin, physical rehabilitation improves the quality of treatment, prevents possible complications of various diseases and injuries, accelerates the recovery of functions of organs and systems, trains and hardens the body, returns efficiency, reduces the likelihood of disability. In cases of disability, physical rehabilitation helps the patient develop self-care skills, retrain professionally, develop permanent compensations for irreversible changes, and adapt to life in the new conditions caused by illness or injury. An obstacle to the widespread use of physical rehabilitation is the insufficient number of qualified specialists.

The reform of higher education and Ukraine's integration into the European educational and scientific environment are conditioned by increasing demands on the professionalism of graduates of higher education institutions under conditions of market competition. Orientation on the development of the student as a personality, individuality and active subject of professional activity can be realized only on the humanistic and democratic basis of pedagogical activity in higher education institutions. Such an organization of professional training of future specialists is increasingly becoming a dialogue, cooperation, co-creativity, in which a mutually interested exchange of personal values and experience of the instructor and the student prevails. This provides ample opportunity for the student to prepare themselves for successful self-realization, which will be determined by both their professional awareness and mental and physical well-being, attitude toward their own health and the health of others.
The basis for improving the educational process for the preparation of highly qualified specialists is pedagogical conditions. Therefore, the relevance of the article is the identification and justification of the pedagogical conditions for training the above-mentioned specialists.

Analysis of recent research and publications. Analysis of philosophical, psychological and pedagogical literature shows that in modern science the problem of moral and psychological and professional readiness for work is being studied at the following levels:

personal, which considers readiness as a stable, multidimensional formation of the personality, which includes a number of components, adequate to the requirements of the content and conditions of activity, which in their totality give the person the opportunity to successfully carry out the activity and are the result of preparation (readiness) for a particular activity. The professional competence of the individual has been considered in works by scientists N. Bibik, L. Vashchenko, R. Vdovychenko, T. Volobueva, O. Hura, L. Hure, E. Zeer, N. Kichuk, N. Lisova, L. Kalinina and others;

functional, which studies readiness as a certain state of mental functions, occupies an intermediate position between mental processes and personality properties and provides a general functional level, against which the processes necessary for effective performance of a particular type of activity develop (V. Alatortsev, F. Henov, Ye. Ilin, T. Kyrylenko, O. Konopkin, M. Levitov, B. Smirnov and others) [6], [7];

personal and activity-based, which defines readiness as a holistic manifestation of all aspects of personality that enables effectively perform their functions (O. Derkach, M. Diachenko, L. Kandybovych, O. Safin, V. Yahu pov and others) [2], [8].

Systematic analysis of the psychological literature shows that for the formation of moral and psychological readiness for complex activities the following is necessary:

awareness of the tasks the realization of which will meet the mentioned needs;

assessment of conditions in which future tasks will be performed or realized;

self-assessment of one’s own forces and abilities;
assessment of the probability of achieving the result, etc.

The issues should be addressed in the educational process of the education establishment.

The aim of the article is to consider the pedagogical conditions for the improvement of the process of the formation of professional competence to future specialists in physical therapy, ergotherapy in the process of their studying.

2. RESEARCH RESULTS

Competence is formed in the activity and is always in organic unity with the values of the person, because only with a value attitude to the activity and a special interest it is possible to achieve a high professional result. In this case, the value-purpose orientation of professional training is to promote the formation of integral personal characteristics, which act as direct indicators of professional development of the person.

In modern conditions, the formation of professional competence to future specialists is one of the fundamental basic components of their professional training and is due to the synthesis of professional knowledge (gnoseological component), value relationships (value-meaningful component) and special skills (activity component). We believe that the formation of professional competence to future professionals takes place in an education establishment, where the relationship between the environment and personal development is understood as diverse, contradictory in the nature of the relationship of the individual with the surroundings. So, the formation of professional competence to future professionals is due to the development of socio-cultural, educational and pedagogical environments, as well as the peculiarities of the design of teaching and educational environment of professional training on the basis of the defined pedagogical conditions. The strategic goal of the process of forming the professional competence to future specialists is the result of such training – a professionally prepared physical therapist.

An important role in organizing the process of forming the professional competence to future specialists belongs to the managerial and scientific and pedagogical staff of higher education establishments. In this regard, the
main components of the pedagogical activities of the teaching staff, ensuring the effectiveness of professionally directed training of future physical therapy specialists have been substantiated. In our opinion, the activity of scientific and pedagogical staff of universities consists of eight main closely related activities, namely:

- information (equipping students with knowledge of the fundamentals of sciences);
- developmental (development of students’ mental abilities);
- orientation (formation of socially significant motives);
- mobilization (mobilization of students’ attention and will to perform educational tasks);
- constructive (designing one’s own activity and the activity of the students);
- organizational and communicative (establishing relations in the course of work);
- exploratory.

The formation of professional competence to future physical therapy specialists is ensured by the implementation of a system of personal and pedagogical requirements for the educator and for medical professionals. Therefore, the first pedagogical condition is to improve the organization and implementation of the necessary measures for the formation of professional competence to future specialists. The professional preparedness of the teaching staff is the most important source for determining the optimal content, forms and methods of professional training of a future specialist. Now let’s consider the content components in the overall structure of scientific and pedagogical activity of the instructor/lecturer.

Information Component. The main objective of the educational work of the instructor is to help students master the basics of knowledge in academic subjects. We can’t but agree with the opinion of the scientist that to know means to be able to apply knowledge. We can talk about knowledge only when it becomes a factor of spiritual life, capturing thoughts, awakening interest [5, p. 39]. In this regard, the information activities of the pedagogue come to the fore.
The sources of scientific information that students receive are varied: textbooks, scientific literature, movies, radio, television, computer programs, etc. However, the most important changes in the information state of future rehabilitation specialists are made directly by the educator themselves. Therefore, it is quite natural that the first requirement for the instructor/lecturer should be deep and active knowledge of their subject; that will provide a kind of “stock of information”.

Academic staff should have the following information knowledge, skills, and abilities:

- the knowledge of their subject and other related subjects, the ability to operate a set of conceptual apparatus;
- the knowledge of the basics of public speaking, the ability to speak intelligibly, logically, clearly, and concisely;
- the ability to use various means of transferring information and control;
- the ability to use modern pedagogical technologies and innovative pedagogical systems;
- skills and abilities to apply the variety of teaching methods, achievements of modern psycho-pedagogical and methodological sciences.

Developmental component provides the realization of not only educational tasks but also the tasks of upbringing. Learning acquires a developing character with the purposeful management of students’ mental activity in the process of studying. The activity, the vitality of knowledge is the decisive condition for it to constantly develop and deepen. Only under such a condition does knowledge live. Only under the condition of knowledge development the following pattern may be realized: the more knowledge a student possesses, the easier it is for them to study [5, p. 39].

To develop students’ mindsets, educators should have the following knowledge:

- the dynamics of the formation of the three main means of cognitive activity: visual actions, images, and symbols;
- logical operations on concepts (definition, limitation, generalization, division);
the main features of inductive, deductive and hypothetical conclusions, that allow to understand the construction of correct conclusions and hypotheses.

In addition, the instructor should be able to:
create problem situations in the classroom that require students to think independently;
to carry out didactic processing of scientific methods into teaching methods.

Orientation-prognostic component. This activity of the educator is mainly implemented through educational measures. The educational role of the lecturer implies purposeful activity aimed at the students’ assimilation of social experience, a certain system of socially significant value orientations. Orientation and prognostic activity (from the Greek words pro – forward + gnosis – knowledge) is expressed in the ability of scientific and pedagogical staff to determine the direction of educational activities, its specific goals and objectives at each stage of training, to predict its results, that is, what a trainer specifically wants to achieve, what shifts in the formation and development of a student’s personality they want to get.

Organizational and mobilization component of the pedagogue’s activity. Organizational activity is associated with the involvement of students in the planned educational work and stimulation of their activity. The educator should have the following organizational skills and abilities:
to organize the team of the study group and direct its activities towards successful academic work;
to organize students’ independent work,
to organize the classes, educators’ own work and the work of the students in the class;
to organize scientific and educational meetings and olympiads;
to plan and organize teaching work.

Communicative component. Communication is the exchange of opinions, experiences, moods, desires, etc. The content of a particular communication can be different: discussing the news, reporting on the weather or arguing about politics, solving business issues with partners (you can’t list
everything). Whatever it is, it is always communication, and it is impossible to imagine interaction without it [2, p. 30].

The communicative component is the establishment of proper relationships: with individual students; groups of students; individual professors, management and the entire staff of the education establishment. Communicative activity greatly contributes to the effective solution of educational and pedagogical tasks.

Research Component. The instructor’s tasks also include the formation of students’ thinking and research skills in social and pedagogical processes and phenomena. As a result of these tasks, teaching staff should have the following knowledge, skills, and abilities to conduct the research:

- the knowledge and ability to analyze classes;
- the ability to observe pedagogical processes and phenomena;
- the ability to formulate a hypothesis, conduct a simple pedagogical experiment aimed at studying the issues of interest to the teacher;
- the knowledge of simple methods of processing the data of a pedagogical experiment;
- the ability to annotate and review articles and books;
- the ability to work with catalogs and literature;
- the ability to learn the best practices of other educators and to apply and revise them creatively.

Consequently, to implement the training of future specialists in physical therapy scientific and pedagogical staff should be well versed in the psychology and pedagogy of the organization of the educational process in higher education establishment, in the forms and methods of teaching and educating, to develop creative imagination, constructive and design abilities, to be able to plan teaching and educational work.

The next pedagogical condition of ensuring the quality of training of physical rehabilitation specialists is taking into account the individual and psychological characteristics of students in the process of their training. Educational activities of scientific and pedagogical staff are associated with the study of students and the establishment of the level of their development and education (from the Greek diagnosis – recognition, determination). One cannot carry out educational work without knowing the features of
physical and mental development of each student, the level of their mental and moral upbringing, the conditions of family life and upbringing, etc. To carry out educational impact on the student, it is necessary first of all to know him/her in all the aspects. For this purpose, the instructor should be observant, know the methods of studying and determining (diagnosing) the level of formation of professional qualities of students, know the range of their interests, aptitudes, the nature of their activities.

The study of the practice of individual work of the teaching staff and personal pedagogical experience at the higher education establishment show that the educator, knowing the characteristics of the student, determines the methodology of working with them. Each person is a special world; the interaction with them has an individual character. Achieving the desired results of such an interaction is, as practice shows, in direct dependence on compliance with the basic pedagogical principles of individual work with students, the correct choice of forms and methods.

The next pedagogical condition of the process under consideration is the improvement of the methodology of classes with future specialists in physical rehabilitation. The choice of teaching methods and improving the methodology of classes with future physical rehabilitation specialists was for us one of the most important aspects of field experimentation. The complexity of this issue lies in the choice of teaching methods, taking into account certain contradictions and difficulties affecting the process of training of a specialist in physical rehabilitation. Analysis of the results of field experimentation, psychological and pedagogical literature allowed us to conclude that the development of the entire structure of the methodology should take into account most of the factors affecting the process of training a specialist in physical therapy, ergotherapy.

Learning through Scientific and Research Activity (SRA) is a method in which a future professional investigates (and solves) one of the unresolved problems. The student joins a group of several people with similar problems. The group, in turn, works under the guidance of the instructor-consultant, who has to create out of this group a society that learns; each member of which learns from the experience of other members of the society solving their own problem.
An individual practicum means independent classroom and extracurricular work of a student on the instructor’s assignment. The purpose of individual workshops is: the development of individual abilities, the style of learning and scientific activity, providing a deep scientific interest in individual problems of theory and practice, equipping students with the skills of research work.

In-class research tasks are quite common in specialist training. Programmable tasks – the students are given a description of the situation and a list of ready-made alternative solutions, each of which, when implemented, may lead to different results. It is necessary to carefully analyze the situation and choose such an option, the implementation of which does not contradict the chosen concept.

Creative tasks – the student is tasked to independently transfer the existing knowledge and skills to a new situation, to find a new original solution to a familiar problem, to restructure a familiar system of knowledge from the perspective of a separate subject, and finally, to prepare a project for a prospective solution to known problems.

Searching tasks – the student is given a description of the situation and two alternative solutions. The instructor gives the task: to study each option carefully, determine its advantages (what positive results it will lead to) and disadvantages (what losses you will have to face). Having considered the advantages and disadvantages of both options, the student chooses the best one.

“Round table” is recognized today as one of the most effective forms of training specialists. At the interdisciplinary “round table” a topic which should be considered in different aspects – political, economic, legal and so on is brought to the class. Lecturers from various departments, specialists, and individual officials are invited to participate in the class. Assignments are distributed among the students to prepare reports or presentations on the topics. In the final part, the representatives of the departments and the invited persons comment on the presentations and make recommendations.

Professional training is a form of active training of specialists, designed to form comprehensive skills of a particular type of business behavior (professional activity and professional communication). It is achieved in the course of game simulation to solve professionally oriented situations, which
are continuously becoming more complex, with a pedagogically appropriate combination of individual and group game activities of students.

Readiness is not only a property or attribute of an individual personality; it is a concentrated indicator of the activity of the essence of personality, the degree of his/her professional ability. The main feature of readiness for activity is its integrative nature, which is manifested in the orderliness of internal structures, coherence of the main components of the personality of a professional, in consistency, and stability of their functioning, that is, professional readiness is characterized by signs indicating the psychological unity, integrity of a professional.

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Thus, in modern conditions of formation of professional competence of future specialists of physical rehabilitation one of the fundamental basic components of their professional training is the use of the above-mentioned pedagogical conditions, which will significantly improve the quality of the educational process. Further direction of the study is possible as an analysis of the practical implementation of these pedagogical conditions in the educational process of training specialists in physical therapy, ergotherapy.

Список використаних джерел

Крупа Валентина, Лобода Ірина. Педагогічні умови та особливості формування професійної компетентності майбутніх фахівців з фізичної терапії та ерготерапії
У статті розкрито зміст педагогічних умов підготовки фахівців фізичної реабілітації у вищих навчальних закладах. Продемонстровано їх особливості та вплив цих умов на якість підготовки фахівців як однієї з основних складових фундаментальних базових компонентів удосконалення навчально-виховного процесу у ВНЗ. Реформування вищої освіти та входження України в європейський освітній простір зумовлені зростанням вимог до професіоналізму випускників вищих навчальних закладів в умовах ринкової конкуренції. Орієнтація на розвиток студента як особистості, індивідуальності й активного суб’єкта професійної діяльності може бути реалізована лише на гуманістично-демократичному підґрунті педагогічної діяльності у вищих навчальних закладах. У процесі, що вивчається виявляється комплекс суперечностей, що вимагають свого конструктивного вирішення. З метою усунення цих суперечностей було проведене дослідження, опрацьована педагогічна технологія щодо удосконалення формування професійної компетентності фахівців фізичної реабілітації. Зроблені висновки щодо необхідності участі науково-педагогічних працівників в удосконаленні зазначеного процесу та ідентифіковані особливості психологічної готовності до майбутньої спеціальності студентської молоді.

Ключові слова: педагогічні умови; навчальний процес; професійна компетентність; самостійна робота; індивідуально-психологічні особливості; професійний тренінг; компонент; здоров’я, педагогічна майстерність фізична реабілітація, ерготерапія.

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