



METHODOLOGICAL APPROACHES TO PROFESSIONAL TRAINING FOR FUTURE PHYSICAL THERAPY AND ERGOTHERAPY SPECIALISTS

Oksana Bespalova,

Teacher of academic department for a person's health, rehabilitation, physical therapy and ergotherapy, A. S. Makarenko Sumy state pedagogic university
<http://orcid.org/0000-0002-0081-6021>
e-mail: i-ozon777@bigmir.net

Abstract. The article reveals the essence of concept "approaches", envisages methodological basis for shaping the readiness of future physical therapy and ergotherapy specialists to use health and fitness technologies in professional activity. It is defined that the activity, system, axiology and competence-based approaches ground shaping the high-qualified, competent specialist in health protection sector where the health and fitness technologies are the key mean for professional activity. In the framework of our research the general science basis for shaping the readiness of future physical therapy and ergotherapy bachelors to use health and fitness technologies forms system and axiology approaches. That gave the possibility to set the aim, tasks and directions for readiness process shaping, open that essence and structure. The person approach orients the pedagogical influence on a person's professionally important skills development. The following approach also ground the theory and methods basis of our research. The activity approach directs the professional training to shaping the appropriate skills for future specialists, like organization-methodical, cognitive, communication and motofacient skills. The competence-based approach has become the basis for defining appropriate competences of future specialists' professional self-realisation.

Keywords: *professional training, methodological approach, physical therapy, ergotherapy, physical rehabilitation.*

Introduction. In Ukraine the speciality "physiatrics and ergotherapy" is a rather new branch of health care. Therefore, there is a significant scientific interest to its methodological system: purpose, content, technologies (methods, forms and means of training) and training outcomes.

The professional duties of a physical therapist or an ergotherapist include the disordered function identification and their functional restoration. Taking into account that the main means of future professional activity for these specialists are physical and healthy technologies, it is necessary to determine the methodological basis for solving the problem of forming their readiness to apply the appropriate physical and health technologies in future professional activity.

The **research aim** is to define and substantiate the methodological approaches to forming the readiness

of future physical therapy and ergotherapy specialists for using physical and health technologies in future professional activity.

Methods. Analysis of scientific and methodological literature, compilation the research results of certain authors.

Results and discussions. We consider forming the readiness of future physical therapy and ergotherapy specialists to apply physical and health technologies in higher education institutions as a holistic process. It reflects development features of the professional activity sphere, the physical therapist's and ergotherapist's place and role, basic requirements for theoretical knowledge content and skills necessary for performing professional activities in efficient way (successful solving of professionally important tasks and performing professional functions). Taking into account the latest trends of higher physical education

development and transformation, it is important to formulate the efficient methodological approaches for future physical therapy and ergotherapy specialists training.

The methodology as a doctrine of research methods and techniques examines the essential characteristics of specific methods of cognition, those form the general direction of the research (Kuzmyna and Zymycheva ed., 2000)

The important task of the methodology is to develop the scientific approaches for investigate any science-studied phenomena.

In the philosophical dictionary the "approach" is interpreted "as a complex of paradigmatic, syntagmatic and pragmatic structures and mechanisms in cognition or practice; it characterizes the competing (or historically changing) strategies and programs in philosophy, science, politics, or in people life and activities organising" (Frolov ed., 1991).

According to N. Diusheieva's definition (2008, p.19), the methodological approach is a strategy based on the main provisions of relevant theory and defines research directions on the subject of the study.

The analysis of scientific and methodological materials indicates the possibility of applying a variety of approaches to create conditions for studying from different aspects of the phenomena under investigation on the basis of a separate aspect. This diversity allows scholars choosing the appropriate approach. However, given that, it is difficult to understand the subject of the research from the standpoint of only one approach. Scientists often rely on several approaches combination (Grytsay, 2017).

In our study we will consider methodological approaches to solving the problem of forming the readiness of future physical therapy and ergotherapy specialists for using physical and health technologies in future professional activity, namely: systemic, axiological, activity, personal, competence.

The system approach is the direction in the special methodology of science. Its task is to develop methods for research and designing complex objects organizing them as systems "(Honcharenko, 1997, p. 305). The theory of a systematic approach is a scientific foundation for studying the professional training for future physical therapy and ergotherapy specialists as a holistic process with interconnected and interrelated structural components. Its application in pedagogical researches is thoroughly represented in the scientific works by S. Arkhangelskyi, V. Bezpalko, B. Hershunskyi, V. Zagviazynskyi, A. Zhylina, V. Kraievskyi, V. Shadrikov and others.

The main principles of system approach are the following: integrity (simultaneous considering the system as a whole and at the same time as a subsystem

for higher levels); structure hierarchy (elements subordination: lower to higher ones); structuring (analysing system elements and their relationship within a specific organizational structure); multiplicity (use of cybernetic, economic and mathematical models to describe individual elements and systems in general); systematic (the object's ability to possess all the signs of the system) (Novykov, 2013, p. 160).

Based on systematic approach, we identified the structural components of future physical therapy and ergotherapy bachelors' readiness for using physical and health technologies as well as connecting them by structure and functions. They are the motivational-value, cognitive-content, personality-active. That created the basis for modelling the training process for future physical therapy and ergotherapy bachelors to use fitness and health technologies in their future professional activities. In addition, the systematic approach promotes integration of scientific knowledge tool-set from other disciplines.

Axiology is a philosophical theory or doctrine of values, their essence and nature, types and values. It finds out the qualities and properties of objects, phenomena, processes to meet the needs, interests and desires of people (Bigun, 2004). The axiological approach realizes the possibility to direct the content, forms and methods of forming the future specialists' professional competence to an individual's values (Gavrylova, 2015, p. 13).

The standpoint of the axiological (value) approach foresees training for future physical therapy and ergotherapy bachelors to use physical and health technologies taking into account social and individual-individual value orientations. Given that the profession of a physical therapist relates to person-person activity. Its highest value is the person himself, his life and health. Thus, the activity character depends on the values system content to determine the individual's efficient attitude to the objects of his/her activity. Different objects can cause different activity, like emotional (sensory), cognitive, behavioural etc. (Belikova, 2014, p. 20).

Thus, the axiological approach in shaping the readiness of future physical therapy and ergotherapy bachelors to use physical and health technologies directs the process for developing a value relation to the subjects of their professional activity, their life and health, and humanist attitude to all rehabilitation participants regardless of age and their nosological group.

System and axiological approaches constitute the general scientific basis for training future physical therapy and ergotherapy bachelors to use physical and health technologies. Personality is the socio-psychological essence of a person. It is formed as a

result of assimilating the social experience of mankind (socialization) and self-consciousness forming. The personal approach is a theoretical and methodological basis for training future physical therapy and ergotherapy bachelors to use physical and health technologies. In terms of pedagogical process its essence is oriented on a person "as a goal, subject, result and the main criterion of its effectiveness"; the recognition of "an individual's uniqueness, his/her intellectual and moral freedom, the right for respect" (Slaktionin et al., p. 100).

The decisive for an individual's development are his/her needs, interests, abilities and value orientations in light of his/her ability to manage their formation. Nowadays, it is the issue of considerable scientific interest. The professional training of future physical therapists and ergotherapists will be as efficient as possible if the learning process takes into account a student's individual characteristics, personal interests and needs.

Taking into account the above-mentioned, we note that training future physical therapy and ergotherapy bachelors to use physical and health technologies should take into account the personal approach. Thus, it is targeted at developing professionally important qualities of a person (social, volitional, intellectual and appropriate physical form). It will contribute to setting emotional and positive contact with the subjects of his/her professional activity, clear organization of various aspects his/her professional activity, gaining the higher level of professional knowledge, independence in selecting and justifying health technologies for rehabilitation purposes, implementing sports and recreation activities principles.

Personal development depends on the nature of activity structure. The activity is an expedient transformation of the surrounding reality by people where the initial form is labour, namely, labour activity. Human activity, influencing the surrounding world and transforming it, is a mean for satisfying its various needs and simultaneously the factor of its physical, intellectual, mental and spiritual formation as a socially useful personality. In this case, the structure of activity should include the unity of purpose, needs and motives and their relation, activity and operational component (Kovinko, 2015, p. 110).

By its essence and content, the concept of "activity approach" is a complex and multifaceted entity. It includes the analysis of a person's formation, self-actualisation, self-development as a subject of activity (Ivaniuk and Sichkar, 2015, p. 127). The theoretical substantiation of the activity approach is highlighted in researches by G. Atanov, I. Bekh, N. Guzja, L. Zaytseva, G. Ivaniuk, V. Lozova, T. Sevustianenko, M. Shut and others. The key value of the following

system the activity. Therefore, from the standpoint of the activity approach, its content and functions, the process of professional training are oriented on a student's personal and professional potential development, shaping his/her vision of the activity subject. It increases motivation to master theoretical and methodological knowledge and skills and practice in practicing physical and health technologies, as well as independent thinking in solving professional problems.

Consequently, the activity approach in our study has become an important methodological basis for identifying methods, technologies and forms of organising students' activities aimed at shaping professionally important skills and practical use of physical and health technologies in future professional activities. In particular, organizational and methodological (managing own activities and behaviour, planning and implementing individual and group programs of fitness, rehabilitation and collecting direction in accordance with patients/clients' functional state, physical development and health, selecting the optimal methods, means for solving the set goal etc.), cognitive (the ability to creatively reconsider and apply special knowledge in various professional activities, carry out a prognostic analysis based on the result and the functional assessment and assessment of physical development, performance, features of the method of using physical exercises, etc.), communicative (ability to establish contacts, prevent conflicts, to establish productive interaction, etc.), motofacient skills (technically correct demonstration of motion, reproduction of the most accurate image of the motor actions through demonstration and verbal explanation, etc.).

The competence-based approach is considered by scholars as the basis for determining learning outcomes in the form of competence (competencies). The problem of the competence approach in education was studied by V. Baidenko, V. Bolotov, F. Honobolin, B. Yelkonin, E. Zeier, I. Zymnia, I. Ziazun, V. Kraievskiy, N. Kuzmina, A. Markova, A. Novikov, O. Ovcharuk, T. Ordzhi, J. Raven, E. Rogov, B. Serikov, L. Parashchenko, Yu. Tatour, L. Tarkhan, V. Tusheva, S. Trubachova, G. Freiman, M. Holsted, A. Khutorskiy, V. Shadrykov and others. Implementing main provisions of the competence-based approach directs the professional training process for physical therapy and ergotherapy bachelors to eliminate the disadvantages of pedagogical education content. They are in shifting the emphasis on students' quantitative assimilation of theoretical information to skills development for their practical implementation in professional activities to solve complex professional tasks. The crucial role in this case is played by the practical direction of future specialists training.

According to this approach, the professional training of future physical therapy and ergotherapy specialists for using physical and health technologies in professional activities should be aimed at forming appropriate competencies necessary for future specialist's professional self-realisation, in particular: integral (the ability to solve complex professional tasks of functions recovery using physical and recreational technologies), general (the ability to evaluate the results of own actions and improving the quality of providing physical and health services, observance of the general ethical norms in professional communication) and special (the ability to understand theory and methodology basis for practicing physical and health technologies, conduct rehabilitation examination, plan and implement rehab programs by means of physical and health technologies respectively to patient's/client's functional state and physical capacity level etc.). The activity and competence-based approaches in terms of our research lead to a practical basis for forming the readiness of future physical therapy and

ergotherapy bachelors to practice physical and health activities.

Conclusions. Thus, the following methodological approaches play a leading role in shaping the professional readiness of future physical therapy and ergotherapy specialists to apply physical and health technologies in future professional activities: systemic, activity, competence, axiological, personal. The system approach determines the pedagogical process integrity with corresponding structure, hierarchy of its components; the axiological approach contributes to shaping students' professional and personal values, visions and motives; the personal approach involves creating the necessary conditions for developing a student's professionally important individual qualities; the competence-based approach directs the professional training on forming a competent specialist by means of practice-based training; the priority value of the activity approach is an individual's activity when he/she develops and improves the range of his/her competences.

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Методологічні підходи до професійної підготовки майбутніх фахівців фізичної терапії та ерготерапії

Оксана Беспалова,

викладач кафедри здоров'я людини, реабілітації, фізичної терапії та ерготерапії, Сумський державний педагогічний університет

Реферат. У статті висвітлено суть поняття "підходи", розглянуто питання методологічного підґрунтя формування готовності майбутніх фахівців з фізичної терапії та ерготерапії до використання фізкультурно-оздоровчих технологій у майбутній професійній діяльності. Визначено, що діяльнісний, особистісний, системний, аксіологічний та компетентнісний підходи є ґрунтовною основою для формування висококваліфікованого, конкурентоспроможного фахівця у сфері охорони здоров'я, де фізкультурно-оздоровчі технології являються основним засобом майбутньої професійної діяльності. У рамках нашої роботи загальнонаукове підґрунтя формування готовності майбутніх бакалаврів з фізичної терапії, ерготерапії до застосування фізкультурно-оздоровчих технологій складають системний та аксіологічний підходи, що дали змогу визначити мету, завдання і спрямування процесу формування готовності, розкрити її суть та структуру. Особистісний підхід спрямовує педагогічний вплив на розвиток професійно важливих якостей особистості і становить теоретико-методичну основу нашого дослідження. Діяльнісний підхід націлює професійну підготовку на формування відповідних умінь та навичок майбутнього фахівця, серед яких – організаційно-методичні, пізнавальні, комунікативні та рухові уміння. Компетентнісний підхід став базовою основою для визначення відповідних компетентностей, необхідних для професійної самореалізації майбутніх фахівців.

Ключові слова: професійна підготовка, методологічний підхід, фізична терапія, ерготерапія, фізична реабілітація.

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