

MODERN DISCOURSE OF PROFESSIONAL TRAINING OF PHYSICAL THERAPY AND ERGOTHERAPY: AXIO-PEDAGOGICAL CONTENT

СУЧАСНИЙ ДИСКУРС ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ З ФІЗИЧНОЇ ТЕРАПІЇ ТА ЕРГОТЕРАПІЇ: АКЦІО-ПЕДАГОГІЧНИЙ КОНТЕНТ

The article states that the strategic orientation in today's turbulent times is the optimization of the process of professional training of specialists in the field of physical therapy and occupational therapy on the basis of higher education institutions of Ukraine with the preservation of previous achievements of national traditions and taking into account the acquired experience of the world's leading universities. The range of professional functions of a specialist in physical therapy and occupational therapy is quite wide, but the axio-pedagogical components of the Ukrainian-European vector of the functional discourse of specialists in this field are not sufficiently covered. The article aim is to characterize the modern discourse on the acquisition of professional competences by specialists in physical therapy and occupational therapy in the axio-pedagogical context. Attention is focused on consideration of technological solutions for the professional formation of specialists in physical therapy and occupational therapy, as leading specialists in the field of maintenance, correction and restoration of movement patterns of the human body. The health and physical well-being of people undergoing a rehabilitation session depends on the professionalism of specialists in this field. The effective solution of the tasks of multifaceted interaction with each client requires a physical therapist and an occupational therapist to possess a developed professional culture, which is manifested by personal and individual qualities, formed by valuable and meaningful content. It has been proven that the higher education system in Israel provides for three degrees, namely bachelor's, master's and doctor of philosophy (PhD). In this country, physical therapists are trained in universities, medical schools and colleges. It was noted that higher education in Italy has certain features and consists of the following degrees: higher education students learn a bachelor's program, and then students can study in specialist training programs, first-level specialization programs, and first-level master's programs. In the USA, Canada, Germany and other developed countries, the profession of a specialist in physical therapy and occupational therapy is separated from the profession of a doctor. It is shown that the Ukrainian system of professional formation of specialists in this field consists of three levels: first (bachelor's), second (master's), third (educational-professional or educational-scientific). It has been proven that modern bachelor's and master's training programs in physical therapy and occupational therapy are successfully implemented in leading domestic and European institutions of higher education, the main feature of which is a synergistic combination of theoretical and practical components.

Key words: professional training, domestic and foreign experience, physical therapist and occupational therapist.

У статті зазначено, що стратегічним орієнтиром у буремні часи сьогодення є оптимізація процесу професійної підготовки фахівців у галузі фізичної терапії та ерготерапії на базі закладів вищої освіти України зі збереженням попередніх здобутків вітчизняних традицій та врахуванням набутого досвіду провідних вишів світу. Діапазон професійних функцій фахівця фізичної терапії та ерготерапії досить широкий, однак аксіо-педагогічні компоненти українсько-європейського вектору функціонального дискурсу фахівців цієї галузі висвітлені недостатньо. Мета роботи – охарактеризувати сучасний дискурс набуття професійних компетентностей фахівцями з фізичної терапії та ерготерапії в аксіо-педагогічному контексті. Зосереджено увагу на розгляді технологічних рішень професійного становлення фахівців з фізичної терапії та ерготерапії, як провідних спеціалістів у галузі підтримання, корекції та відновлення рухових патернів людського організму. Від професіоналізму фахівців цієї сфери залежить здоров'я та фізична складова самопочуття людей, які проходять реабілітаційну сесію. Ефективне розв'язання завдань різнобічної взаємодії з кожним клієнтом зобов'язує фізичного терапевта та ерготерапевта володіти розвинутою професійною культурою, що проявляється особистісно-індивідуальними якостями, сформованим ціннісно-смісловним контентом. Доведено, що система вищої освіти в Ізраїлі передбачає навчання за трьома ступенями, а саме бакалавра, магістра та доктора філософії (PhD). В цій країні фізичних терапевтів готують в університетах, медичних школах та коледжах. Відзначено, що вища освіта в Італії має певні особливості та складається з таких ступенів: здобувачі вищої освіти засвоюють бакалаврську програму, далі студенти можуть пройти навчання за програмами підготовки фахівців, програмами спеціалізації першого рівня і магістерськими програмами першого рівня. В США, Канаді, Німеччині та інших розвинених державах, професію фахівця з фізичної терапії та ерготерапії відокремлюють від професії лікаря. Показано, що українська система професійного становлення фахівців цієї сфери складається з трьох рівнів: перший (бакалаврський), другий (магістерський), третій (освітньо-професійний чи освітньо-науковий). Доведено, що сучасні програми підготовки бакалаврів і магістрів з фізичної терапії та ерготерапії успішно реалізуються в провідних вітчизняних та європейських закладах вищої освіти, головною особливістю яких є синергічне поєднання теоретичних та практичних складових.

Ключові слова: професійна підготовка, вітчизняний та зарубіжний досвід, фізичний терапевт та ерготерапевт.

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Problem statement. Modern patterns of European integration of Ukraine provide for the presence of transparent and socially significant changes in the

higher education system of Ukraine, the opportunity to occupy a certain link in the international educational space, the need to train a fundamentally new

generation of personnel with higher education who will meet the requirements of the domestic and foreign labor markets. In connection with the deterioration of the state of health of Ukrainians, society has an urgent need for specialists in physical therapy, occupational therapy, physical rehabilitation, the basics of health, valeology, etc. Therefore, the strategic orientation in today's turbulent times is the optimization of the process of professional training of specialists in the field of physical therapy and occupational therapy on the basis of higher education institutions of Ukraine, preserving the previous achievements of national traditions and taking into account the acquired experience of the world's leading universities.

Analysis of recent research and publications.

According to modern ideas, society, according to L.M. Rybalko, needs competent qualified specialists in physical rehabilitation of the new formation, both at the state and regional levels. This approach dictates the importance of high-quality training in institutions of higher education of professionals in this field who have fundamental knowledge, skills and abilities capable of constant professional growth, social and professional mobility, effective work in their profession at the level of world standards, and a creative approach to solving extraordinary issues [10, c. 296]. A.B. Pochtovyuk emphasizes that the fundamental difference between the Ukrainian higher education system and the European one is the presence of state standards that regulate the list of normative educational components for each training program, their content and the acquisition of certain competencies, which makes it possible to monitor and improve the quality of education [11, c. 104].

In scientific investigations A.M. Hertsika notes that «physical therapy (physiotherapy) in the modern international interpretation is a profession in the field of health care, which is aimed at strengthening health, preventing physical disability, assessing the condition and rehabilitation of patients with pain syndrome, disease or injury, and treatment without the use of medicinal, surgical or radiological means with the use of physical therapeutic means» [12, c. 3].

M.Ya. Romanishyna draws attention to the fact that for synergistic interaction with the client, a specialist in physical rehabilitation must possess theoretical knowledge, practical skills (provision of certain procedures, communication with the client) and professional motivation. However, if he is only familiar with certain techniques and technologies without understanding their importance in the general rehabilitation session, then such work of a specialist in physical therapy and occupational therapy can be considered erroneous. A specialist in the specified field must clearly understand and justify the use of certain sets of physical exercises and restorative procedures [1-4].

According to modern concepts, physical therapist is an established and legitimate profession, with specific professional aspects of clinical practice, which are determined by a variety of social, economic, cultural and political conditions. The first professional qualification obtained in any country is the successful completion of the right educational program and qualification as a specialist in physical and occupational therapy, who is allowed to use the title of this profession and work as an independent specialist [2, 4, 9]. The range of professional functions of a specialist in physical therapy and occupational therapy is quite wide and diverse, but the axio-pedagogical components of the Ukrainian-European vector of the functional discourse of specialists in this field are insufficiently covered.

The research aim is to characterize the modern discourse on the acquisition of professional competences by specialists in physical therapy and occupational therapy in the axio-pedagogical context.

Results and discussion. To date, specialists in the specialty «physical therapist» are trained in more than seventy countries of the world. The main goal of the professional activity of a physical therapist is the development, maintenance and restoration of motor functions, motor and functional capacity of a person throughout life. For this, physical exercises, manual therapy, massage, the influence of various natural factors (heat, light, water, etc.) are used. In contrast to the system of organizing rehabilitation care 20th century, with this approach in the 21st century, only one specialist with a higher education – a «physical therapist» works with the client [1, 4].

In the countries of Europe and the world, the term «physical therapy» is used in rehabilitation activities, which is almost identical in meaning to the term «physical rehabilitation». Specialists of the Ukrainian Association of Physical Therapy note that there is a correspondence between the domestic interpretation of the term «physical rehabilitation» and the international term «physical therapy» («physiotherapy») due to key aspects of the direction of professional activity: functional reconstruction and the use of similar recovery methods, among which the leading ones are physical exercises [2]. In this context, we note that there is ambiguity regarding the definition of the concept of «physical therapy (rehabilitation)».

According to the Law of Ukraine «On Higher Education», the training of specialists in physical therapy and occupational therapy in most higher education institutions of the country is carried out at three levels: the first (bachelor's) degree of higher education «bachelor» with a term of study of 3 years 10 months with the scope of the educational program 180-240 ECTS credits; the second (master's degree) – the «master's» degree of higher education with a duration of 1 year 6 months is obtained through educational-professional or educational-scientific programs,

the volume of which is 120 ECTS credits; the third (educational-scientific) – the term of training for a doctor of philosophy in postgraduate studies is 4 years, the scope of the educational component of the educational-scientific program includes 30-60 ECTS credits.

In this context, the experience of foreign colleagues, in particular Italian ones, is invaluable. The higher education system of Italy includes educational institutions of the following types: universities, institutes and colleges.

The sector of university education consists of 83 universities, including: 58 states (Universitastatali); 17 non-states, accredited at the state level (Universitanonstatali, legal mentericonosciute); 2 universities for foreign students (Universitaper Stranieri); 3 higher schools specializing in postgraduate studies (Scuole Superiori); 3 polytechnic universities (Politecnici) [13].

Higher education in Italy consists of three levels:

Level I. Higher education seekers undergo a bachelor's program (Sog-sidi Laurea – CL), the main purpose of which is to master general scientific disciplines and methods, and develop special professional skills. Education at the first level of higher education lasts three years.

Level II. As part of obtaining the second degree of higher education, students can study in specialist training programs (Corsidi Laurea Specialistica – CLS), first-level specialization programs (Corsidi Specializzazionedi 1 livello – CS1) and first-level master's programs (Corsidi Master Universitariodi 1 livello – CMLI1). Duration of study is from two to three years.

Level III. Postgraduate studies include the Doctor of Science research program (Corsidi Dottoratodi Ricerca – CDR), second-level specialization programs (Corsidi Specializzazionedi 2 livello – CS2) and second-level master's programs (Corsidi Master Universitariodi 2 livello – CMU2) [13].

A noticeable difference in the education system in Italy is the absence of fixed educational programs. Students studying in Italian universities can create their own schedule of classes and exams. There are lectures and practical classes, but at the same time, students have the opportunity to independently choose which teacher to study with and what to study. Such freedom gives rise to great responsibility and interest in studying the chosen disciplines [14].

In the USA, Canada, Germany and other developed countries, the profession of a specialist in physical therapy and occupational therapy is separated from the profession of a doctor. Such specialists study the entire range of medical disciplines, master modern methods of treatment and physical rehabilitation, master the basics of psychological assistance to clients [1, 5].

Only a person who holds a valid diploma of a physiotherapist issued by the Ministry of Health of

Israel has the right to recommend himself as a physiotherapist in Israel. The Israel-wide Department of Physiotherapy (Rehabilitation Division) under the Ministry of Health is responsible for quality assurance of the services of physical therapists in Israel. This structure is responsible for the development of programs of standards and work regulations, their further implementation, controls and supervises the services of physical therapists. The functions of the department are to develop and promote the profession of physiotherapists in Israel [6, 7].

In Israel, physical therapists are trained in universities, medical schools and colleges. The diploma of a physiotherapist and the first academic bachelor's degree (Bachelors in Physical Therapy (BPT)) can be obtained at 5 universities in Israel. The duration of studies at the bachelor's level is 4 years. Master's programs in physiotherapy (MA) are offered by 3 universities – Ben-Gurion University of the Negev, Beer Sheva (Ben-Gurion University of the Negev), University of Haifa (University of Haifa), Tel Aviv University (Tel Aviv University), duration of study – 2 years [5, 7]. In Israel, physiotherapists are considered to be the leading experts in health promotion and physical activity. The analysis of the source base in the field of this issue showed that the main vectors of physical therapy in the country are: orthopedic, neurological and cardiorespiratory rehabilitation, rehabilitation after burns, children's rehabilitation. In addition, there are unique areas of activity of a physiotherapist: rehabilitation for lymphostasis, vestibular rehabilitation and rehabilitation for disorders of the pelvic floor organs [8]. The Israeli Association of Physiotherapists is an active member of the World Confederation for Physical Therapy. Physiotherapist services in Israel are included in the list of state health insurance services [7].

Conclusions and perspectives. It has been proven that specialists in physical therapy and occupational therapy are leading specialists in the field of maintaining, correcting and restoring movement patterns of the human body. The health and physical well-being of people undergoing a rehabilitation session depends on the professionalism of specialists in this field. The effective solution of the tasks of multifaceted interaction with each client requires a physical therapist and an occupational therapist to possess a developed professional culture, which is manifested by personal and individual qualities, formed by valuable and meaningful content. It has been proven that the higher education system in Israel provides for three degrees, namely bachelor's, master's and doctor of philosophy (PhD). In this country, physical therapists are trained in universities, medical schools and colleges. It was noted that higher education in Italy has certain features and consists of the following degrees: higher education students learn a bachelor's program, and then

students can study in specialist training programs, first-level specialization programs, and first-level master's programs. In the USA, Canada, Germany and other developed countries, the profession of a specialist in physical therapy and occupational therapy is separated from the profession of a doctor. It is shown that the Ukrainian system of professional formation of specialists in this field consists of three levels: first (bachelor's), second (master's), third (educational-professional or educational-scientific). Modern bachelor's and master's training programs in physical therapy and occupational therapy are successfully implemented in leading domestic and European institutions of higher education, the main feature of which is a synergistic combination of theoretical and practical components.

The future of professional training of specialists in physical therapy and occupational therapy for the restoration and maintenance of health in society has great prospects, since the demand for such specialists is increasing in modern realities, in particular in Ukraine and other countries.

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