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DISCIPLINE "PROPEDEUTICS OF PHYSICAL THERAPY" AS A COMPONENT OF FORMATION OF PROFESSIONAL IDENTITY OF FUTURE SPECIALISTS IN PHYSICAL THERAPY, ERGOTHERAPY

The purpose of the article is to highlight the content of the discipline "Propaedeutics of Physical Therapy" as a component of the formation of professional identity of future professionals in physical therapy, ergotherapy. It is established that professional identity is one of the indicators of the level of professional development of a person, which by its origin is acquired and allows a specialist in physical therapy to realize their belonging to their profession and professional community. Professional identity in its concept is closely interrelated with such concepts as professional development, professionalism, professional self-esteem, professional self-determination and is one of the main criteria to become a professional in a competitive environment. Professional identity is a person's idea of his place in a professional group, as well as the place of his professional group in the system of social relations. It can be concluded that professional identity allows to focus on a person in the world of professions, giving a person valuable guidance and providing opportunities for self-realization. Due to the study of the discipline "Propaedeutics of Physical Therapy", future specialists in physical therapy, ergotherapy develop professional competencies, professional and personal qualities, as well as professional identity. In the process of studying the discipline, students are formed the ability to account for the effectiveness of exercise, competently navigate and understand the essence of information relating to health, pathomorphological and pathophysiological processes in accordance with the patient's diagnosis; develop and plan individual programs of physical therapy and ergotherapy; to restore and improve the motor functions of the patient in the process of physical therapy; to carry out current control of a functional condition of the patient and efficiency of the applied technologies of physical therapy in the course of work. In the process of teaching modern information technologies are widely used, which allow to qualitatively change the content, organizational forms of learning, more effectively use the intellectual capabilities of students, to develop in them different types of thinking, communication skills.

Key words: professional identity, professional disciplines, future specialists, professional training, physical therapy, ergotherapy.

Formulation of the problem. In Ukraine today, the higher education scheme of specialists in physical therapy, ergotherapy wales the task of tuition students' standalone practice in the field of physical therapy, ergotherapy, taking decisive actions in professional situations, that is, stimulating professional thinking, activating creative potential, and building up a steady interest in education future profession.

Along with this, the need for specialists in physical therapy, ergotherapy not only own their profession, but also navigate in related industries, is distinguished by their ability to act quickly, make decisions, work with high productivity and efficiency, solve non-standard professional tasks, and be prepared for constant personal and professional development [5].

Therefore, the matter of finding modern pedagogic proc for the creation of professional identity of future specialists in physical therapy, ergotherapy is becoming relevant.

Analysis of recent researches and publications. The question of formation of professional identity of future specialists in physical therapy and ergotherapy

is relevant among the researches of modern scientists, in particular R. Hammond, V. Cross, A. Moore, K. Hossein, O. Carole, L. Heather, F. Randa. The results of the analysis of the researches of the mentioned scientists show that in the process of professional formation of future specialists role-playing is important, including the norms, values, qualities necessary for becoming a student as a physical therapist/ergotherapist [3] paid to the organization of clinical practice under the guidance of an experienced, specially trained qualified physiotherapist/ergotherapist. This kind of training practice is called supervision.

The analysis of the latest scientific researches and publications allows to state that among the modern scientific researches on pedagogy of higher education and psychology of professional self-determination and becoming of personality, the issue of preparation of competitive specialists in higher educational institutions is urgent [4; 6; 7]. However, the results of the majority indicate that in order to improve the competitiveness of the specialist in the

future, it is necessary to form his professional identity [2]. The professional training of future specialists in physical therapy, ergotherapy should be aimed primarily at the development of a high level of basic professional competences, based on practical training [6]. Educational and industrial practices should create favorable conditions for interaction of future specialists with experienced specialists with clinical experience in the field of physical therapy and ergotherapy.

Purpose of the article. The purpose of the article is to highlight the content of the discipline “Propaedeutics of Physical Therapy” as a component of the formation of professional identity of future specialists in physical therapy, ergotherapy.

Presentation of the main research material. Professional identity is one of the indicators of the level of professional development of a person who by his/her origin is acquired and makes it possible for a specialist in physical therapy to become aware of his/her belonging to his/her profession and to his/her professional community. Professional identity in its concept is closely interconnected with concepts such as professional development, professionalism, professional self-esteem, professional self-determination, and is one of the main criteria for becoming a professional in a competitive environment.

Professional identity is the representation of a person about his or her place in a professional group, as well as about the place of his/her professional group in the system of social relations. It can be concluded that professional identity allows one to navigate a person in the world of professions, giving the person valuable guidance and providing opportunities for self-realization [1].

The descriptive mechanism of the structure of professional identity can be constructed through a set of three main components: motivational value, activity and cognitive.

180 hours and 6 ECTS credits have been allocated for the study of the discipline “Propaedeutics of Physical Therapy” at the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. The discipline is taught to students in order to form in students the ability to account for the effectiveness of exercise, competently navigate and understand the essence of information relating to health, pathomorphological and pathophysiological processes in accordance with the patient’s diagnosis; develop and plan individual programs of physical therapy and ergotherapy; to restore and improve the motor functions of the patient in the process of physical rehabilitation; to carry out current control of a functional condition of the patient and efficiency of the applied technologies of physical rehabilitation in the course of work.

The main tasks of studying the discipline in accordance with the working curriculum of the discipline “Propaedeutics of Physical Therapy” are:

- assimilation of modern theoretical knowledge about the examination and study of the functional state of the basic systems of the body;

- mastering the principles of using physical therapy and ergotherapy;

- understanding of drawing up of algorithm of the individual program of physical therapy;

- assimilation of methodical approaches to the organization of the procedure of physical therapy of patients of different nosological groups.

According to the requirements of the educational and professional program students must know:

- tasks and significance of the discipline “Propaedeutics of physical therapy”;

- principles of physical therapy, ergotherapy;

- traditional and alternative means and methods of physical therapy, ergotherapy;

- features of physical therapy procedures;

- mechanisms of influence of means of physical therapy on a state of health of patients;

- methods for assessing the functional status of patients;

- methods of examination of the state of health of patients.

According to the requirements of the educational-professional program students must be able to:

- solve professional problems;

- test and evaluate modern rehabilitation and diagnostic complexes;

- rehabilitation technical systems and devices;

- summarize advanced scientific and technical experience;

- develop an individual rehabilitation program and use different research methods for diseases of organs and systems, various injuries and injuries;

- analyze the results obtained and evaluate the effectiveness of the developed rehabilitation program.

According to the working curriculum of the discipline “Propaedeutics of physical therapy” meaningful module I provides for the study of future specialists in physical therapy, ergotherapy, general concepts of physical therapy.

Topic 1 is entitled “Stages of development of physical therapy, basic principles and objectives, organizational forms of physical therapy” and involves the study of such sections as: introduction to the discipline, its structure, features; history of origin, stages of development, definition of the modern concept of rehabilitation, types of rehabilitation; physical therapy, its features; basic principles and tasks, stages and organizational forms of physical therapy; the main components of physical therapy; terminological dictionary; basic principles of physical therapy; organizational forms of physical therapy; the main components of physical therapy; rehabilitation period, intensity of rehabilitation care; recovery strategy, compensation strategy; multidisciplinary physical therapy team.

Conducting physical therapy in acute, acute and long-term periods; survey indicators, European standards, assessment, rehabilitation prognosis; the beginning of the program of physical therapy, the individual program of physical therapy; symptoms, syndromes, disorders; means and methods of examination in physical therapy for disorders of the cardiovascular, respiratory, nervous systems and musculoskeletal system; means and methods of rehabilitation effect in disorders of body systems.

Topic 2 is entitled "Classification of the main categories of life" and involves the study of such sections as: scales for quantitative assessment of the patient's condition of different nosological groups; indications, contraindications to the appointment of a rehabilitation program; rehabilitation in acute, subacute and long-term periods; classification of the main categories of life and their limitations by severity; degree of ability to self-care, to move independently, to study, to work, to orientation, to communicate, to control their own behavior.

Topic 3 is entitled "Basic principles of diagnosis in physical therapy" and involves the study of such sections as: rehabilitation examination; form of complex examination; manual muscle testing; defining the goals of physical therapy; main contingents of patients for outpatient rehabilitation; duration of rehabilitation course depending on nosology; the amount of rehabilitation measures depending on the level of rehabilitation assistance; basic components of examination and control of patients by a physical therapist in disorders of the cardiovascular and respiratory, nervous systems and musculoskeletal system; methodology of drawing up approximate rehabilitation programs and complexes of medical gymnastics for patients of different nosological groups.

Content module II is aimed at students mastering the knowledge and skills in the use of physical therapy.

Topic 4 is entitled "Features of kinesiotherapy and massage in physical therapy" and involves the study of such sections as: basic methods of kinesiotherapy; mechanisms of therapeutic action of physical exercises – general, gymnastic, special; principles of training, the impact of exercise on the patient's body; basic means of kinesiotherapy – physical exercises, their types (active and passive); stretching exercises, isometric, corrective, coordination of movements; breathing reflex and special exercises; diagnosis of the effectiveness of kinesiotherapy; systematic registration of personal health indicators: functional state of the systems (cardiovascular system, respiratory, nervous, musculoskeletal system), well-being, physical development and physical fitness in the diary of self-control; common functional tests (cardiovascular system, respiratory, musculoskeletal system) to determine physical development

and physical fitness; organization of classes in special medical groups, medical and pedagogical observations; aging and features of physical activity in middle and old age.

Topic 5 is entitled "Technical and physiotherapeutic agents" and involves the study of such sections as: the concept of mechanotherapy, indications and contraindications to use; methods of mechanotherapy, conditions and dosage of physical activity; mechanotherapy devices of block and pendulum type, lever principle; indications and contraindications to use; dosage of physical activity during the restoration of muscle strength, joint mobility; the concept of physiotherapy; mechanisms of therapeutic action of physical factors; classification of physical factors; therapeutic electrophoresis, electrosleep and electrical stimulation; basic concepts of magnetic therapy; indications and contraindications to use; the concept of ergotherapy, types, stages of education of motor skills; indications and contraindications; motor modes.

Topic 6 is entitled "Compilation of comprehensive individual physical therapy programs" and involves the study of such sections as: components of physical therapy programs: examination, review, evaluation, diagnosis of disorders, prognosis, intervention; planning: drawing up rehabilitation goals; formation of technologies of intervention, control; registration of the program of physical therapy; goal setting in SMART-format; drawing up a program using therapeutic exercises (kinesiotherapy), training of motor skills, postisometric relaxation, massage, preformed therapeutic factors, etc.; drawing up a block diagram of an individual rehabilitation program on a selected topic.

In the process of teaching, modern information technologies are widely used, which allow to qualitatively change the content, organizational forms of learning, more effectively use the intellectual capabilities of students, to develop their different types of thinking, communication skills.

The so-called computer presentations are especially popular.

We assume that the main purpose of the presentation is the effective realization of the inherent non-didactic potential. The didactically filled presentation helps to solve the problem of intensification and optimization of the learning process in lectures and practical classes.

The inclusion of the presentation in the structure of the classroom should be determined by a specific goal, integrated with independent work.

Conclusions. Thus, due to the study of the discipline "Propaedeutics of Physical Therapy" in future specialists in physical therapy, ergotherapy, professional competencies, professional and personal qualities, as well as professional identity are formed. Professional identity is one of the

indicators of the level of professional development of a person who by his/her origin is acquired and makes it possible for a specialist in physical therapy to become aware of his/her belonging to his/her profession and to his/her professional community. In the process of studying the discipline, students are formed the ability to account for the effectiveness of exercise, competently navigate and understand the essence of information relating to health, pathomorphological and pathophysiological processes in accordance with the patient's diagnosis; develop and plan individual programs of physical therapy and ergotherapy; to restore and improve the motor functions of the patient in the process of physical therapy; to carry out current control of a functional condition of the patient and efficiency of the applied technologies of physical therapy in the course of work.

Prospects for further research are to study the content of other professional disciplines in order to form the professional identity of future professionals in physical therapy, ergotherapy.

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Копочинська Ю. В. Дисципліна «Пропедевтика фізичної терапії» як складник формування професійної ідентичності майбутніх фахівців із фізичної терапії, ерготерапії

Метою статті є висвітлення змістового наповнення дисципліни «Пропедевтика фізичної терапії» як складника формування професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії. Встановлено, що професійна ідентичність є одним із показників рівня професійного розвитку людини, яка за своїм походженням набувається та дає можливість фахівцеві з фізичної терапії усвідомити свою належність до професії та професійної спільноти. Професійна ідентичність у її концепції тісно взаємопов'язана з такими поняттями, як «професійний розвиток», «професіоналізм», «професійна самооцінка», «професійне самовизначення», і є одним з головних критеріїв статистичного професіоналом у конкурентному середовищі. Професійна ідентичність – це уявлення людини про її місце в професійній групі, а також про місце своєї професійної групи в системі суспільних відносин. Можна зробити висновок, що професійна ідентичність дає змогу орієнтуватися на людину у світі професій, даючи людині цінні вказівки та надаючи можливості для самореалізації. Завдяки вивченню дисципліни «Пропедевтика фізичної терапії» у майбутніх фахівців з фізичної терапії, ерготерапії формуються професійні компетенції, професійні та особистісні якості, а також професійна ідентичність. У процесі вивчення дисципліни у студентів відбувається формування здатностей проведення обліку ефективності занять фізичними вправами, компетентно орієнтуватися і розуміти суть інформації, яка стосується стану здоров'я, патоморфологічних та патофізіологічних процесів відповідно до діагнозу пацієнта; розробляти і планувати індивідуальні програми фізичної терапії та ерготерапії; відновлювати та вдосконалювати рухові функції пацієнта у процесі проведення фізичної терапії; здійснювати поточний контроль функціонального стану пацієнта та ефективності застосованих технологій фізичної терапії у процесі роботи. В процесі викладання широко застосовуються сучасні інформаційні технології, які дають змогу якісно змінити зміст, організаційні форми навчання, ефективніше використовувати інтелектуальні можливості студентів, розвивати у них різні види мислення, комунікативні здібності.

Ключові слова: професійна ідентичність, фахові дисципліни, майбутні фахівці, професійна підготовка, фізична терапія, ерготерапія.