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DETERMINATION OF CRITERIA, INDICATORS AND LEVELS OF FORMATION OF PROFESSIONAL IDENTITY OF FUTURE PHYSICAL THERAPY, ERGOTHERAPY

The purpose of the article is to determine the criteria, indicators and levels of professional identity formation of future specialists in physical therapy, ergotherapy. Conducted theoretical analysis of scientific and methodological literature and own teaching experience allows us to determine the following criteria for the formation of professional identity of future specialists in physical therapy, ergotherapy, as cognitive, motivational-value, active communicative and emotional-empathic, which can be based on advanced and higher. The division at the level is conditional, but in our view, it most accurately reflects the dynamics of formation and structure of professional identity of future specialists in physical therapy, ergotherapy. It is established that the degree of detection of a criterion is expressed through indicators – quantitative characteristics of phenomena and processes that allow to conclude their state in dynamics. The description of indicators and levels of each criterion is given. According to the results of the study, it is established that the criteria for the formation of professional identity of future specialists in physical therapy, ergotherapy are cognitive, motivational-value, active communicative and emotional-empathic, which can be formed at three levels: basic, advanced. It also describes different formations, namely, basic, higher, advanced, professional identity of future specialists in physical therapy, ergotherapy. The higher level of professional identity formation of future specialists in physical therapy, ergotherapy is defined, which is determined by the completeness, depth of knowledge of students about their professional rights and responsibilities; a clear understanding of the principles of scientific evidence, modern methods of information search, work with library and information resources; understanding and acceptance of the peculiarities of using methods and means of physical therapy, ergotherapy. Features of the basic and advanced levels are also given.

Key words: *professional identity, formation of professional identity, criteria for evaluation of professional identity, training.*

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ВИЗНАЧЕННЯ КРИТЕРІЇВ, ПОКАЗНИКІВ ТА РІВНІВ СФОРМОВАНOSTІ ПРОФЕСІЙНОЇ ІДЕНТИЧНОСТІ МАЙБУТНІХ ФАХІВЦІВ З ФІЗИЧНОЇ ТЕРАПІЇ, ЕРГОТЕРАПІЇ

Метою статті є – визначити критерії, показники та рівні сформованості професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії. Проведений теоретичний аналіз науково-методичної літератури та власний викладацький досвід дозволяє визначити такі критерії сформованості професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії: когнітивний, мотиваційно-ціннісний, діяльнісний, комунікативний та емоційно-емпатійний. Ці критерії можуть бути сформовані на трьох рівнях: базовому, просунутому і вищому. Поділ на рівні умовний, але, на наш погляд, найбільш точно відображає динаміку формування та структуру професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії. Встановлено, що ступінь виявлення критерію виражається через показники – кількісні характеристики явищ і процесів, які дають змогу дійти висновку про їх стан у динаміці. Наведена характеристика показників та рівнів кожного критерію. Також охарактеризовані різні рівні сформованості, а саме базовий, вищий, просунутий, професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії. Охарактеризовано вищий рівень сформованості професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії, що визначається повнотою, глибиною знань студентів щодо своїх професійних прав та обов'язків; яскраво вираженим розумінням принципів науково-дослідницької практики, сучасних методів пошуку інформації, роботи з бібліотечними та інформаційними ресурсами; розумінням та прийняттям особливостей використання методів і засобів фізичної терапії, ерготерапії. Також наведені особливості базового та просунутого рівнів.

Ключові слова: *професійна ідентичність, сформованість професійної ідентичності, критерії оцінки професійної ідентичності, професійна підготовка.*

Statement of the problem. In the educational policy of the XXI century there are innovative processes that fundamentally modify the whole system of national education. These processes create the opportunity for innovations, requiring changes in the content of education itself and ways of organizing the educational process of specialists in physical therapy, ergotherapy, ergotherapy.

The current situation in the labor market in Ukraine, responding to the various transformations in the socio-economic life of the country, reformation and modernization in the field of health care, places increasingly stringent requirements on the specialist in physical therapy, ergotherapy, quality of his professional activity and recruitment qualification characteristics, demanding competitive advantages in the labor market. Today, the social and state need for the training of competitive specialists in the field of physical therapy, ergotherapy, with fully developed personal, strong-willed and professional qualities are fully recognized, as evidenced by the normative acts of the Ministry of Health and the Ministry of Health and Science (Dmitriieva and Kopochynska, 2019).

Among the main tasks of professional training of specialists at the current stage of development of education in Ukraine is the formation of a person who can creatively, consciously, independently determine the purpose of his future activity, capable of self-regulation, which will ensure the achievement of this goal. Topical issues related to the formation of professional identity of future specialists in physical therapy, ergotherapy.

So, now it is important to determine the criteria, indicators and levels of professional identity formation of future specialists in physical therapy, ergotherapy.

Research analysis. Studying the theoretical aspect of defining criteria, we are convinced that researchers from different perspectives come to understand and interpret this concept. It is defined as "level", "indicator", "parameter", "sign".

According to the definition given in the Great Interpretative Dictionary of Modern Ukrainian, "the criterion is the basis for assessing, defining or classifying something, the measure" (Great Interpretive Dictionary of Modern Ukrainian, 2004: 588).

The degree of criterion detection is expressed through indicators – quantitative characteristics of phenomena and processes that make it possible to conclude their state in dynamics (Strelnikov, 2003). A criterion is a broader concept than a metric, so it is possible that there is a metric for one criterion.

Researchers understand the concept of "indicator" as a sign that enables one to identify the most important

aspects of pedagogical activity and to evaluate them adequately. Among the aspects are procedural ones that reveal the outside of the educational process (professional actions, skills of teachers and students), its internal features (motives, assessments, result of activity) (Kuzmina, 2012).

Purpose of the article – determine the criteria, indicators and levels of professional identity of future specialists in physical therapy, ergotherapy.

Presenting main material. Conducted theoretical analysis of scientific and methodological literature and own teaching experience (Kopochynska, 2017) allows us to determine the following criteria for the formation of professional identity of future specialists in physical therapy, ergotherapy, as cognitive, motivational-value, active communicative and emotional-empathic, which can be based on advanced and higher. The division at the level is conditional, but in our view, it most accurately reflects the dynamics of formation and structure of professional identity of future specialists in physical therapy, ergotherapy.

Consider the criteria for professional identity that we have highlighted.

The cognitive criterion of the formation of professional identity of future specialists in physical therapy, ergotherapy reflects the degree of theoretical awareness of the future specialist in the field of professional activity.

Indicators of the cognitive criterion of professional identity formation of future specialists in physical therapy, ergotherapy are completeness, depth and scientific knowledge of their professional rights and responsibilities, principles of scientific and evidentiary practice, modern methods of information search, work with library and information resources, especially and physical therapy, ergotherapy.

The motivational-value criterion implies the awareness of future specialists in physical therapy, the ergotherapy of the social significance of the profession, the ability to positively motivate to perform professional activity and a certain level of acceptance of responsibility for one's life, professional activity and congruence of personal values with professional ones.

Indicators of motivational value criterion of professional identity formation of future specialists in physical therapy, ergotherapy are positive motivation for performing professional activity, interest and need for self-improvement, understanding of the value of profession in health care, high level of taking responsibility for one's profession successes and failures, absence of contradictions between personal and professional values.

The activity criterion involves understanding competence as an integral part of professional identity. We propose to consider the activity criterion as a subjective representation of the future specialist in physical therapy, ergotherapy about their readiness to work in one or another area of professional activity. This criterion reflects attitudes toward specific activities and patient / client categories that result in self-expression.

Indicators of the active criterion of formation of professional identity of future specialists in physical therapy, ergotherapy are the ability to apply and adhere to moral standards, professional ethics, obtain the consent of the patient / client, or guardians to conduct physical therapy measures, ergotherapy; ability to consider factors that may affect communication effectiveness, use open and closed questions, identify and interpret non-verbal communication signals, communicate professionally and clearly with patients / clients, carers, family members, loved ones and all participants in the rehabilitation process; critically analyze existing rehabilitation practices based on current scientific evidence; apply knowledge in practice, solve complex problems and problems that arise in professional activity.

The communicative criterion involves the diagnosis of the ability of future specialists in physical therapy, ergotherapy to establish effective relationships with the patient according to his condition and diagnosis, as well as to the implementation of fruitful cooperation with members of the multidisciplinary team. In general, none of the functions of a specialist in physical therapy can be realized outside of his interaction and communication with patients, that is, in the professional activity of communication is a universal category.

Indicators of the communicative criterion of professional identity formation of future specialists in physical therapy, ergotherapy are:

- systematic contacting by students to clarify professional issues;
- owning ways to establish, maintain and terminate communication contacts;
- the ability to use the acquired knowledge and skills in the culture of communication in the process of analyzing various professional situations and activities.

Emotional-empathic criterion involves diagnostics of the ability of future specialists in physical therapy, ergotherapy to overcome various emotional, extreme, stress related to professional activity, as well as the readiness of the future specialist for active interaction, communication, interpenetration into one another compassion, that is, puts participants' positions in

conformity with the psychological patterns of subject-subject interaction.

Indicators of the emotional-empathic criterion of formation of professional identity of future specialists in physical therapy, ergotherapy are:

- positive attitude towards vocational training and professional career;
- adequate assessment of oneself as a subject of educational and professional activity;
- formed value orientations.
- the ability to choose the means of self- and inter-regulation in the process of interpersonal interaction;
- the ability of the individual to experience the emotions that another individual experiences while interacting with them;
- understanding another person through the emotional "feeling" of their experience.

We characterize the levels (basic, higher, advanced) of the formation of professional identity of future specialists in physical therapy, ergotherapy.

The basic level ("performer") of the professional identity of future specialists in physical therapy, ergotherapy is characterized by the presence of students' perceptions of their professional rights and responsibilities; lack of understanding of the principles of scientific and evidentiary practice, modern methods of information search, work with library and information resources; adoption of the peculiarities of the use of methods and means of physical therapy, ergotherapy. Students have a low ability to preserve and multiply moral, cultural, scientific values and achievements of society on the basis of understanding of history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, to use different types and motor activity for active rest and healthy living. There is a basic understanding of the subject area and an understanding of professional activity, acceptance of basic humanistic values and the need to act on the basis of ethical considerations (motives). Future specialists are able to apply and adhere to moral standards, professional ethics, obtain the consent of the patient / client, or guardians for physical therapy, ergotherapy; Communicate professionally and clearly with patients / clients, carers, family members, loved ones and all participants in the rehabilitation process. There is no ability to analyze existing rehabilitation practices based on current scientific data. There is a lack of willingness on the part of students to systematically establish contacts to clarify professional issues; three difficulties in establishing, maintaining and terminating communications; lack of understanding of the acquired knowledge and

skills in the culture of communication in the process of analyzing various professional situations and activities. There is no desire for students to build a professional career; lack of adequate assessment of oneself as a subject of educational activity; lack of ability to choose the means of self-regulation and inter-regulation in the process of interpersonal interaction; lack of an individual's ability to experience emotions that another person experiences while interacting with them; lack of ability to understand another person through the emotional "feeling" of their experience.

The advanced level ("specialist") of professional identity of future specialists in physical therapy, ergotherapy is characterized by the students' understanding and acceptance of their professional rights and responsibilities; a strong understanding of the principles of scientific evidence, modern methods of information retrieval, work with library and information resources; adoption of the peculiarities of the use of methods and means of physical therapy, ergotherapy. Expressed ability to preserve and multiply moral, cultural, scientific values and achievements of the society on the basis of understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, use different types and forms of motor activity for active rest and healthy living. There is a strong understanding of the subject area and an understanding of professional activity, understanding and acceptance of basic humanistic values and the need to act on the basis of ethical considerations (motives). Students are ready to apply and adhere to moral standards, professional ethics, obtain the consent of the patient / client, or guardians for physical therapy, ergotherapy; available skills to communicate professionally and clearly with patients / clients, carers, family members, loved ones and all participants in the rehabilitation process; able to analyze existing rehabilitation practices based on current scientific data; apply knowledge in practice, solve complex problems and problems that arise in professional activity. There are difficulties in systematically establishing contacts to clarify professional issues; free ownership of ways to establish, maintain and terminate communication; the ability to use the acquired knowledge and skills in the culture of communication in the process of analyzing various professional situations and activities. Students have a positive attitude towards vocational training and professional careers; adequate assessment of oneself as a subject of educational and professional activity;

formed value orientations. There are difficulties in choosing the means of self-regulation and inter-regulation in the process of interpersonal interaction.

Higher level ("leader") of professional identity formation of future specialists in physical therapy, ergotherapy is characterized by completeness, depth of students' knowledge about their professional rights and responsibilities; a clear understanding of the principles of scientific evidence, modern methods of information search, work with library and information resources; understanding and acceptance of the peculiarities of using methods and means of physical therapy, ergotherapy. The ability to preserve and multiply moral, cultural, scientific values and achievements of the society on the basis of understanding of history and patterns of development of the subject area, its place in the general system of knowledge about the nature and society and in the development of society, technology and technologies, use different types and forms of motor activities for outdoor activities and healthy lifestyles. There is a strong understanding of the subject area and understanding of professional activity, understanding and acceptance of basic humanistic values and the need to act on the basis of ethical considerations (motives). Also, this level is characterized by the ability to apply and adhere to moral standards, professional ethics, obtain the consent of the patient / client, or guardians for physical therapy, ergotherapy; consider factors that may affect communication effectiveness, use open and closed questions, identify and interpret non-verbal communication signals, communicate professionally and clearly with patients / clients, carers, family members, loved ones and all participants in the rehabilitation process; critically analyze existing rehabilitation practices based on current scientific evidence; apply knowledge in practice, solve complex problems and problems that arise in professional activity. There is a willingness on the part of students to systematically establish contacts to clarify professional issues; free ownership of ways to establish, maintain and terminate communications; the ability to use the acquired knowledge and skills in the culture of communication in the process of analyzing various professional situations and activities. Future professionals have a positive attitude towards vocational training and careers; adequate assessment of oneself as a subject of educational and professional activity; formed value orientations; they are able to choose the means of self-regulation and inter-regulation in the process of interpersonal interaction; capable of simultaneously experiencing the emotions that another individual experiences while communicating with them, as

well as understanding another person through the emotional “feeling” of their experiences.

Conclusions. According to the results of the study, it is established that the criteria for the formation of professional identity of future specialists in physical therapy, ergotherapy are cognitive, motivational-value, active communicative and emotional-empathic, which can be formed at three levels: basic,

advanced. It also describes different formations, namely, basic, higher, advanced, professional identity of future specialists in physical therapy, ergotherapy.

A promising issue for further research is the problem of improving the vocational education system, which will increase the level of professional identity of future physical therapists and ergotherapists.

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