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PRAXEOLOGICAL APPROACH TO FORMATION OF PROFESSIONAL IDENTITY OF FUTURE PHYSICAL THERAPY, ERGOTHERAPY

Introduction. Optimization of practical tuition of future specialists in physical therapy, ergotherapy for professional activity is considered as one of the most important factors for improving the educational process in institutions of higher education. The basis of practical tuition is the formation of students' readiness to perform professional activities correctly and effectively.

Purpose. To investigate peculiarities of praxeological approach to formation of professional identity of future specialists in physical therapy, ergotherapy.

Methods. Analysis of scientific methodological literature.

Results. The signs and characteristics of the praxeological orientation of formation of professional identity of future specialists in physical therapy, ergotherapy are determined. In the system of vocational education praxeology can be defined as an important methodological basis for substantiating the specificity of performing the right and effective actions of the future specialist in physical therapy, ergotherapy. The implementation of the praxeological approach is based on the combination of the main categories of praxeology and scientific provisions to clarify the essence of professional activity. The basic ideas of praxeology in the professional tuition of future specialists are used by implementing the praxeological approach as a principle, basic position, direction of study of the subject of research.

Originality. The main characteristics of effective pedagogical actions are identified. In the context of the study of the process of professional identity formation of future specialists in physical therapy, ergotherapy, the praxeological approach was used in two directions, which combine bifurcation and synergistic approach.

Conclusion. The implementation of a praxeological approach to the formation of professional identity of future specialists in physical therapy, ergotherapy in higher education institutions allows to compare the results of tuition students with a simulated sample, to monitor the quality of learning, identify and study the causes of deviation, deviations, to introduce new or not to use inefficient methods and technologies, to make informed decisions about innovative changes in own education, to develop individual dual tuition routes. A praxeological approach to the formation of professional identity of future specialists in physical therapy, ergotherapy in higher education institutions will facilitate in—depth analysis of the procedural aspect of professional activity, which will improve students' practical skills, determine the conditions and means of improving the quality of performance.

Keywords: physical therapy; ergotherapy; occupational identity; vocational training; praxeological approach; future specialists.

Introduction. In the complex of general scientific approaches to the formation of professional identity of future specialists in physical therapy, ergotherapy (further PT, ET) competitive, able to professionally organize activities that meet the real needs of modern society, of particular importance in the preparation of students in institutions of higher education, which is of great importance.

Optimization of practical tuition of future specialists in PT, ET for professional activity is considered as one of the most important factors for improving the educational process in institutions of higher education. The basis of practical tuition is the formation of students' readiness to perform professional activities correctly and effectively, which presupposes the praxeological orientation of forming the professional identity of future specialists in PT, ET, which is based on the implementation of the praxeological approach.

Revealing the essence of praxeology, B. Grigoriev and V. Chumakov see it as a “knowledge of actions”, a study of practice in its philosophical sense, that is, receiving the most general information about what a person does (compared to technology as a knowledge of the art of “acting”)) [1].

In the interpretation of V.S. Degree praxeology is a philosophical concept of activity, which presents the general theory of organization of productive activity [2].

Modern scholars also associate practical ideas with economics. Thus, Y. Bogoyavlenskaya analyzes praxeological approaches in management [3], A. Gastev substantiates practical recommendations for the scientific organization of labor [4], L. Liashenko notes that economic ethics as a factor in the formation of civilizational development is based on a praxeological approach to the choice of optimal actions in management [5].

Purpose. To investigate peculiarities of the praxeological approach to the formation of

professional identity of future specialists in PT, ET.

Results. Like any science, praxeology operates a well-defined conceptual apparatus. The main categories and concepts of praxeology are “organization”, “action”, “activity”, “meaningfulness of activity”, “purposefulness”, “quality”, “success”, “productivity”, “efficiency”, “efficiency”, “practicality”, “Manufacturability”.

A set of interrelated and purposeful actions of varying complexity is the basis of effective activity.

Effectiveness of the action is characterized by the achievement of the stated goals and planned results. Effective action, in the understanding of the scientist, on basic grounds should approach a certain sample, be performed carefully, persistently, flawlessly, and also be productive and economical [6].

Performance in the context of our study is determined by the efficiency of the use of resources (time, methods, tools, information, pedagogical technologies, activity of subjects of the educational process, etc.) in the course of forming the professional identity of future specialists in PT, ET by means of information technologies.

The performance of the action reflects the relationship between the amount of resources spent and the quality of the phenomenon under study, as well as the effectiveness, efficiency, practicality and adaptability of the organized educational process.

Emphasizing the need for the praxeological orientation of the formation of professional identity of future specialists in PT, ET, we distinguish such scientific direction as pedagogical praxeology, which has its structure of knowledge and models of realization in vocational tuition.

The purpose of pedagogical praxeology is the possibility of mastering the methodology of practically oriented knowledge about the general principles and methods of rational and productive pedagogical activity by the pedagogical society.

Expanding the essence of pedagogical praxeology, A. Maron, L. Monakhov, and V. Fedotov define praxeology as a science that studies historical types and types of practice – rational forms of organization of human actions aimed at changing nature, society and man himself [7], outline the principles collinearity and complementarity in the competence and praxeological approaches to the theory and practice of vocational education.

This process is relevant because praxeological ideas are now widely used in

pedagogy, as evidenced by comprehensive pedagogical studies aimed at forming the praxeological skills of future specialists in the context of competency approach, determining the intents of pedagogical innovation in discourse of praxeology, etc.

In the system of vocational education praxeology can be defined as an important methodological basis for substantiating the specificity of performing the right and effective actions of the future specialist in PT, ET. The implementation of the praxeological approach is based on the combination of the main categories of praxeology and scientific provisions to clarify the essence of professional activity.

The basic ideas of praxeology in the professional tuition of future specialists are used by implementing the praxeological approach as a principle, basic position, direction of study of the subject of research.

The implementation of the praxeological approach in the educational process contributes to the creation of the praxeological environment necessary for solving the set tasks. Thus, P. Samoilenko and S. Semenova [8], on the basis of the praxeological approach, increased the efficiency of the educational process by creating an environment for effective (rational) joint activity of teachers and students, E. Utochkina used the praxeological approach to form the abilities of the future specialist to conduct professional-pedagogical [9].

In the context of the study of the process of professional identity formation of future specialists in PT, ET, the praxeological approach was used in two directions, which combine bifurcation and synergistic approach.

Since praxeology makes it possible to explain the general laws of any human activity and to create its most general rules on this basis, the implementation of the praxeological approach concerned both the work of teachers to improve the professional tuition of future specialists in PT, ET, and educational-cognitive activity. the formation of professional identity [9].

The praxeological orientation of the formation of professional identity of future specialists in PT, ET implies that students are able to determine the objective and subjective aspects of individual actions, to form in their minds the ideal figure of a specialist in physical therapy, to determine personal values in accordance with individual values their level of theoretical and practical preparation for performing optimal professional actions.

The implementation of the praxeological approach is based on the integration of

knowledge and activity as a specific form of active human attitude to the environment, the content of which is certain changes and transformations (ability, purpose, action) [10].

Both values – knowledge and activity – form the basis of a praxeological approach as a purposeful system, a set of principles that determine the overall purpose and strategy of focused praxeological actions, and show how universal human knowledge has evolved into a direct productive force.

Thus, the optimal joint activity of teachers and students in shaping the professional identity of future specialists in PT, ET using a praxeological approach are purposeful actions of the subjects of the educational process that contributes to the creation of a praxeological environment.

The success of this process can be ensured by the realization of specific factors, namely expediency, purposefulness, projectiveness, constructiveness, normalization, manufacturability, methodicality, instrumentality, practicality, meaningfulness [11].

The methodological and technological actions of teachers to prepare professionals for professional activity involve the use of historical pedagogical experience and modern pedagogical tools (methods, tools, forms of tuition, innovative educational technologies) in accordance with the normative curricula and programs.

Students' actions are based on the conscious assimilation of theoretical heritage and practical experience in PT, ET through their systematization, study of the laws that determine the effectiveness of actions, analysis of causality and transformational changes of various types of activities of specialists in PT, ET, justification professionalism.

As each subject of the educational process in higher education institutions has its own goals, its actions are personality-specific.

Accordingly, the praxeological orientation of the formation of professional identity of future specialists in PT, ET provides:

- preparing students for an objective self-assessment of their own professional assets;
- awareness of the future specialists in physical therapy of the presence or absence of certain professionally significant qualities in them;
- experience of a sense of professional identity with his / her future professional activity as a specialist in physical therapy;
- the pleasure of performing optimal, effective and successful practical actions.

– The praxeological approach integrates with other general scientific approaches because it provides for:

– purposeful professional tuition of future specialists taking into account the epistemological approach, which allows to combine interdisciplinary knowledge, historical experience in physical therapy of subjects and innovative approaches in modern pedagogy (integrated and integration approaches);

– formation of students' necessary skills and competences to perform professional actions, which involves the identification of activity and approbation of rational models of professional activity (activity approach);

– on the basis of reflexive analysis of one's own professional actions (right and wrong) students acquire theoretical and practical experience of successful professional activity (personal approach):

– comparison of theoretical and practical models of professional actions, determination of expediency of their use in future professional activity, the most valuable models for professional formation of students (axiological approach), delineation of peaks (acmeological approach) for professional growth and identification.

Thus, it is possible to create a praxeologically oriented learning environment, the main feature of which is the praxeological focus on the formation of professional identity of future specialists in PT, ET.

In the development of the system of formation of professional identity of future specialists in PT, ET, T. Kotarbinsky's praxeological ideas underlie the following processes:

– identification of optimal models of performing professional actions with which students of pedagogical analysis are able to compare and identify their own actions;

– analysis of pedagogical technologies, the use of which optimizes the formation of professional identity of future specialists in PT, ET;

– analytical description of methods, means, forms of rational activity of a specialist in physical therapy;

– outlining the psychological and pedagogical conditions that determine the effectiveness of the actions of the teacher and students in the formation of professional identity of future specialists in PT, ET;

– creation of “grammar of actions” that will help students to acquire individual techniques, methods, techniques, technologies for organizing effective professional activity [12].

In this sense, it is of particular importance to generalize to the requirements for effective activity, which must be effective, productive

(fruitful), that is, achieve the goal, “correct” (accurate, adequate, as close as possible to the sample–norm), “clean” (with maximum avoiding unforeseen consequences), “reliable” (due to the objective possibility of achieving certain techniques of the intended result) and consistent.

An important aspect in praxeology is the definition of the main characteristics of effective actions [12].

In forming the professional identity of future specialists in PT, ET such signs are:

- mental analysis of the process of performing effective professional therapeutic actions to determine the optimal in the professional activity of a specialist in physical therapy, modeling (syntheses) of correct (in terms of praxeology) activity;
- predicting the results of the implementation of certain professional actions to achieve the specified therapeutic goals;
- substantiation of organizational ways to achieve the goal;
- choice of ways and means of formation of activity of the professional on physical therapy by means of concrete methods, pedagogical technologies, information resources.

As effective pedagogical activity is usually practical, its meaning lies in the organization of goal-oriented activities of future specialists in PT, ET, which determines the active cognitive activity of students and contributes to the formation of their professional identity.

To form the professional identity of future specialists in PT, ET of particular importance in the context of organizing the praxeological orientation of the educational process, practical actions of the teacher aimed at achieving the following results are acquired:

- creation of problematic educational and cognitively vocationally oriented practical situations to motivate students to produce their own vision of ways of solving them, to encourage the definition of common acme in professional growth and intermediate goals, which gradually reflect the practical formation of professional identity;
- ensuring the active participation of all students in dialogical and political interaction in educational and cognitive activities (for example, in the conditions of interactive learning) in order to involve everyone in the selection, substantiation and demonstration of optimal practical actions aimed at achieving the expected result in professional development;
- facilitating joint practical search for optimal ways of solving professional problems through the implementation of simulated actions by students, which promotes the professional identification of future specialists in

PT, ET with effective models of professional activity of physical therapist, ergotherapist;

- supporting students' autonomy and initiative in developing and testing effective practices through evaluating the process and performance;
- directing students to systematic self-assessment of their own activities to determine the level of professional identity – conformity or inconsistency with the expected results, as well as encouraging them to identify new peaks in professional development and produce new ways of performing professional actions;
- supporting students self-organization in creating a praxeological environment through the testing of new models of pedagogical interaction at the level of subject–subject relations.

The praxeological orientation of the formation of professional identity of future specialists in PT, ET is defined by the following features:

1. The presence of an ideal model of professional actions of future specialists in PT, ET, which will become an acme-reference for practical implementation. If a student realizes what a qualitative, successful, productive, effective professional activity should be, then he / she will try to perform it purposefully in order to meet the exemplary characteristics.

2. Use of control, evaluation and self-assessment to determine the level of students' characteristic characteristics of exemplary professional activity.

3. Awareness and consideration by students of the praxeological characteristics of a properly organized professional activity of a specialist in physical therapy, which contribute to its success:

- the relevance of the actions to the specific goal of professional growth and the sequences of its achievement;
- focus on designing the perfect future professional activity of future specialists in PT, ET;
- determination of intermediate and final results of actions;
- the regularity of any professional actions should be;
- manufacturability, orderliness, usefulness, content of activity from physical therapy.

These characteristics and signs of the praxeological orientation of the formation of professional identity of future specialists in PT, ET make it possible to use the praxeological approach in the process of teaching students in higher education institutions. The praxeological orientation of the educational process enriches it with new

methods and pedagogical technologies, which orient students to qualitative and productive fulfillment of future activity due to mastering the methods of rationalization:

- optimal organization of time;
- rational work with educational material;
- use effective techniques for memorizing material and more.

Conclusions and prospects for further research. Thus the implementation of a praxeological approach to the formation of professional identity of future specialists in PT, ET in higher education institutions allows to compare the results of tuition students with a simulated sample, to monitor the quality of learning, identify and study the causes of deviation from the deviation from validity, to introduce new or not to use inefficient methods and technologies, to make informed decisions about innovative changes in own education, to develop individual tuition routes.

According to the results of the study, a praxeological approach to the formation of professional identity of future specialists in PT, ET in institutions of higher education will facilitate in-depth analysis of the procedural aspect of professional activity, which will improve the students' practical skills, determine the conditions and means of raising the quality. Students will be able to independently design their own model of effective professional activity, to identify the causes of possible problems and difficulties in the work of a specialist in physical therapy, to develop a strategy of successful practical activity, taking into account its rationality, efficiency, adaptability by improving the learning environment and achieving high results.

For further research, the issue of experimental studies of the results of the implementation of a praxeological praxeological approach in the process of professional tuition of future specialists in PT, ET is promising.

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ПРАКСЕОЛОГІЧНИЙ ПІДХІД ДО ФОРМУВАННЯ ПРОФЕСІЙНОЇ ІДЕНТИЧНОСТІ МАЙБУТНІХ ФАХІВЦІВ З ФІЗИЧНОЇ ТЕРАПІЇ, ЕРГОТЕРАПІЇ

Анотація. Проблема. Оптимізацію практичної підготовки майбутніх фахівців з фізичної терапії, ерготерапії до професійної діяльності вважають одним із найважливіших чинників удосконалення освітнього процесу у закладах вищої освіти. Основою практичної підготовки є формування у студентів готовності правильно й ефективно виконувати професійну діяльність.

Мета. Дослідити особливості праксеологічного підходу до формування професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії.

Основні результати дослідження. Визначені ознаки та характеристики праксеологічної спрямованості формування професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії. У системі професійної освіти праксеологію можна визначити як важливу методологічну основу для обґрунтування специфіки виконання правильних та ефективних дій майбутнього фахівця з фізичної терапії, ерготерапії. Реалізація праксеологічного підходу базується на поєднанні основних категорій праксеології та наукових положень для уточнення сутності професійної діяльності. Основні ідеї праксеології у професійній підготовці майбутніх фахівців використовують шляхом реалізації праксеологічного підходу як принципу, основного положення, напряму вивчення предмета дослідження.

Наукова новизна результатів дослідження. Визначені основні характеристики результативних педагогічних дій. У контексті дослідження процесу

формування професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії праксеологічний підхід було використано за двома напрямками, що поєднують біфуркацію та синергетичний підхід.

Висновки. Реалізація праксеологічного підходу до формування професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії у закладах вищої освіти дає змогу зіставляти результати підготовки студентів зі змодельованим зразком, вести моніторинг якості навчання, виявляти й вивчати причини відхилення від норми, коригувати дії для підвищення показників навченості, запроваджувати нові або не використовувати неефективні методи й технології, обґрунтовано приймати рішення про інноваційні зміни у власній освіті, розробляти індивідуальні навчальні маршрути. Практичне застосування праксеологічного підходу до формування професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії у закладах вищої освіти сприятиме поглибленому аналізу процесуального аспекту професійної діяльності, що дасть змогу вдосконалити практичні вміння студентів, визначити умови й засоби підвищення якості результатів діяльності.

Ключові слова: фізична терапія; ерготерапія; професійна ідентичність; професійна підготовка; праксеологічний підхід майбутніх фахівців.

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