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CONCEPTUAL FOUNDATIONS FOR FORMATION OF PROFESSIONAL IDENTITY OF FUTURE SPECIALISTS IN PHYSICAL THERAPY, ERGOTHERAPY

Summary. *Introduction.* In the process of professional training, there are qualitative changes in the professional development of the individual, because it is during this period that the basic identification characteristics that determine her propensity for the future profession are formed.

Purpose. The purpose of the study is to determine the conceptual foundations of professional training of future specialists in physical therapy, ergotherapy.

Methods. Analysis of scientific methodological literature.

Results. In the course of the research the three main stages of forming the professional identity of specialists in physical therapy, ergotherapy are distinguished and characterized. Important in shaping the professional identity of future specialists in physical therapy, ergotherapy is involved in specialized trainings, during which the future specialist compares professional value orientations with their own capabilities, realities of professional activity and interpersonal relationships. Due to the factors of cooperation, dialogue, activity-creative approach, individuality and freedom of development, choice of content and forms of training, approaches have some common features: psychological basis of educational activity of future specialists; focus on the formation of professional qualities; combination, integrated use of components, principles, criteria, learning tools, methods and different technologies.

Originality. The basic provisions of the conception of formation of professional identity of future specialists in physical therapy, ergotherapy in higher education institutions are developed.

Conclusion. On the basis of the conducted research it is established that at the present stage of development of psychological and pedagogical science methodological and textological material is accumulated, contains various complementary

theoretical and practical approaches to the study of professional identity, but differentiates the object of study various aspects of scientific phenomenon and "identity". The organization of vocational training, taking into account the provisions developed, will contribute to the formation of professional identity of future physical therapists and ergotherapists.

Keywords: *vocational training; professional identity; concept; physical therapy; ergotherapy; future specialist.*

Introduction. Improving the effectiveness of training of future specialists in physical therapy, ergotherapy, becoming their professional identity is not aimed at changing the directions of education, but at improving the quality of higher education, expanding opportunities and increasing the resource bank of higher education.

From the point of view of improving the efficiency of professional training of specialists in physical therapy, ergotherapy requires an appeal to the interdisciplinary field of knowledge in the system of human sciences – acmeology, which explores the process of man's achievement of the peaks of his creativity, professionalism and is a kind of theory of the highest civilizations. Thus, V. Vakulenko points out that the object of this scientific discipline is a person in the dynamics of self-actualization of his own creative potential, self-development, self-improvement, self-determination in various vital spheres of professional self-realization, including education; subject – processes, laws and mechanisms, conditions, factors and incentives for the realization of human

creative potential, ways of developing readiness for future activity, perfection of the person as an individual, individuality, the subject of work and personality in life, profession, communication [1].

In the process of professional training, there are qualitative changes in the professional development of the individual, because it is during this period that the basic identification characteristics that determine her propensity for the future profession are formed. In order to develop and consolidate these characteristics, it is necessary to clearly define and describe the formation and development of the professional identity of the future specialist, in particular the future specialist in physical therapy, ergotherapy.

It can be stated that scholars have not developed a unified approach to characterizing the stages and levels of professional identity development. Given that these aspects play a significant role in our study, we consider it desirable to dwell on their characteristics.

Purpose. The purpose of the study is to determine the conceptual foundations of professional training of future specialists in physical therapy, ergotherapy. For this purpose, the scientific methodological literature was analyzed.

Results. In the course of the research, three main stages of forming the professional identity of specialists in physical therapy, ergotherapy were identified.

The first stage is the primary choice when future specialists in physical therapy, ergotherapy are introduced to the professional community, in which they form a valuable attitude to the chosen profession. In this they are assisted by the study of the discipline "Introduction to the specialty" and training in the field.

The second stage is confirmation or refutation of the initial choice, which implies the possibility of significant changes in professional preferences, as well as the students' intentions, which can lead to disappointment in their professional choice or, conversely, to convince them of its correctness.

The third stage is when students start identifying themselves with their professional activities, joining the professional community, becoming aware of their professional effectiveness and independence.

At the initial stage of professional identity formation in higher education, according to O. Yemelyanova [2], personal support is provided by relatives and interested colleagues.

In the process of professional identity development, the link between professional

development and self-determination is strengthened. Based on the analysis of the scientific works of A. Gubina [3], we came to the understanding that professional self-determination is the first step to a successful career of a specialist and contributes to the development of his professional identity.

It has been determined that the stages of professional identity formation do not exist in isolation but are closely interrelated and interdependent.

The primary choice is important (the first is the beginning of the second year) – the period of reflection on professional identity, when on the basis of entering a new social and professional environment a change of views, values and professional preferences. External student identity becomes an internally accepted, conscious, emotionally-colored characteristic. This is an unstable phase associated with adapting to a new student social role. Its essence lies in the formation of student identification (I am a student) and an unconscious passion for future professional identity. At this stage, there is an adaptation of personality. In the works of T. Kukharchuk [4], A. Moroz [5] adaptation is defined as one of the complex problems of man. Researchers consider this concept as follows:

- a) adaptation to the conditions of existence of the organism;
- b) formation of a new functional system based on adaptation;
- c) the dialectical unity of personality and society;
- d) psychological processes and patterns of personality development;
- e) consolidation of young professionals in certain fields;
- e) factors of professional resilience and attachment in the workplace.

The concept of adaptation is considered as a complex process of the emergence, development and preservation of the state of physical, spiritual and social well-being of man or the adaptation of the organism to the requirements of the present state of nature or society. Human adaptation involves two levels: the first is in the sphere of relations "organism – natural environment"; the second is in the sphere of relations "personality – social environment". Social adaptation is characterized as a process of specific adaptation of activities caused by changes in social reality and aimed at optimizing the interaction of the individual with the environment of the social environment.

Of great importance for our study is the concept of "professional adaptation". According to A. Moroz, professional

adaptation is a complex process of interaction of the individual with a specific environment of professional activity, which results in complete mastery of the profession, the necessary professional qualities of the individual are formed and the adaptation environment is changing positively [5].

We provide professional adaptation of future specialists in physical therapy, ergotherapy of great importance. After all, the speed of formation of his / her professional identity depends on the speed of the student entering the educational environment of the institution of higher education. Professional adaptation is the process of entering a person into the profession, the active assimilation of professional culture and professional deontology, adapting to the fulfillment of professional roles and functions, living in new social and professional conditions, etc. We believe that in this sense, professional adaptation should begin with career guidance, which is highlighted in the publications of I. Melnychuk [6; 7], because an important stage of psychological and practical training of future professionals for work is their proper professional orientation, conducted with the aim of professional option – awareness of the right choice of future professional activity.

Important in shaping the professional identity of future specialists in physical therapy, ergotherapy is involved in specialized trainings, during which the future specialist compares professional value orientations with their own capabilities, realities of professional activity and interpersonal relationships. In our opinion, the social content of the professional adaptation of a specialist in physical therapy, ergotherapy should be considered as the result or the actual process of active interaction of a specialist in physical therapy, ergotherapy and its environment to achieve the most favorable for effective professional activity of relations and satisfaction of personal aspirations. Therefore, professional adaptation is a process of convergence between the images of "I" and "Specialist in physical therapy, ergotherapy" and its result. This imposes specific features on the adaptation process:

- how the process influences the results of adaptation of the future specialist in physical therapy, ergotherapy, the formation of new behavioral stereotypes and socio-psychological qualities, the development of a systematic attitude to himself, his environment and society in general;
- as a result, it is regulated by the personality of the future specialist in physical

therapy, ergotherapy depending on previously formed psychological, social and professional qualities.

Confirmation or rejection of the primary choice (second–third year) is a period when, on the basis of awareness of the requirements of the new socio–professional role and of one's own abilities and capabilities, one realizes the achievements achieved through one's own efforts. During this period, self–development schemes are in a fairly stable state, as the student begins to enjoy the perception of himself as a subject of future professional activity (I am a future specialist). This stage can be called stabilization.

The realization of the primary choice in the activity (fourth – fifth year) is a period when new goals and perspectives are formed based on the awareness of the range of professional positions defined in the professionalization process. This is an unstable period, the essence of which is to rethink and clarify the various options for professional and creative self–development, employment.

The urgency of this problem confirms the possibility of using a large number of different approaches to the formation of personal trajectory of education. Due to the factors of cooperation, dialogue, activity–creative approach, individuality and freedom of development, choice of content and forms of learning, approaches have some common features:

- psychological basis of educational activity of future specialists;
- focus on the formation of professional qualities;
- combination, integrated use of components, principles, criteria, learning tools, methods and different technologies.

In the process of professional identity formation, not only the level of professional knowledge, skills and skills in digital indicators (rating, rating) is determined, which is determined by teachers, which characterizes the graduation of a high school graduate with a certain professional qualification. In this situation, the student is solely the object of evaluating the result of his / her professional training by the teachers.

We share I. Melnychuk's opinion that in the process of professional identity, such personally important and meaningful phenomena will occur for the student himself, which emphasize his subjectivity, interest in his own professional profession, namely:

- understanding of their value attitude to the future profession;
- accepting yourself in the profession as an effective specialist, not just the holder of the diploma;
- professional adaptation to the performance of professional functions and roles;
- awareness of future professional skills;
- involvement of thinking tools for the analysis of the prototype of professional activity, designing the image of a professional future, understanding of their own professional position;
- concretization and formulation of axio-acmeological milestones that determine the ways of professional growth;
- development of each professional model and professional style of professional activity;
- realization of the opportunity to increase their professional competence and to achieve professional success in the presence of the conditions of seeing themselves as a specialist in virtual-professional situations;
- managing oneself in simulated professional situations, which is transformed into the ability to manage their professional development [6].

Formation and proper development of professional identity enables the young generation to avoid difficulties in understanding themselves as a future specialist, self-knowledge of their own personality, forming ideas about professional activity, facilitates comfortable entry into the profession and self-realization in professional activity.

According to N. Zhyhynas, the development of professional identity can occur in the following areas:

- 1) development of needs and interests;
- 2) formation of claims of the person on definition of what the person sees themselves;
- 3) deep awareness of themselves, their capabilities and needs [8].

Similar approaches to the directions of formation of professional identity are reflected in the study by A. Borysyuk [9], which highlighted three directions of professional identity: attitude towards oneself as a professional; attitude to professional activity; attitude towards the professional community.

Professional identity as one of the leading criteria for becoming a professional performs certain functions. In our work we have relied on innovative approaches to the characteristics of the functional spectrum, presented in the study by A. Borysyuk [9]. The author argues that

professional identity is aimed at performing the following functions:

- ensuring social status (professional affiliation);
- development of self-esteem;
- formation of personal safety and reduction of anxiety;
- self improvement;
- professional and personal growth;
- structuring of life time and space;
- search for personal meaning of life.

According to T. Berezina, professional identity is characterized by the imposition of an image of the profession (with all its regularities) on the peculiarities of a particular personality [10]. In the scientist's vision, professional identity is aimed at realizing the following functions:

- development of "professional feeling", that is, emotional acceptance of oneself as a person who is engaged in a particular business;
- awareness of one's own mentality, self-confidence, independence and efficiency, experience of one's professional integrity and determination.

The analysis of the psycho-pedagogical literature made it possible to distinguish conceptual approaches to professional identity. For example, the general psychological concept is based on the Self-concept, according to which one tries to interpret events according to one's Self-concept, in order to provide emotional-value attitude. Identity is also shaped as a result of overcoming the crisis, and emphasized on the leading role, personal motivation and making vital decisions in a situation of professional choice. Thus, identity formation emerges as a process of simultaneous reflection and observation, which continues at all levels of mental activity, through which the individual evaluates himself in terms of how others, in his opinion, evaluate him [11].

The most recognized in psychological science is the social concept of professional identity. It was proposed by H. Tajfel and J. Turner. The authors consider professional identity as a cognitive system identified with a self-concept that has two subsystems:

- 1) personal professional identity, capable of self-determination in terms of physical, intellectual and moral qualities;
- 2) social professional identity, consisting of individual identities and determined by a person's belonging to different social categories: race, nationality, gender, etc. [12].

Considering the social concept of professional identity, K. Shamlyan interprets it as a sense of inner identity and integration in time and space, as an image of self,

accepted by the individual, with all the richness of relations with the surrounding social world [13].

According to the social concept, the consideration of professional identity should be based on the notion that everyday social instability naturally shapes the subject, which quite easily changes its social roles and corresponding identities. Nowadays, the profession is associated with the prospect of updating one's personality and self-affirmation, achieving the desired material and social status [14].

In terms of a business approach, professional identity is viewed through professional productivity and maturity. Researchers believe that professional identity contains professional orientation and selection, vocational training and adaptation to a particular profession. Scientists have found that at each mental level it is possible to distinguish pure types of personality depending on the chosen field of activity and the level of development of the corresponding abilities.

The external and internal sources of professional identity formation are distinguished as follows. In particular, the scientist considers the emotional and positive background on which information about the profession was obtained as internal sources of professional identity formation; positive perception of oneself as a subject of professional activity; emotional and positive perception of their belonging to the professional community; successful assimilation (assignment) of rights and duties, rules and rules of professional activity; willingness of a specialist to take on professional responsibility; peculiarities of manifestation and self-acceptance of existential and functional "I"; motivational activity to realize oneself in the chosen profession [3]. Thus, scientists emphasize the priority of external sources of professional identity development at the initial stage of training, especially information-rich environment, from which information comes about the object and subject of work, goals and objectives, means of obtaining education, profession requirements to man, etc. .

Independent goal setting and achievement define a new level of activity characterized by reflection. Problematization in professional activity activates critical thinking of the individual, processes of activity reconstruction, search for optimal normative, tactical and strategic schemes, more clearly reveals the properties of self-organization and self-development of the whole system of activity. Nowadays, vocational training, in particular, often comes down to a simple

translation of knowledge, and therefore, becoming a professional is mostly spontaneous. In order for this process to become purposeful, it is necessary to identify existing trends in the development of professional identity of future professionals in the learning process, because in a society with high social status of the profession, professional identity is a leading factor in a person's psychological health, which gives him a sense of stability and confidence in his abilities [11].

It should be noted that, at the present stage of the development of psychological and pedagogical science, methodological and textual material has been accumulated, contains various complementary theoretical and practical approaches to the study of professional identity, but distinguishes the object of study of various aspects of the scientific identity of "identity." At present, the combination of psychological and pedagogical aspects is insufficiently researched, and the question of the essence and content of the psychological and pedagogical bases of forming the professional identity of future specialists in physical therapy, ergotherapy is not covered. This is the impetus for a more thorough study of the structure of professional identity.

The concept of forming the professional identity of future specialists in physical therapy, ergotherapy in higher education institutions includes the following provisions:

1. Formation of professional identity of future specialists in physical therapy, ergotherapy in institutions of higher education is a subsystem of higher education in the field of physical therapy, ergotherapy and aims to increase the professionalism, self-identification, quality of activity and competitiveness of physical therapists and therapists.

2. The process of forming the professional identity of future specialists in physical therapy, ergotherapy in institutions of higher education takes into account such factors as the humanization of higher education of physical therapists and ergotherapists, creation of information educational environment in institutions of higher education, and the degree of tutoring.

3. The system of formation of professional identity of future specialists in physical therapy, ergotherapy is determined by the nature of requirements of the market of rehabilitation services, the future professional activity of graduates and features of the direction of professional training of future specialists in physical therapy, ergotherapy.

4. Innovative educational technologies are aimed at improving the efficiency of professional training of future specialists in physical therapy, ergotherapy in institutions of higher education.

5. The organization of the educational process of forming the professional identity of future specialists in physical therapy, ergotherapy in higher education institutions involves interaction with health care institutions and rehabilitation institutions.

Conclusions and prospects for further research. On the basis of the conducted research it is established that at the present stage of development of psychological and pedagogical science methodological and textological material is accumulated, contains various complementary theoretical and practical approaches to the study of professional identity, but differentiates the object of study various aspects of scientific phenomenon and "identity" ".

We have developed the basic principles of the conception of formation of professional identity of future specialists in physical therapy, ergotherapy in institutions of higher education. The organization of vocational training, taking into account the provisions developed, will contribute to the formation of professional identity of future physical therapists and ergotherapists.

At present, the combination of psychological and pedagogical aspects is insufficiently researched, and the question of the essence and content of the psychological and pedagogical bases of forming the professional identity of future specialists in physical therapy, ergotherapy is not covered. This is the impetus for a more thorough study of the structure of professional identity.

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**КОНЦЕПТУАЛЬНІ ЗАСАДИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ ІДЕНТИЧНОСТІ МАЙБУТНІХ
ФАХІВЦІВ З ФІЗИЧНОЇ ТЕРАПІЇ, ЕРГОТЕРАПІЇ**

Анотація. Проблема. У процесі фахової підготовки відбуваються якісні зміни у професійному розвитку особистості, адже саме в цей період формуються основні ідентифікаційні характеристики, які визначають її схильність до майбутньої професії.

Мета. Метою дослідження є визначення концептуальних засад професійної підготовки майбутніх фахівців з фізичної терапії, ерготерапії.

Методи. Аналіз науково-методичної літератури.

Основні результати дослідження. У процесі дослідження виокремлені та охарактеризовані три основні етапи формування професійної ідентичності фахівців з фізичної терапії, ерготерапії. Важливе значення у формуванні професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії має участь у спеціалізованих тренінгах, під час яких майбутній фахівець зважає професійно ціннісні орієнтації з власними можливостями, реаліями професійної діяльності і міжособистісних відносин. Зумовлені факторами співробітництва, діалогічності, діяльнісно-творчого підходу, індивідуальності та свободи розвитку, вибору змісту і форм навчання, підходи мають деякі спільні ознаки: психологічну основу навчальної діяльності майбутніх фахівців; спрямованість на формування професійних якостей; поєд-

нання, комплексне використання компонентів, принципів, критеріїв, засобів навчання, методів і різних технологій.

Наукова новизна результатів дослідження. Розроблені основні положення концепції формування професійної ідентичності майбутніх фахівців з фізичної терапії, ерготерапії у закладах вищої освіти.

Висновки. На основі проведеного дослідження встановлено, що на сучасному етапі розвитку психологічної й педагогічної науки накопичено методологічний і текстологічний матеріал, містить різні взаємодоповнювані теоретичні та практичні підходи до вивчення професійної ідентичності, але виокремлюють об'єкт дослідження різноманітні аспекти наукового феномену "ідентичності" та "професійної ідентичності". Організація професійної підготовки з урахуванням розроблених положень сприятиме формуванню професійної ідентичності майбутніх фізичних терапевтів та ерготерапевтів.

Ключові слова: професійна підготовка; професійна ідентичність; концепція; фізична терапія; ерготерапія; майбутній фахівець.

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