

PROFESSIONAL MOBILITY OF FUTURE SPECIALISTS IN PHYSICAL THERAPY

The purpose of the article is to determine the peculiarities of the process of forming the professional mobility of future specialists in physical therapy. The intensification of intercultural dialogue, the acceleration of the pace of scientific and technological progress, the intensification of international contacts and exchanges in various fields, the improvement of production technologies at a new stage in the development of a multicultural society require professional mobility from physical therapists. In this regard, there is a need for professional training of specialists in physical therapy, oriented in related areas of professional activity or ready to change it, capable of effective work at the level of world standards, which can be realized due to the developmental resource of multicultural education. Professional mobility is the integration of cognitive, activity and axiological aspects. The mental basis of the professional mobility of a future physical therapist consists of subject, communicative, linguistic, cultural, medical knowledge and the ability to quickly transfer them. The activity base assumes the presence of reproductive, productive, creative, intercultural, medical skills and a willingness to transfer skills. The axiological basis includes the development of a system of orientations towards professional and universal values. For the successful formation of professional mobility of physical therapists, it is necessary to highlight the personal characteristics that ensure human mobility. These include activity, creativity, flexibility, communication, adaptability, openness to new things. The model of the process of forming students' professional mobility should be based on the elements of a systematic approach, from the position of which the developed model is considered as a set of regular, functionally related components that make up a certain integral system.

Key words: professional mobility, vocational training, physical therapy, future specialist, higher education pedagogy, modeling the process of forming a professional identity, professional mobility of a physical therapist, professional activity.

The intensification of intercultural dialogue, the acceleration of the pace of scientific and technological progress, the intensification of international contacts and exchanges in various fields, the improvement of production technologies at a new stage in the development of a multicultural society require professional mobility from physical therapists. In this regard, there is a need for professional training of specialists in physical therapy, oriented in related areas of professional activity or ready to change it, capable of effective work at the level of world standards, which can be realized due to the developmental resource of multicultural education. The developing resource of multicultural education, the target instrument of which is a foreign language, is potentially focused on achieving the set task, since the study of a foreign language today is not only a process of becoming an active intercultural communicant and a means of expanding a personal thesaurus through knowledge of objects of real foreign language reality, but also a way of developing a professional thinking of a future specialist, the field of formation of his practical skills.

One of the most significant spheres of human life is the professional sphere, in connection with which the study of professional mobility as an integrative characteristic of a person that determines the readiness for professional activity and the mechanism of its adaptation to production conditions becomes relevant. In the context of modern education, competence is becoming an urgent condition.

We regard the concept of "competence" as an intellectually-conditioned and personally-conditioned experience of a person's social and professional life based on knowledge. Competence is a situational category, since it is expressed in the readiness to carry out any activity in specific professional situations.

In the psychological and pedagogical literature, when considering the process of formation and development of professionalism, two concepts are used: competence and competence. The first is associated with a certain type of professional activity and means awareness in a certain area, the second presupposes the terms of reference, issues that are in someone else's jurisdiction. Competence and competence are complementary and interdependent concepts: a competent person who does not have competence cannot fully and in socially significant aspects implement it [5].

The essence of the modernization of the higher education system is to improve the quality of training of specialists, and the task is to move from a simple transfer of new information to the transfer of competencies.

The use of active ("brainstorming"; techniques "presentation of information in clusters", "insert") and interactive (round table; discussion; case-method; blitz-survey) forms of education, Internet technologies; meetings with foreign delegations and international cooperation.

One of the objectives of our research is to determine the interdependence of competence and professional mobility of a future physical therapy specialist. Note that the scientific and pedagogical literature presents different points of view on the ratio of professional mobility and competence. According to some researchers, professional mobility is a component of professional competence [1]. Other researchers define professional mobility as a condition for the formation of professional competence [4]. Professional competence is characterized by focus on a specific professional activity, while professional mobility presupposes the readiness of a specialist to change the field of professional activity. The position is also presented, according to which there is a close relationship between competence and professional mobility [3].

We also believe that professional mobility and competence are interdependent. Invariant (key) and variable (professional) competencies, which constitute the foundation of professional competence, are a factor in the formation

of professional mobility, and professional mobility contributes to the formation of professional competence. Key competencies reflect the general professional nature of the activity and personality of a specialist and characterize intercultural and intersectoral knowledge, skills and abilities necessary for adaptation and activity in various professional fields.

The multicultural vector is necessary in modern higher education, which is important for the acquisition of multicultural competence by future specialists.

Multicultural competence is an integrative whole that has access to the student's personality, his competence, abilities, personal qualities, allowing him to carry out various types of speech-thinking activity in conditions of social interaction with representatives of other cultural environments, a different image of the worldview.

Competence is a synthesis of the personal qualities of a future physical therapist, including the readiness to use knowledge, skills, experience in the professional and axiological spheres in accordance with the personal value priorities.

In our understanding, professional mobility is an integrative characteristic of a person that determines successful adaptation to the labor market and a multicultural environment, readiness for vertical and horizontal career movements and competitiveness of a future physical therapist based on the resources of subjectivity (subjective activity, value orientations, value self-determination, subjective experience).

Professional mobility is the integration of cognitive, activity and axiological aspects. The mental basis of the professional mobility of a future physical therapist consists of subject, communicative, linguistic, cultural, medical knowledge and the ability to quickly transfer them. The activity base assumes the presence of reproductive, productive, creative, intercultural, medical skills and a willingness to transfer skills. The axiological basis includes the development of a system of orientations towards professional and universal values.

To optimize the learning process should be based on certain principles and guidelines as a necessary theoretical basis. The principles of an integrative approach to the formation of worldview are: the principle of system, integrity, development, conditionality, positivity and permanence.

The main features of integration include: organizational association in the educational process of theoretical and practical training; the presence of a binary purpose of professional training – the acquisition of knowledge and their practical application; binary the content of the process of learning and their practical application.

There are three necessary conditions for the integration of disciplines:

- research objects must coincide or be close enough;
- the same or similar research methods should be used in integrated disciplines;
- integrated disciplines are based on common patterns and common theoretical concepts [2].

In our opinion, these conditions are necessary, but insufficient for application in integrative trends should be understood as priority areas for professional education of physical therapy professionals, which are due to the requirements of society and the professional community to professional development of the specialist with certain integral features (harmonious balance, integrity, system) and provide for the construction of professional training on the principles of cyclicity, complexity, subjectivity, the implementation of which will lead to the graduate achieving a level that meets the institution of higher education through the qualification of physical therapist to modern society and professional environment.

The components of the integrative approach are: organizational-methodical, activity-practical and theoretical-substantive.

Organizational and methodological component is the integration of teaching methods (debates, project methods, discussions, conferences, competitions, etc).

Activity-practical component includes the integration of forms of learning, which will promote the use of creative tasks, the development of critical thinking and creativity, the formation of professional qualities of the individual.

The theoretical and content component integrates the resources needed for educational and cognitive activities (classroom and extracurricular), determines the content of the integrative special course, which due to its content, tools, methods and techniques will promote the formation of professional mobility of physical therapist.

The integration process consists of two stages. At the first stage, the purpose of integration is determined, the analysis and selection of objects of integration is carried out, the form of the integration process with its formal logical features is determined, the type of pedagogical integration is revealed. at the second stage the choice of the educational factor, a new structure of education is carried out, connections and dependences, components of integration are established, the way of integration is defined, the new integrative education is fixed.

Integrative approach is embedded in interdisciplinary links. the use of interdisciplinary knowledge contributes to the integration of education, harmonization of human relations with nature through the development of the modern scientific picture of the world [2].

For the successful formation of professional mobility of physical therapists, it is necessary to highlight the personal characteristics that ensure human mobility. These include activity, creativity, flexibility, communication, adaptability, openness to new things.

Both competence and professional mobility are characteristics of personal qualities that manifest themselves in accordance with the value orientations and priorities of the individual. However, the concept of “professional mobility” is inherent in the category of adaptation.

Adaptation occurs due to changes in both personal qualities and mental states. It is determined by a number of human characteristics that make up his adaptability. When training future specialists in physical therapy, an important task is to identify and develop adaptively important personality traits that contribute to the achievement of high results in various types of activity.

Social and professional adaptation is the process of gradual adaptation during the period of study at a university to the acquired profession and preparation for entering the corresponding social and professional group. The result of adaptation should be: a stable positive attitude towards the chosen profession; readiness for professional activity, mastering its content and form at a level sufficient for independent work; willingness to join the workforce; readiness for the role of a specialist as an organizer and leader of material and spiritual production; willingness to accept the system of values characteristic of a given stratum of society.

Activity has become a universal element of the attitude of people in the era of the development of the information society. One of the essential features of the human way of life is the transfer of the whole world by a person into the plane of subject-object opposition, in which the subject acts as the source of any forms of interaction with the object, is the "epicenter" of activity. It is this specific feature of the human relationship to the world that constitutes the essential characteristic of a person as an active, active being and, therefore, manifests itself in any specific historical form of world relationship.

Considering the formation of professional mobility of students, taking into account the modern requirements for a future specialist in physical therapy, we consider the constructive creative activity of students to be the system-forming core of professional mobility and highlight the following social and pedagogical functions:

- transformative and constructive, which ensures the preparation of the individual for future professional activities;
- projective and creative, which determines the creative potential of a person in project activities, in the process of which models of a person's professional and personal development are created, his creative abilities are stimulated, the processes of self-knowledge, self-affirmation, self-development are carried out, the development of individual abilities is ensured;
- predictive, which allows you to actively use knowledge in the context of modeling professional activity and correlate this activity with professional intentions;
- value-orientation, which contributes to the formation of professional, personal and value orientations, provides professional self-development and personal self-improvement.

The concept of the formation of professional mobility of future physical therapists is based on the following provisions: the student's personality is considered as a subject of professional development, which should be carried out taking into account interests, beliefs, motives and abilities, as well as in the consistency of these interests with the needs of society; the formation of professional mobility is the process of integrating the personal and professional components of a student's professional growth from the initial level of readiness for future professional activity to a new level through the formation of professionally important qualities, relevant knowledge and skills; the achievement of a high level of formation of the student's professional mobility is based on the desire of each individual for self-realization and is carried out as a result of providing the necessary and sufficient psychological and pedagogical conditions for the integration approach regarding the choice of content, methods, forms and methods of teaching.

The concept of "professional mobility" is a new qualitative characteristic of vocational education, therefore, for pedagogical practice in a higher professional school, it is relevant to identify and analyze the factors that influence the formation of this most important quality of a modern specialist in the educational process of a higher educational institution. These include external and internal factors that influence the formation of professional mobility of future physical therapy specialists in institutions of higher professional education:

- external – social conditions of life;
- the educational environment of a higher education institution, living conditions, educational, leisure activities;
- material and economic conditions – the state of the economy, financial and material well-being, conditions of professional activity;
- natural-ecological, natural and man-made circumstances of a student's residence, his rational interaction with nature;
- internal biological – the state of health of the student, maintaining a healthy lifestyle;
- personal or individual psychological factors – the totality of the student's personal qualities; compliance with the requirements of social development and scientific and technological progress; awareness of oneself as a part of nature, biosphere;
- informational – awareness of possible options for social and professional activities, knowledge of theoretical information in various disciplines.

Theoretical comprehension of the problem made it possible to establish that professional mobility should be considered as an integrative quality of a person, which determines professional activity, subjectivity, creative attitude to professional activity and manifests itself in self-exactingness, perseverance, optimism, professional competence, competitiveness, and acmeological improvement of one's personal potentials, striving for self-realization, self-development, self-education and the ability to successfully change their own activities in accordance with modern requirements.

Being a complex process of interaction of needs, interests, value orientations, motives, systemic education, integrated personality quality, professional mobility is formed and revealed in the process of professional training, self-education and creative self-realization of a specialist.

The logic of modeling the process of formation of professional mobility of students should be based on the elements of a systematic approach, from the position of which the developed model is considered as a set of regular, functionally related components that make up a certain integral system. The logic of the formation of professional mobility should provide for the disclosure of the relevance of the problem under study, expressed in the need of society for specialists of a new formation; research objectives; principles; pedagogical conditions, which include professional competence, the culture of the teaching staff of the university, value orientations of student youth, a variety of forms of interpersonal communication, a combination of various incentives, methods and techniques that induce active moral behavior of students, the development of positive motives for conflict-free collective activity of students by creating favorable social and psychological environment.

Conclusions. Based on the analysis of theoretical studies, as well as empirical data (testing, conversations, interviews), obtained by us in the course of pedagogical research, the features of the process of forming the professional mobility of future physical therapy specialists were determined:

- organization of the process of professional training, taking into account the life goals and values of students, as well as socio-cultural experience;
- changing curricula with the inclusion in the curriculum of both new fundamental subjects and courses in additional specialties;
- improving the process of passing students' practice, providing them with the relevant basic knowledge in the field of economics, informatics, labor legislation;
- carrying out scientific research at the university related to the specific needs of certain organizations, and the subsequent introduction of the results of these studies into production;
- the introduction of innovative educational technologies that help develop in students the qualities inherent in a mobile person: activity, ability to make choices, readiness for continuous improvement, motivation to achieve;
- reorientation of learning technologies to technologies of self-learning and self-education;
- taking into account the specifics of the future professional activity of students in interaction with various subjects of interpersonal relations.

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Дмитрієва Н. С. Професійна мобільність майбутніх фахівців із фізичної терапії

Мета статті полягає у визначенні особливостей процесу формування професійної мобільності майбутніх фахівців із фізичної терапії. Активізація міжкультурного діалогу, прискорення темпів науково-технічного прогресу, інтенсифікація міжнародних контактів та обмінів в різних сферах, вдосконалення виробничих технологій на новому етапі розвитку полікультурного суспільства вимагають від фізичних терапевтів професійної мобільності. У зв'язку із цим виникає необхідність професійної підготовки фахівців із фізичної терапії, орієнтованих у суміжних галузях професійної діяльності або готових до її зміни, здатних до ефективної роботи на рівні світових стандартів, що може бути реалізовано шляхом розвивального ресурсу полікультурної освіти. Професійна мобільність є інтеграцією когнітивного, діяльнісного й аксіологічного аспектів. Ментальна основа професійної мобільності майбутнього фізичного терапевта складається з предметних, комунікативних, лінгвокультурологічних, медичних знань і здатності до їх швидкого

перенесення. Діяльнісна основа передбачає наявність репродуктивних, продуктивних, творчих, міжкультурних, медичних умінь і готовність до перенесення умінь. Аксиологічна основа містить розвиток системи орієнтацій на професійні й універсальні цінності. Для успішного формування професійної мобільності фізичних терапевтів необхідно виділити особистісні характеристики, що забезпечують мобільність людини. До їх числа належать активність, креативність, гнучкість, комунікативність, адаптивність, відкритість новому. Модель процесу формування професійної мобільності студентів повинна бути заснована на елементах системного підходу, з позиції якого розроблена модель розглядається як сукупність закономірних, функціонально пов'язаних компонентів, що складають певну цілісну систему.

Ключові слова: професійна мобільність, професійна підготовка, фізична терапія, майбутній фахівець, педагогіка вищої школи, моделювання процесу формування професійної ідентичності, професійна мобільність фізичного терапевта, професійна активність.

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Дячок С. О.

КОМПАРАТИВНИЙ АНАЛІЗ ТВОРІВ ГРИГОРІЯ СКОВОРОДИ ТА ЛІНИ КОСТЕНКО У ШКІЛЬНОМУ КУРСІ УКРАЇНСЬКОЇ ЛІТЕРАТУРИ

У статті актуалізовано питання застосування методу компаративного аналізу в шкільному курсі української літератури, зокрема й у його варіативній частині. Акцентовано, що інтенсивне використання поетами інтертексту зумовлене не лише особистими вподобаннями, а і їхньою інтенційністю на інтелектуалізм, вживання артефактів світової культури як інваріативних і / або варіативних прототекстів. Наголошується на тому, що врахування цих аспектів сприяє успішному вивченню творчості письменників як Григорія Сковороди, так і Ліни Костенко. Також розглянуто традиції та новаторство, експліковані в процесі інтертекстуального цитування у творчій парадигмі поетів завдяки застосуванню методу компаративного аналізу під час вивчення на уроках літератури й курсів за вибором відповідних тем. Звернута увага на тяжіння до культурництва, інтелектуалізму, які притаманні творчості Григорія Сковороди й Ліни Костенко.

Окреслено форми Сковородівської інтертекстуальності в ліриці Ліни Костенко. Запропоновано ефективні види навчальної діяльності, що сприятимуть осмисленому розумінню старшокласниками народнопоетичного колориту, творчої інтуїції, філософського спектра настроїв і думок, символізму – того, що єднає творчі парадигми Григорія Сковороди й Ліни Костенко.

Дослідження поглиблює інтерпретаційне поле й сприяє кращому розумінню вивчення творчості Ліни Костенко старшокласниками. Твори сучасної поетки наділені філософським і мистецьким пафосами, що перегукуються з творами українського просвітника Григорія Сковороди. Завдяки застосуванню методу компаративного аналізу на уроках літератури й курсах за вибором під час вивчення відповідних тем вдається досягнути бажаних результатів літературного дослідження творчості письменників XVIII та XX–XXI століть, глибоко осмисливши кожен твір зокрема.

Ключові слова: шкільна літературна освіта, українська література, методика навчання, компаративний аналіз, інтерпретація, інтертекст, символ.

Одним з ефективних методів шкільного вивчення творчості письменника є компаративний аналіз. Специфіка художнього твору увиразнюється, коли твір розглядається з урахуванням літературного контексту. Порівняльні інтерпретації літературного тексту, що передбачають дослідження шляхом зіставлення спільних і відмінних ознак у мистецьких творах, сприяють глибокому осмисленню учнем-читачем творчості письменника.

Компаративний або порівняльно-історичний шлях аналізу творів художньої літератури (від лат. comparativus – порівняльний) – це порівняльне вивчення літератур, процесів їхнього взаємозв'язку, взаємодії, взаємовпливів на основі порівняльно-історичного підходу. Здійснити спробу дослідження такого аналізу в сучасній літературній освіті, зокрема через проведення паралелей у творчості Григорія Сковороди й Ліни Костенко, варто, оскільки твори цих письменників вивчаються в шкільному курсі української літератури, а також є фоном для опрацювання деяких мистецьких категорій, зокрема в системі курсів за вибором (спекурсів, факультативів).

Питання компаративного аналізу досліджували літературознавчі й науковці-методисти, зокрема Л. Білецький, О. Білецький, В. Будний, Г. Вервес, А. Волкова, Я. Гарасим, М. Гнатюк, Л. Грицик, Р. Гром'як, М. Ільницький, І. Лімборський, М. Наєнко, Д. Наливайко, С. Росовецький, Г. Сиваченко, М. Ткачук, Д. Чижевський, Ю. Ковбасенко.

Мета статті – розкриття специфіки застосування методу компаративного аналізу під час шкільного вивчення творчості Григорія Сковороди й Ліни Костенко.

Для поезії Ліни Костенко знаковою є постать Григорія Сковороди як мірила істинності життєвих цінностей. Основою поетичної інтерпретації життєвого шляху Г. Сковороди стають пошуки внутрішньої гармонії, душевного прозріння. У Ліни Костенко постать Сковороди виступає мірилом істинності життєвих цінностей.