

FORMATION OF EMOTIONAL INTELLIGENCE OF FUTURE SPECIALISTS IN PHYSICAL THERAPY AND ERGOTHERAPY

Kopochynskaya Yuliia¹
Dmitriieva Nikol²

DOI: https://doi.org/10.30525/978-9934-571-89-3_16

At present, the paradigm of education is changing: from a narrowly professional disciplinary-prescription education, contributing to the formation of fragmentary consciousness, to a paradigm of interdisciplinary, problem-oriented education, designed to form a systemic consciousness and intelligence. A new paradigm is that vocational education, along with the cognitive function, should provide a psychological function, consisting in developing the intellectual potential of students, taking into account the uniqueness and value of each person's psychological capabilities.

¹ Akademician Youriy Bugay International Scientific and Technical University, Ukraine

² Akademician Youriy Bugay International Scientific and Technical University, Ukraine

At the very beginning of the intellectual-informational civilization, new approaches to the formation of professional competencies of specialists in physical therapy and occupational therapy are highly required. The deep intellectual saturation of the content requirements for specialists in physical therapy and ergotherapy poses to the higher educational institution as one of the central tasks of the development of a wide range of intellectual qualities in future physical therapists and ergotherapists.

Today research has emerged in psychology that allows for a new approach to the organization of students' intellectual development. All the psychological theories of the last decade are united by the idea of the existence of some independent phenomenon, different from traditional intelligence as it has been mostly thought of which provides the subject's adaptability to various social situations and, most importantly, increases the success of an individual in the professional sphere. This phenomenon is perceived, understood and explained by the concept of emotional intelligence.

It is emotions in real life that are responsible for making decisions, even when we ourselves are convinced of the opposite. Approximately 80% of success, which is not determined by the intellect in its traditional sense, is due to the phenomenon of emotional intelligence. A person with high adequate self-esteem and a high realistic level of aspirations gets an opportunity to achieve social maturity, a certain place in society, professional activity, in real social groups, in other words, enters a time of personal and professional achievements – “akme”. Such a personality is characterized by a high level of emotional intelligence.

Since the leading activity at a young age is mastering a profession, the development of emotional intelligence at this age as a whole is carried out through professional development and self-development, at the same time determining the achievement of mastery in the chosen activity. The emotional intelligence of a highly productive specialist in physical therapy and occupational therapy is determined primarily by the formation of empathy, communicative tolerance, the adequacy of self-esteem and the level of aspirations, self-confidence and professional competence.

Emotional intelligence is an integral personal component of the professional skills of a specialist in physical therapy and ergotherapy, since only an accomplished, mature personality can bring up another full-fledged and mature personality. The main task of these specialists is to help people with functional and motor disorders, as well as to organize around the patients of their personal valuable world, which, in turn, is achieved only through emotionally colored, personal interaction with patients, mediated by the unity of the will of thinking and emotions. emotional intelligence of a specialist in physical therapy and ergotherapy.

The training sessions we offer are implemented in the form of psycho-gymnastic exercises, business and role-playing games, group discussions, modeling situations of professional communication. The total duration of training sessions is 32 hours. The training includes 8 lessons of 4 hours, which are held and with a frequency of 2 times a week. The feasibility of a complex of procedures in the training of emotional intelligence due to the peculiarities of group dynamics and tasks solved by the group at each stage.

The program has 4 main stages of study:

1. Acquaintance of participants, creation of a confidential atmosphere, emancipation of participants.

2. Stabilization of the group – the deliberate creation of frustration of participants associated with increasing the motivation of the development of emotional intelligence.

3. The substantive stage (constructive work). Contains procedures aimed at the formation and consolidation of the main components of emotional intelligence and their implementation in teaching and communication.

4. Summing up. The final consolidation of the skills and abilities, the completion of the group.

The training program contains various groups of procedures.

The first group includes training procedures aimed at the formation of empathy, the trusting attitude of participants to each other, the ability to recognize and understand the emotional state of people. Their purpose: to remove emotional stress and improve the mood of the group members; develop empathy, create an emotionally positive relationship between group members. The second group included training procedures aimed at the formation of communicative tolerance. Their purpose: to increase the communicative competence of the participants, to develop the ability to understand and accept various positions, lifestyles, behaviors of other people. The third group included training procedures aimed at the formation of assertive behavior. Their purpose: to increase the level of self-confidence, to expand the range of methods of confident behavior. The fourth group included procedures aimed at forming a positive, adequate self-esteem and a realistic high level of claims. The fifth group includes procedures aimed at the formation of self-regulation skills. Their purpose: mastering techniques of relaxation and regulation of their emotional state. Each group of procedures contains various types of active learning methods: psycho-gymnastic exercises, business and role-playing games, group discussions, discussion of situations.

References:

1. Manoylova M.A. (2004). *Razvitie emotsional'nogo intellekta budushchikh pedagogov* [The development of emotional intelligence of future teachers]. Pskov: PGPI. (in Russian)