

CONCEPTUAL WAYS OF TRAINING MASTERS IN PHYSICAL THERAPY

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INTRODUCTION

In times of general health decline of Ukrainian population, the need to revive natural ways to recovery is growing, the increasing demand for physical rehabilitation services causes the need for qualified specialists able to develop and apply the latest complex health rehabilitation technologies to restore, strengthen and preserve the health of different socio-demographic groups. Increased development of physical rehabilitation education in Ukraine since the end of the twentieth century requires a fundamental reorientation of the content, forms and methods of qualification training of specialists in physical rehabilitation, taking into account the alterations in the Resolution of the Cabinet of Ministers of Ukraine from February 01, 2017 No. 53 on the introduction of a new specialty in the health care – “Physical therapy, ergotherapy”¹.

The system of higher education of Ukraine experiences the stage of its essential transformation in the realities of the globalized society in the 21st century, and in modern times the problem of organizing such an educational process, whose key dominant is the focus on the professional training of future professionals, competent, capable of effective work, professionally mobile, and competitive in the labour market, is becoming urgent for this system.

The relevance and expediency of research of the training of future masters in physical therapy in higher education institutions is determined by the need to overcome the contradictions that arise between: the objective need of society and the growing demand for masters in physical therapy, and insufficient level of education of graduates for this work; new requirements for improving the quality of higher education and insufficient development, as well as scientific validity of the system of professional training of future masters in physical therapy, the need to update the software, information support, and scientific and methodological support of this process; current

¹ Національний класифікатор України: Класифікатор професій ДК 003-10. [зміни від 7.11.2016 № 1171], Вип. 78.(2016). Київ : Держстандарт України. URL: http://search.ligazakon.ua/l_doc2.nsf/link1/MOZ26676.html.

tendencies in transformation of higher education in the conditions of globalization and European integration and insufficient consideration of the positive experience of training future physical therapists in higher educational institutions from different countries of the world².

At the same time, the training of specialists in the field of “Physical therapy, ergotherapy” is carried out mostly without taking into consideration international experience, but only on the basis of the interpretation of the place and role of physical rehabilitation in national systems of physical culture and health care. Studying different aspects of professional training of future specialists in physical rehabilitation in foreign countries will serve as an impetus for the development of the field of physical therapy, ergotherapy in Ukraine. Therefore, we consider it necessary to improve the educational process, to better understand the advantages and disadvantages of the national system of training physical therapists and ergotherapists, to predict their development based on the scientific coverage of pedagogical experience in certain European countries. This process will intensify attention to the results of pedagogical research and provide guidance on improving the existing rehabilitation system in Ukraine³.

1. Analysis of foreign experience of training specialties in physical therapy

The analysis of foreign experience has proven that the specialties, which are used for training specialists in physical rehabilitation, are paramedical and belong to the health care. The names of these specialties differ in different countries (physical therapy, physiotherapy, rehabilitation, etc.), but the main focus of professional activity of specialists in the field of physical rehabilitation is the restoration of motive dysfunction in persons of different nosologies and different categories of the population with the use of physical means and methods. The field of professional orientation of masters in physical therapy also provides advisory, research, and teaching activities⁴.

Training masters in physical therapy is carried out on the basis of the bachelor degree, obtained in the relevant or related specialties. The duration

² Лянной Ю.О. Професійна підготовка майбутніх магістрів з фізичної реабілітації у вищих навчальних закладах: теоретико-методичний аспект. Суми : Вид-во СумДПУ імені А. С. Макаренка, 2016. 566 с.

³ Белікова Н. Структура та зміст підготовки фахівців з фізичної реабілітації в окремих країнах Європи. *Збірник наукових праць Уманського державного педагогічного університету ім. П. Тичини*. 2010. № 1. С. 19–26.

⁴ Gunn, H., Hunter, H., Haas, B. (2012). Problem Based Learning in physiotherapy education: a practice perspective. *Physiotherapy*, 98 (4), 330–335. Retrieved from: <https://www.sciencedirect.com/journal/physiotherapy/vol/98>.

of their training in different countries, including the bachelor degree, averages 5 to 7 years. Training masters in physical therapy in different countries has differences in the standards of higher education and the specific organization of the educational process, which corresponds with traditions of a certain country and a certain university in particular.

In the United States, the training of physical therapists in higher educational institutions is similar to that of any medical specialty, based on a four-year bachelor degree and is the longest: three years of full-time study and clinical practice. It has been stated that since 2002 higher education institutions in the US, with the assistance of the American Association of Physiotherapy, have abandoned the training of bachelors and masters in this specialty, and the starting level of education for professional activity in physiotherapy is a doctor in physical therapy. The Physical therapy training program is built on a complex traditional model that provides a solid basis in the study of fundamental, applied, and professional physical therapy courses⁵.

In Canada, Masters of rehabilitation are trained mainly at the faculties of medical rehabilitation based on a four-year bachelor degree in physiotherapy, occupational therapy, or related disciplines. The Master degree program in rehabilitation sciences is designed for two years of full-time study, and its content depends on the future specialization: “Physiotherapy”, “Occupational therapy”, “Speech therapy (audiology)”. After receiving the master degree in physiotherapy, graduates are entitled to continue to study for a PhD-RS (PhD-RS) or related field for three years⁶.

At Universities of the Netherlands, masters in physical therapy are trained based on the bachelor degree program that includes three fields of study: physical therapy, science, and innovation, according to the CanMEDS model (The Canadian Medical Education Directives for Specialists). The duration of the master degree study is 18 months, after the successful completion of which the graduate is awarded the Master of Science in Physical Therapy (MScPT) qualification. The peculiarity of the organization of the educational process of the master program is the widespread use of interactive learning environment, the combination of classroom (contact) hours with online work during the first two semesters, and the transition to

⁵ Лянной Ю.О. Аналіз досвіду професійної підготовки фізичних терапевтів у провідних університетах США. *Педагогічні науки : теорія, історія, інноваційні технології* : зб. наук. праць. Суми : СумДПУ імені А. С. Макаренка, 2016. № 2 (56). С. 95–107.

⁶ Description of Physiotherapy in Canada. Retrieved from: https://physiotherapy.ca/sites/default/files/site_documents/dopen-en.pdf.

distance learning in the third semester. This approach allows to combine (part-time) work with training and research⁷.

In Austria, the training of masters in physiotherapy is carried out under a two-year program based on a bachelor degree in applied sciences in physiotherapy. The peculiarity of training masters in physiotherapy in higher educational institutions in Austria consists in independent decision by each university on the list of teaching disciplines, as well as the individual schedule of study, which is designed by each student, and includes the possibilities of independent choice of necessary subjects to be studied, teachers, subjects of scientific works, examiners.

In Australia masters in rehabilitation, masters in physiotherapy, and masters in rehabilitation consulting are trained at universities. Condition for admission to the master program is a bachelor degree in physiotherapy the specialty of physiotherapy, medicine, physical education, occupational therapy, paediatrics or nursing.

The analysis of the curriculum and the content of the training of masters in rehabilitation consulting indicates the social psychological direction of training relevant specialist, which makes this direction of training significantly different from training masters in physiotherapy. The peculiarity of the educational process organization at the universities in Australia is that a significant number of hours are allocated for independent work of undergraduates, while 12 hours per week are allocated for classroom hours. The course of study is characterized with repeat of many disciplines in different semesters, which allows students to deepen the knowledge acquired at the previous stages.

The experience analysis of training masters in physiotherapy in the Baltic states enabled ascertainment that the condition for admission to the master program is a bachelor degree in the specialty “Physiotherapy”. In Latvia and Lithuania, the master program has two research levels – academic (Akadēmiskā) and professional (Profesionālā). The academic higher education programs, in contrast to professional programs, focus on study of fundamental and applied sciences by masters and presume writing a thesis and its defence. In Estonia, bachelors of physical therapy have the right to continue their studies at a university under “the master of physical therapy” or “master of physical education and sports” training program. The content of the training program for future masters of physiotherapy is designed for 2 years of study in the Baltic states⁸.

⁷ Description of Physiotherapy in Canada. Retrieved from: https://physiotherapy.ca/sites/default/files/site_documents/dopen-en.pdf.

⁸ Лянной Ю.О. Професійна підготовка майбутніх магістрів з фізичної реабілітації у вищих навчальних закладах: теоретико-методичний аспект. Суми : Вид-во СумДПУ імені А. С. Макаренка, 2016. 566 с.

Since 2016, in cities of Ukraine the training of specialists in physical therapy and ergotherapy has started. Currently, over 30 higher education institutions in Ukraine, including some of medical universities, are training such specialists. Students studying in this specialty receive the educational qualification level: bachelor of physical therapy, ergotherapy (4 years on the basis of complete general secondary education) and master of physical therapy, ergotherapy (1.5 years on the basis of the first level of higher education – bachelor in specialties “Physical Therapy, ergotherapy”), PhD in physical rehabilitation (4 years on the basis of the second level of higher education – master degree in the specialty “Physical therapy, ergotherapy”, “Physical rehabilitation”).

The international partnership in physical rehabilitation education in Europe is based on the European Network of Physiotherapy in Higher Education (ENPHE), which aims at promotion and facilitation of cooperation between European institutions and specialized training institutes in the field of “Physical therapy” in the European region for the purpose of:

- creating a forum for interaction and exchange of educational achievements;
- promoting the conversion of educational programs in physiotherapy;
- stimulating the development of the European aspect in physiotherapy education programs;
- promoting the mobility of teachers and students among different educational institutions;
- approving and maintaining high quality standards in physiotherapy education in accordance with the recommendations of the World Confederation for Physical Therapy (WCPT) and the European CPT;
- support of common research among educational institutions;
- establishing and maintaining contacts and exchanging information with other national and international bodies, organizations and the European Community.

ENPHE defines the competencies and structure of educational programs, as well as the system of transfer and accumulation of credits in higher education in physical therapy, its activities are regulated by the Executive Committee and the ENPHE Coordination Committee. Educational institutions or networks have representatives in the UN General Assembly⁹.

Assessment of the results of the scientific search enabled to note the following tendencies in training masters in physical rehabilitation / therapy in foreign countries: orientation on independent work of masters, widespread

⁹ European Region – World Confederation for Physical Therapy. URL: <http://www.physio-europe.org.>; What is ENPHE. URL: <http://enphe.org>.

use of modern teaching technologies, innovative approaches to classroom work, approximation of practical training to real conditions of future activity, in particular with real patients, developing experience in a multidisciplinary team. The peculiarities of the experience development, working in a multidisciplinary team during the practice by undergraduate students in physical rehabilitation, suppose creation of optimal conditions for understanding the unity of purpose and role of each team member, the clarity of joint (integrated) and individual (special differentiated) tasks, joint planning of trajectory and software for complex rehabilitation, coherence and coordination of actions of specialists of different profiles, openness to the decision-making process, active exchange of experience and necessary information, complementarity and mutual support in case of problems, ensuring corporate and personal responsibility, formation of professional ethics and communication culture.

Having analysed the system of training specialists in physical therapy in foreign countries of Europe, we can conclude that it generally takes into account the purpose and principles of the Bologna process. Most of the differences between them are the number of training and clinical hours. The system of credits transfer and accumulation within the European region is still imperfect. Since the problem of employment is an acute one for physiotherapy and ergotherapy specialists in Ukraine, the experience of the European countries in the legal regulation poses an interest, because in all the countries considered the profession of physical therapist and ergotherapist has a legal status.

Transforming the content of higher education in the context of globalization and European integration processes implies, on the one hand, standardization, in particular the development of training programs for subject modules according to the European Credit Transfer System, on the other, it requires the flexibility that manifests itself in selection of educational information within a specific discipline, defining its amount, specifics of teaching, taking into account connections to other disciplines and previous topics, etc.

The results of the analysis of the training plans for future masters in physical therapy proved significant variability of the list of selective disciplines, both at the choice of a particular university and at the choice of undergraduates, which is caused by the traditions and achievements of scientific schools of a particular university, regional needs in the professional profile of specialists, taking into account the analysis of the results of monitoring the employment of masters graduates.

The analysis of foreign experience in professional training of future masters in physical rehabilitation in higher educational institutions in

different countries of the world allows taking into account positive achievements in the development of modern educational and professional programs and standards of training future physical therapists and ergotherapists in national higher educational institutions.

2. Conceptual basis for training masters in physical therapy

The development of society at the present stage is characterized by extremely complex processes which lead to profound qualitative changes that cover all spheres of human life. In the context of globalization, integration and complication of social activity, considerable amount of information, rapid and constant updating of technologies, future masters in physical rehabilitation can only function successfully if they have certain values, qualities and abilities that ensure their sustainability, social mobility, creative personal position and flexible adaptation to all transformations. This necessitates the replacement of the traditional academic paradigm of higher education with a new one, which will more closely meet the actual and perspective needs of both the development of society and the needs of future masters in physical rehabilitation. Formation and development of the system of professional training of future masters in physical rehabilitation in higher educational establishments, based on the positive achievements of foreign experience, allows to realize the social need for high quality mastering (by the master students) of professionally oriented knowledge, techniques and skills in particular, personal and professionally relevant qualities, including communication and organizational skills, creativity and empathy that will allow them to effectively use research and physical rehabilitation tools when working in a multidisciplinary team of professionals with different profiles¹⁰.

The modern system of professional training of future masters in physical rehabilitation in higher education institutions in the context of social and cultural integration into the European community must meet the world and European standards of higher education and modern strategic guidelines for the development of rehabilitation: biopsychosocial model of disease, international classification of functioning, limitations of life and health, concept of salutogenesis. The biopsychosocial model of the disease provides an interdisciplinary, systematic approach in modern medico-social rehabilitation. According to this model, each disease is considered at the biological, psychological and social levels and involves the application of

¹⁰ Лянной Ю.О. Професійна підготовка майбутніх магістрів з фізичної реабілітації у вищих навчальних закладах: теоретико-методичний аспект. Суми : Вид-во СумДПУ імені А. С. Макаренка, 2016. 566 с.

rehabilitation measures in all three areas. It is the biopsychosocial model of the disease that was taken as the basis of the international classification of functioning, limitations of life and health. Salutogenesis is the concept of the need to develop the potential for positive change that is used to justify educational and pedagogical measures in rehabilitation to nurture a healthy lifestyle.

The modern concept of training future masters in physical therapy is based on methodological, theoretical and practical components that are interrelated, interacting and interdependent¹¹.

The methodological component reflects the implementation of methodological approaches (competence, axiological, subject-activity, paradigmatic, acmeological, synergistic, systemic and cultural) to the professional training of future masters in physical rehabilitation in higher educational institutions.

Applying a competence approach allows: to provide integrated professional training of future masters in physical rehabilitation for scientific and professional activity, based on the acquired knowledge, techniques and skills, continuity of their professional development and purposeful orientation for the effective fulfilment of tasks related to recovery, saving and promoting human health, to make a transition to a competently oriented paradigm for the organization of research activity of future masters in physical rehabilitation, the essence of which is taking into account not only the industry specificity of future rehabilitation activity, but the consistent provision of the possibility for students to choose an individual trajectory in research¹².

The implementation of an axiological approach allows to form a value-based attitude of future masters in physical rehabilitation to scientific and professional activity, which ensures the development of their target setting, orientation to active attitude and creativity; awareness of the importance of this activity, its perception as a sphere of self-actualization, self-realization and self-affirmation.

Subject-activity approach in higher rehabilitation education is oriented at the development of such socially and professionally important characteristics of future masters in physical rehabilitation as: intellectual and cognitive abilities: competence, professionalism, general culture, erudition, knowing modern rehabilitation technologies; the ability not only to master but also to develop and creatively transform ideas and objects of surrounding reality;

¹¹ What is ENPHE. Retrieved from: // <http://enphe.org>.

¹² Драч І.І. Компетентнісний підхід як засіб модернізації змісту вищої освіти. *Проблеми освіти*. 2008. № 57. С. 44–47.

awareness of the tasks and rules of rehabilitation activity at all stages of its implementation, the ability to independently identify and solve them; ability to independently make necessary adjustments in rehabilitation activities; the ability and desire for moral choice, its justification and self-determination in complex problematic situations that arise in the course of professional activity; ability to reflect as an important condition for self-regulation and self-management; ability to self-analyse the process and results of the activity, the desire for their critical and innovative reflection; focus on self-development, self-improvement; ability to realize creative potential; uniqueness, sociability; ability to establish contact and productive interaction with rehabilitators; moral and value properties: humanity, justice, empathy; volitional properties: efficiency and perseverance.

The implementation of a paradigmatic approach enables systematic and multidimensional considering the development of the goals of training future masters in physical rehabilitation and its components on the basis of certain educational conceptual schemes that are adopted as a model for solving research problems.

The introduction of acmeological approach in higher education involves stimulating the development of creative abilities and updating the creative potential of future masters in physical rehabilitation, allows to increase their motivation and to mobilize internal personal resources on the way to success and growth in scientific and professional activity, which is ensured by the formation of the acmeological orientation of the personality of the master of physical rehabilitation.

The implementation of a synergistic approach in the training of future masters in physical rehabilitation in higher education institutions lies in constant update of the content, forms and methods of teaching by integrating its traditional and innovative aspects, characterized by such principles and properties as openness, self-organization, self-organization thinking, cooperative interaction and mutual assistance, management and self-government, etc.

The application of the system approach enables considering the professional training of future masters in physical rehabilitation in higher education institutions as a system, characterized by the integrity and unity, interaction and interrelation of its structural components.

The introduction of a cultural approach in the training of future masters in physical rehabilitation in higher education institutions implies the following conceptual transformations of the basic structural components of higher education: at the level of educational goals – to form a professional culture of future masters in physical rehabilitation; at the level of higher education content – to strengthen the cultural component; at the level of

pedagogical technologies – to direct efforts at the activity of future masters in physical rehabilitation of cultural norms and values; at the educational level – to create a culture rich learning environment; at the organizational and managerial level – to form the organizational culture of a higher education institution; at the effective level – to form the personality of the future master of physical therapy as a subject of culture.

The theoretical component implies formulating the basic definitions of research in the context of professional training of future masters in physical therapy in higher education institutions, theoretical substantiation of the essence and structure of competence of future masters in physical therapy for scientific and professional activity, development of a concept for constructing a system of professions training in higher education institutions, development and theoretical substantiation of the training model future masters in physical therapy in higher education, definition of criteria and indicators of the levels of preparedness for future masters in physical therapy in scientific and professional activities.

The practical component provides for the functioning of the system of professional training of future masters in physical rehabilitation in higher education institutions on the basis of the content transformation of higher education, introduction of innovative educational technologies in the educational process and development of educational and methodological support of professionally oriented disciplines, mastering which will help to increase the competitiveness of masters in physical rehabilitation and to reach their respective peaks in the work.

According to the curriculum, future masters in physical therapy should acquire knowledge of: the theory and methods of physical therapy; modern technologies in physical therapy; the basics of correctional pedagogy; civil protection; foreign language for professional purposes; intellectual property; methodology and organization of scientific research; basics of individual health; health resort rehabilitation; rehabilitation in orthopaedics and traumatology; rehabilitation in paediatrics; massage (therapeutic); fitness theories and practices; rehabilitation in cardiology; therapeutic gymnastics.

As a result of training, future masters in physical rehabilitation should demonstrate the following skills and abilities: gnostic (the ability to creatively transform acquired knowledge from vocational and practical training; the ability to independently acquire and deepen knowledge, generate new ideas to solve problems of scientific and professional activity); constructive (ability to design and plan activities in physical rehabilitation and predict its results); diagnostic (skills and functional diagnostics skills; ability to monitor the condition of the rehabilitated person in the course of implementation of physical rehabilitation measures); organizational and

methodical (skills of developing an individual program of physical rehabilitation for a specific person and controlling the effectiveness of its implementation; ability to organize and conduct physical rehabilitation according to its stages and periods for different categories of persons; skills and practical application of different means and methods of physical rehabilitation); corporate (skills and abilities of working in a multidisciplinary team of specialists with different profiles); communicative (the ability to establish contact and productive interaction with the rehabilitated person; the ability to clearly express and reason their own position; the ability to carry out consultative, preventive and educational work among different categories of population); information (ability to independently search, collect, systematize and analyse information from different sources; ability to use modern information and communication technologies in professional and scientific activities); research (skills and techniques of planning, organization and conducting of independent research work on physical rehabilitation of different categories of population)¹³.

3. Analysing professional training of future masters in physical therapy

In order to study the status of professional training of future masters in physical therapy in higher educational institutions in Vinnytsia, a survey of 120 undergraduates was conducted. The analysis of the survey results showed that 26.4% of the respondents consider it advisable to train future masters in physical rehabilitation in higher educational institutions with physical or pedagogical profiles (provided there are teachers with medical, biological, physical background at the graduating chairs); 73.6% of the respondents consider it advisable to train such specialists in medical higher education institutions. 64% of respondents believe that the effectiveness of the process of physical rehabilitation depends on the professional training of masters in physical therapy. According to 56.4% of the surveyed undergraduates, they are fully trained to use the means and techniques of physical rehabilitation in their future scientific or professional activity.

58.7% of respondents consider themselves fully trained for professional activity in health resorts; 49,3% of surveyed undergraduates consider themselves fully trained for professional activity within the educational-sports center and centers for social rehabilitation of children with disabilities; 65.3% of respondents consider themselves fully trained for work at SPA and fitness centers.

¹³ Перелік Європейських стандартів практики та послуг фізичної терапії. *Вища освіта України*. 2009. № 3 (34). С. 21–31.

Certain questions of the questionnaire were formulated to estimate the self-assessment of the undergraduates in using special and author's techniques and methods of physical rehabilitation, and knowledge, abilities skills and skills, necessary for future professional activity. The results of the answers made it possible to state that the majority of the future masters in physical therapy partly possess the special and authorial techniques and methods necessary for their professional activity. 68.7% of the respondents believe to be fully familiar with massage techniques and methods; 51.5% of the surveyed undergraduates believe to have knowledge of the theory and methods of physical education for various forms of exercise therapy; 67.2% of surveyed undergraduates believe to possess skills necessary for organizing healthy lifestyle; 60.3% of respondents claim first aid skills for emergency situations.

The effectiveness of the proposed system of professional training of future masters in physical rehabilitation is confirmed by the factor analysis results. At the end of the pedagogical experiment, qualitative changes were observed in all studied indicators of the competence structure of the undergraduates. The results of factor analysis at the end of the pedagogical experiment indicate that the structure competence of future masters in physical rehabilitation in scientific and professional activity is determined by three factors, which explain 74.78% of the total traits dispersion. The most important structural components of competence of future masters in physical rehabilitation for scientific and professional activity are the level of professional skills and the level of organizational and communication abilities that form factor 1; the level of self-evaluation of creativity, the level of cognitive component formation and reflexivity form the factor 2; the level of empathy and the level of motivation for success form factor 3. The introduction of this system has made it possible to increase the importance of reflexivity in future masters of physical rehabilitation, which is confirmed by the increase in the importance of this component in the second factor, and the level of empathy, which is confirmed by the increase in the importance of this component in the third factor.

The analysis of the survey results confirmed the need to transform the content of higher education for future masters in physical therapy, taking into consideration features of scientific and professional activity in the market of rehabilitation services. The implementation of the above mentioned implies flexibility of the content of professional training of future masters in physical therapy in higher education institutions, which consists in constant updating / improvement of all its structural components in accordance with current trends (globalization, integration, standardization, informatization, continuity), introduction of innovative training

technologies, development of higher education and modern requirements for training future masters in physical therapy, with scientific and professional activity, with innovative nature, taking into account the needs (demand) in the market of rehabilitation services.

The formation of students' value-oriented attitudes towards scientific and professional activity is considered as a complex dynamic process, the purpose and result of which is the positive professional identification of future masters, their perception of future employment as a sphere of their self-actualization and self-realization, which is determined by high levels of motivation, sustained interest, desire and an internal need for professional growth. The modern system of professional training of future masters in physical rehabilitation in higher education institutions in the context of social cultural integration into the European community must meet the world and European standards of higher education and modern strategic guidelines for the development of the rehabilitation sphere.

We consider the following areas, for improving the professional training of specialists in physical therapy, a priority: reforming the regulatory framework; improving funding of higher education; improvement of higher education standards; changing admission requirements to the course of physical therapy; involvement of specialists in the field of physical therapy in the process of content development of educational programs and organization of training; correction of the training content; providing clinical education and professional support for trainee students; changing requirements for professional qualification of teachers of practical training; specialization of masters training of specialists in physical therapy; improving feedback between universities and health and social care institutions; active use of the cooperation of universities with public organizations; introduction of effective mechanisms for accreditation of educational programs and certification of qualifications of physical therapists; integration into the European and world educational space.

CONCLUSIONS

The analysis of foreign experience in professional training of future masters in physical rehabilitation in higher educational institutions in different countries of the world allows taking into account positive achievements in the development of modern educational and professional programs and standards of training future physical therapists and ergotherapists in national higher educational institutions.

The modern concept of professional training of future masters in physical rehabilitation in higher educational establishments includes the main provisions:

–the system of professional training of future masters in physical rehabilitation in higher education institutions in the context of social and cultural integration of a globalized society into the European community must meet the world and European standards of higher education and modern strategic guidelines for the development of rehabilitation sphere;

–professional training of future masters in physical rehabilitation in higher educational establishments provides mobility and professional competence of graduates, shapes their positive motivation and desire to carry out scientific and professional activity in the market of rehabilitation services, to realize themselves in it and to succeed;

–the content of professional training of future masters in physical rehabilitation in higher educational institutions is constructed in accordance with the modern achievements of science and rehabilitation practice;

–professional training of future masters in physical rehabilitation in higher education institutions necessitates the use of new forms of organization of the educational process, in particular distance learning, and the use of innovative, progressive educational technologies, in particular information-communication and internet technologies, which ensure the efficiency of scientific and methodological support;

–in the training of future masters in physical rehabilitation in higher education institutions the importance of the activity interpretation of the educational process as the unity of different types of students activities (educational, educational and professional, scientific, extra-auditory, volunteer), appropriately organized and pedagogically coordinated to achieve an educational goal, related to effective future scientific and professional activity in the market of rehabilitation services;

–professional training is based on the creative and imaginative activity of teachers in higher educational institutions, expansion of subjective functions of masters in physical rehabilitation, in which the responsibilities of generators of new knowledge and technologies, developers of innovative rehabilitation product, specialists capable of creative rehabilitation profession, non-creative rehabilitation activities, self-education and self-development are formed.

The modern system of professional training of future masters in physical rehabilitation in higher education institutions should be guided by strategic orientations and basic principles of development of the rehabilitation sphere: biopsychosocial model of the disease, the international classification of functioning, limitations on life and health, the concept of salutogenesis and the Social Doctrine of the European Union.

SUMMARY

The system of professional training of future masters in physical rehabilitation in higher educational institution is analysed, based on foreign and national experience in the modern paradigm of higher education.

The analysis of international experience will enable use of positive tendencies in the national training of specialists in physiotherapy and introduce qualified specialists to the labor market. Based on the analysis of foreign experience, the content and trends of professional training of future masters in physical therapy in higher educational institutions of the USA, Canada, Austria, the Netherlands, Australia, Latvia, Lithuania, and Estonia have been specified. The analysis of international experience will enable use of positive tendencies in the national training of specialists in physiotherapy and introduce qualified specialists to the labor market.

The concept of professional training of future masters in physical therapy in higher educational institutions has been clarified, which is based on competence, axiological, subject-activity, paradigmatic, acmeological, synergetic, systematic and cultural methodological approaches, as well as foreign and national experience. of training future masters in physical rehabilitation in the modern paradigm of higher education.

The pedagogical conditions of professional training of future masters in physical rehabilitation in higher educational institutions (transformation of the content of higher education of future masters in physical rehabilitation with consideration of peculiarities of scientific and professional activity in the market of rehabilitation services; formation of value attitude of undergraduates to scientific and professional activity in the process of introduction of innovative educational technologies; implementation of modern information and communication technologies in in the educational process, development of experience in a multidisciplinary team in the process of practices and research by masters).

The content, forms and methods of professional training of future masters in physical rehabilitation in higher educational institutions have been improved.

The basic directions of development of professional training of masters in physical therapy are suggested.

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