

INTERNATIONAL EXPERIENCE OF PROFESSIONAL TRAINING OF FUTURE SPECIALISTS IN PHYSICAL REHABILITATION FOR THE FORMATION OF A HEALTH-PRESERVING EDUCATIONAL ENVIRONMENT

Bielkova T. O., Kushniruk S. A.

INTRODUCTION

The experience of the functioning of the higher education system of foreign countries is of significant scientific and practical interest, since, despite the military situation and social tension, today in the education system of Ukraine there is an active search for new, creative solutions to the problems of individualization and differentiation of forms, methods, means and technologies of professional training of applicant's higher education. Undoubtedly, the process of formation of national education systems in various countries of the world is directly influenced by existing international trends. The general direction of all changes in the system of higher pedagogical education is determined by the existing unification with the states of the European Union. In the context of our research, the foreign experience of professional training of future specialists in physical rehabilitation for the formation of a health-preserving educational environment is of significant interest.

The study of foreign experience is extremely important for Ukraine, since the lack of a clear national strategy for the internationalization of education leads to a low volume of export of educational services, unsatisfactory rates of development of international educational programs and, accordingly, complicates the effective integration of domestic education into the pan-European and global educational space¹.

The professional training of future specialists in physical rehabilitation (physical therapists and occupational therapists) in Ukraine is undergoing regulatory and legal changes both in the system of higher education and in the medical field in accordance with the requirements of the modern labor market both in our country and abroad².

The profession of a specialist in physical rehabilitation (physical therapy and occupational therapy) in Ukraine is a relatively new branch of

¹ Актуальні питання інтернаціоналізації вищої освіти в Україні: лінгвістичний, правовий та психолого-педагогічний аспекти: матеріали Міжнародної науково-практичної онлайн-конференції, 27-28 березня 2020 року. Біла Церква: БНАУ. С. 46.

² Чепурна Н. О. Політико-управлінські аспекти професійної підготовки фізичних терапевтів в Україні. *Науковий часопис НПУ імені М. П. Драгоманова: Серія 5.*

professional activity that is at the stage of formation. Rapid civilizational processes, technical progress and socio-economic changes in society have led to the transformation of the functions of future specialists in physical rehabilitation and the emergence of new requirements for the quality of education in accordance with international standard³.

Transition of physical rehabilitation from the field of knowledge 0101 «Physical education, sports and human health» to the field of knowledge 22 «Health care» – Resolution of the CMU date April 29, 2015 № 266 «On approval of the list of fields, knowledge and specialties for which training of higher education seekers is being carried out⁴, showed a new direction in the training of future rehabilitation specialists in Ukraine, namely, they strengthen the medical aspect of training these specialists.

In connection with this, the question arises of improving the existing educational standards of professional training of future specialists in physical rehabilitation in institutions of higher education of Ukraine, namely, modernizing the content of training taking into account foreign experience, which in general will allow Ukrainian education to take a worthy place at the international level and be competitive.

1. Professional training of future specialists in physical rehabilitation in institutions of higher education in European countries of the world

An important role in the training of qualified personnel in the field of health care, in particular rehabilitation, is played by the borrowed experience of European countries in the professional training of future specialists in physical rehabilitation in institutions of higher education. Professional training of physical rehabilitation specialists is one of the main issues of the country personnel policy health-preserving sphere⁵

The training of qualified specialists in physical rehabilitation becomes a key aspect of providing high-quality medical and social care to different strata and age groups of the population. She fully meets the tasks facing the health care system of Ukraine, is relevant and timely.

Current, in our country, there are discussion about the problem of professional higher education in the field of rehabilitation. After all, higher education is the basis of the spiritual development of the individual and

³ Карпюк Р. П. Теоретичні і методичні засади професійної підготовки майбутніх фахівців з адаптивного фізичного виховання у вищих навчальних закладах : автореферат дис.... д-ра пед. наук : 13.00.04. Київ, 2010. С. 3.

⁴ Кабінет міністрів України. Постанова. Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти. Київ. URL: <https://www.kmu.gov.ua/npras/248149695>

⁵ Москаленко, Б. М., Котелевський, В.І. Професійна діяльність ерготерапевта в сфері охорони здоров'я. Здоров'я людини в сучасному культурно-освітньому просторі: матеріали I Всеукраїнської заочної науково-практичної інтернет-конференції, Суми: : СумДПУ ім. А. С. Макаренка, 2018. С. 68.

society and the socio-economic strengthening of the state. The intensity of reproduction of the intellectual potential of the people and its place in the world community depends on the quality of the development of the higher education system. Therefore, attempts are being made to increase its effectiveness and integrated it into the European educational space. We believe that the optimal path is possible if we take into account Ukraine's own experience and the achievement of other countries in the professional training of future specialists in physical rehabilitation.

The process of reforming state education, focused on entering the European space, caused changes in the system of higher professional education. Normative and substantive bases of professional activity motivate modern physical rehabilitation specialists to a certain amount of professional knowledge, abilities and skills, the basis of their formation is the direct motivation of professional choice. Universities that train future specialists in physical rehabilitation found themselves in a situation where it is necessary to combine theory with modern practice and the ability to solve practical tasks of the field, which are characterized by the complexity and uncertainty of conditions⁶.

The theory and practice of foreign professional training of future specialists in physical rehabilitation became the subject of scientific research by leading Ukrainian scientists: O. V. Bazilchuk, N. O. Belikovoyi, V. G. Bilyk, O. V. Bismak, M. M. Vasylenko, A. O. Volik, A. M. Hertsik, S. V. Huk, M. V. Danylevich, L. P. Denisovoyi, N. V. Zharskoyi, G. S. Ilynskoyi, R. P. Karpyuk, O. V. Karpukhinoyi, Yu. V. Kopochynskoyi, I. P. Kravchenko, T. V. Levitskoyi, Yu. O. Lyannogo, O. I. Mikheenko, L. V. Ocheredko, A. M. Ryzyk, V. B. Spuzyak, L. P. Sushchenko, L. O.

Having analyzed the research works on the professional training of future specialists in physical rehabilitation in higher educational institutions of European, it can be noted that the domestic system of higher education is in a transition period, the process of finding and approving innovative approaches designed to most fully meet the urgent needs of reforming Ukrainian education by borrowing foreign experience continues. The integration of the domestic system of higher education in the field of physical rehabilitation into a single European educational space is taking place, aimed at training to ensure the effective activity of a specialist of the new generation, capable of quickly adapting to new realities, making

⁶ Ільницька Г. С., Ільницька Л. В., Очередько Л. В., Уласва Л. О., Спужак В. Б. Дослідження факторів, що впливають на вибір професії фізичного терапевта. Збірник наукових праць : *Освітній дискурс*, 2024. С. 106. URL: [http://journal-discourse.com/files/pdf/2019_18\(11-12\)-8.pdf](http://journal-discourse.com/files/pdf/2019_18(11-12)-8.pdf) Ulayevoyi, V. V. Usychenko, N. O. Cherpurnoyi, A. M. Fastivets, and others.

adequate decisions, having a wide professional competence, that is, not only obtaining deep fundamental theoretical knowledge, to acquire practical skills regarding methods of restoring and preserving the health of sick and disabled people, as well as the ability to correct apply them in professional activities⁷.

For the professional training of a highly qualified and competitive specialist in physical rehabilitation integrated into the European and global scientific and educational space, applicants to the universities of European countries are provided with various opportunities:

1. Theoretical knowledge: acquirers institutions of higher education acquire deep theoretical knowledge in the field of physical rehabilitation, taking into account anatomy, physiology, biomechanics, therapeutic gymnastics and other key aspects.

2. Practical skills: acquirers' institutions of higher education are given the opportunity to acquire practical skills during practical classes, internships in clinics and rehabilitation centers, where they can apply their knowledge in practice in their specialty.

3. Scientific research: European universities can support research in the field of physical rehabilitation, allowing students to develop their personal research skills and contribute to the development of the field.

have the opportunity to participation in practical classes, seminars and masters classes from leading specialists in the field of physical rehabilitation.

5. International Experience: Some programs may provide applicants graduate with the opportunity to do internships at national and international levels, which will help them gain a deeper understanding of the industry and benefit from the best practical experience from around the world.

The need to study the problem from the point of view of foreign experience of professional training of physical rehabilitation specialists in institutions of higher education of European countries requires agreement on the interpretation of the main research terms at the level of domestic and foreign special scientific literature. The correspondence of the interpretation of the Ukrainian term «physical rehabilitation» to its international analogue «physical therapy» / «physiotherapy» (English: Physical therapy) has been clarified. It has been established that physical therapy in the modern international interpretation is a profession in the field of health care (according to the definition of the World Confederation of Physical Therapy (WCPT), the meaning of the Ukrainian term «physical rehabilitator» corresponds to the international «physiotherapist». The most common terms

⁷ Дишко О. Л. Підготовка майбутніх фахівців фізичної культури до спортивно-туристичної діяльності. Педагогічні науки: теорія та практика. № 3 (47), 2023. С. 58. DOI <https://doi.org/10.26661/2786-5622-2023-3-08>

«physical therapy» and «physical therapist» or «physiotherapist», according to the definition of the Polish Society of Physiotherapy (Polskie towarzystwo zjoterapii) rehabilitating people with special needs through physical exercises with a therapeutic purpose⁸

Changing the named of the specialty «Physical rehabilitation» to «Physical therapy, occupational therapy» and approving the standard of higher education in specialty 227 «Physical therapy, occupational therapy» of the first (bachelor's) level of higher education and preparation for the test state exam «Step», and practical orientation exams, which are components of the unified state qualification exam of EDKI, and are based on European documents – in particular, Standards of Practice for

Physical Therapy⁹ and European Skills, Competences, Qualifications and Occupations¹⁰, which emphasize the importance management skills in the work of a physical therapist and the relationship between the profession and the relevant skills for it is traced, taking into account the needs of the labor market and accreditation educational programs, annual admission campaigns of institutions of higher education. All this together allows not only to develop the practical aspect of physical therapy and occupational therapy in Ukraine, but also to form competitive specialists in the field of rehabilitation on the global labor market.

In our opinion. updating and improving the professional training of physical rehabilitation specialists who have a sufficient level of theoretical and practical training to conduct independent examinations, choose a set of rehabilitation methods or develop a set of measures taking into account the effective use of domestic experience, as well as innovative methods of rehabilitation using the foreign experience of professional training of developed countries of the world are of great importance for the processes of restoration and health preservation of the individual in Ukraine.

Therefore, professional training of physical rehabilitation specialists in higher educational institutions of European countries is of strategic importance today. Timely and effective participation of a specialist in physical rehabilitation is a mandatory, vital component of the psychological and physical recovery of patients with various nosologies of diseases, and this is possible only under the condition of a rational, scientifically based, logically constructed system of their professional training.

The study of advanced foreign experience in conducting activities in the field of rehabilitation will serve the needs of the development of professional

⁸ Polskie towarzystwo zjoterapii. URL: <http://www.zjoterapia.org.pl>.

⁹ European Skills/Competences, Qualifications and Occupations (ESCO). URL: <https://ec.europa.eu/social/main.jsp?catId=1326&langId=en>

¹⁰ Standards of Practice for Physical Therapy. URL: <https://www.apta.org/apta-and-you/leadership-and-governance/policies/standards-of-practice-pt>

training of future specialists in physical rehabilitation for the formation of a health-preserving educational environment. This will make it possible to use the experience of these countries in the domestic training of future specialists in physical rehabilitation.

2. Professional training of future specialists in physical rehabilitation in institutions of higher education in Asian countries of the world

One of the main areas that allows domestic higher education to take a worthy place at the international level and be competitive is the modernization of its content taking into account international standards¹¹.

The only international organization representing physiotherapists worldwide is the World Confederation of Physical Therapy (WCPT), which was founded in 1951. The activities of this organization are aimed at popularizing professions and improving the global health care system. WCPT unites 101 national organizations and more than 350,000 physical therapists worldwide. Confederation members are grouped into five regional groups: Africa, Asia and the Western Pacific, Europe, North America and the Caribbean, and South America¹².

Among the members of the World Confederation of Physical Therapy, a group of countries of Asia and the Western Pacific is of significant interest, namely: higher institutions education of Japan, China, Malaysia, South Korea, Singapore and India are preferred.

In order to implement positive trends in higher education of Ukraine, it is necessary to study the world experience of professional training of future specialists in physical rehabilitation, particularly in Asian countries, in this aspect, which requires a critical analysis of the achievements of the educational systems of foreign countries, the adaptation of these achievements to national needs¹³.

Therefore, the study of the best experience of the countries of Asia regarding the implementation of measures in the field of physical therapy (physical rehabilitation) will serve the needs of the development of professional training of future specialists in physical rehabilitation, which will allow using the experience of these countries in the domestic professional training of future specialists in physical rehabilitation.

¹¹ Лянной Ю. О. Теоретичні і методичні засади професійної підготовки майбутніх магістрів з фізичної реабілітації у вищих навчальних закладах: дис. ... д-ра пед. наук: 13.00.04. Київ, 2017. С. 189.

¹² Фастівець А. В. Професійна підготовка майбутніх фахівців з фізичної реабілітації у вітчизняній і зарубіжній педагогіці. *Педагогічні науки*. 2016. Вип. 66–67. С. 79. URL: http://nbuv.gov.ua/UJRN/pena_2016_66-67_14

¹³ Белікова Н. О. Основні аспекти професійної підготовки майбутніх фахівців з фізичної реабілітації у Польщі. *Проблеми фізичного виховання і спорту*. № 3. 2010. С. 7.

In this connection, the question arises of improving the existing educational standards of professional training of future specialists in physical rehabilitation in higher education institutions of Ukraine, taking into account the experience of such training in universities in Asian countries.

Among the world's top 200 universities, 20 universities in Asia are among them, and by about 2040, one in five of the world's top 200 universities could be in Asia. Not surprisingly, international cooperation in higher education has become an important strategy in Asia. Presidents of Asian universities around the world participate in various alliances, such as the Association of Pacific Universities, the World University Network, U21, the Alliance of Asian Universities (AAU) and similar associations¹⁴.

Asian universities are rising in the world university rankings, and overall graduate and doctoral enrollment rates in many Asian systems are growing faster than the global average. Although Western countries still attract the most international students, Japan, China, Malaysia, South Korea, Singapore and India are emerging as regional centers of education¹⁵.

Over the past 30 years, the world has seen a rapid expansion of «world-class universities» in the East. East Asia has become the vanguard of Asian higher education. It has the largest number of applicants to higher education, the largest number of «world-class universities» and the largest proportion of applicants in STEM (Science, Technology, Engineering and Mathematics) fields¹⁶.

Science in Asia has become more popular and attractive. A large number of Asian universities included in world rankings are in no way inferior to American and European educational institutions. Institutions of higher education in Asia strictly adhere to international educational standards. Some countries in Asia have a simplified visa regime and fairly simple immigration rules. Financially, education in Asia is more affordable, and the cost of food and accommodation is much lower than in European and American. A classic example of the East Asian model of innovative scientific and

¹⁴ Postiglione G. A. International Cooperation in East Asian Higher Education. *Successful Global Collaborations in Higher Education Institutions*. №4. 2020. pp. 31. URL: https://doi.org/10.1007/978-3-030-25525-1_4

¹⁵ Каширина Д. Системи вищої освіти у провідних країнах далекого Сходу. С. 118–220. URL: https://er.knutd.edu.ua/bitstream/123456789/20304/1/Dialog_2022_P218-220.pdf

¹⁶ Woetzel J., Chen Y., Manyika J., Roth E., Seong J., & Lee J. The China effect on global innovation (2015). *McKinsey Global Institute Research Bulletin*. URL: <http://www.mckinseychina.com/wpcontent/uploads/2015/07/mckinsey-china-effect-on-globalinnovation-2015.pdf>.

technological development is Japan, which remain a world leader in the field of high technology and consider innovation and technology as critical elements for the development of the economy and national security¹⁷.

Analysis of the development and current state of Japanese higher education shows that higher education in Japan is one of the main levers of state policy. In the era of scientific and technological progress, higher education serves as the most powerful incentive for the labor activity of all strata of the country's population. The professional training of future specialists in physical rehabilitation is conducted on the basis of a number of principles, among which the principle of priority of general education is in the first place. This principle allows Japanese employers to provide themselves with specialists who can confidently solve current professional tasks, quickly adapt to new technologies and actively search for methods of increasing work efficiency in this area. No matter what reforms take place in the field of higher education, the general education of students in Japan will remain dominant in all directions and at all levels of education¹⁸.

The study of the development of professional higher education in Japan made it possible to establish that the leading trend in this field is international integration, which is caused by the standardization of professional training of future specialists in physical rehabilitation, which is based on:

- competence-based and culture-creating approaches to education;
- continuity of education throughout life;
- development of interdisciplinary ties;
- development of international educational and research projects;
- transformation of Japanese higher education in the era of informatization and scientific and technological progress into a powerful stimulus for the development of labor activity of the country's population;
- bringing young people to the norms accepted by society in early childhood, which contributes to the formation of a person as an individual, his entry into the traditional culture of the people.

These general trends dictate ways to modernize the industry in the direction of health care, its humanization and increased attention to the personality of the future specialist in physical rehabilitation, capable of constant self-development, capable of defending spiritual values, promoting the heritage of world and national culture. The characterized trends of higher professional education in Japan should find a logical reflection, be borrowed and adapted in the higher education of Ukraine, which needs urgent

¹⁷ Куркова К. М. Особливості державної науково-технологічної політики Японії на сучасному етапі розвитку. *Серія: Право*, 2020 р., № 3 (69) том 2. С. 74.

¹⁸ Гриневиц Л. Право на вищу освіту не прив'язане до ринку праці. *Вища освіта. Інформаційно-аналітичний портал*. 11.07.2016. URL:<http://vnz.org.ua/novyny/nauka/9374>

modernization of the development of professional training of future specialists in physical rehabilitation¹⁹.

Modern higher education in China is characterized not only by amazing extensive development, but also by rapid growth in international rankings.

According to the 2021 comparative studies of the global competitiveness of higher education of the world's 50 leading countries conducted in the PRC in 2021, China ranked first in terms of absolute quantitative indicators (number of students, teachers, number of universities, etc.), but only 18th in indicators related to the competitiveness of education²⁰.

Education management in China is specific. The process takes place at the central and local levels (autonomous region, local central subordination, city (district) and county). The distribution of powers is regulated by Article 14 of the Law of the People's Republic of China «On Education», which covers the powers of the State Council and local people's representatives. Management of higher education in the country is carried out by the State Council and/or authorities of provinces, autonomous regions, municipalities directly subordinated to the Central Government²¹.

The Government of the People's Republic of China considers the personnel issue one of the priorities in its work and gives priority to four main issues:

1. Change in managerial thinking regarding professional training of future specialists.
2. Improvement of the system of professional training of future specialists.
3. Standardization of the content of professional training of future specialists.
4. Deepening the reform through professional training of future specialists.

The most positive aspect of the Chinese educational and professional training system is not only the existence of a clearly structured system of higher education, but also a mechanism for monitoring the quality of professional knowledge and value orientations²².

In general, the system of higher professional institutions educational is built on the principle of selecting the most capable applicants (Fig. 1). Enrollment in higher education institutions is based on the results of passing

¹⁹ Колісник-Гуменюк Ю. І. Особливості вищої освіти у Японії : наук.-метод. розробка. Львів. : ЛННЦПО, 2022. 18 с.

²⁰ Zhou Hongyu, Li Yuyang. On the construction of high-quality education system. *Modern Education Management*. 2022;382(1):1–13.

²¹ Лунячек В. Е. Сучасна освіта Китаю: проблеми і перспективи розвитку. *Постметодика*. 2013. №1 (110). С. 53.

²² Голобор Н. Ю. Зарубіжний досвід освітньо-фахової підготовки управлінських кадрів та можливості його застосування в Україні. *Держ упр.: теорія і практика: електрон. фах. журн*. 2011. URL: www.academy.gov.ua/ej/ej14/txts/Golobor.pdf

the unified state exam (Chinese: 高考, pinyin gāokǎo) gaokao. The National Higher Education Examination (Chinese: 高考, pinyin gāokǎo) gaokao for admission to a institution higher education is considered the most important in the life of a higher education applicant, as it determines whether he will study at a university²³.

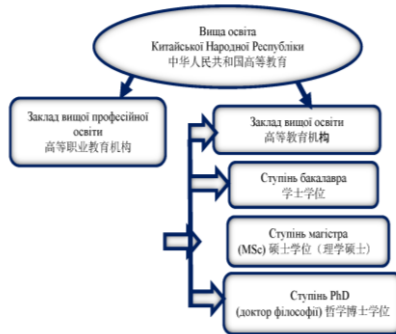


Fig. 1. Structural scheme of higher education of the People's Republic of China

It should be noted that Gaokao results for admission to institutions higher educational and qualification levels: bachelor (3–4 years of study); master's degree (2–3 years of study); Doctor of Philosophy (PhD) (3–5 years of study)²⁴.

In addition, university graduates have the opportunity to receive professional medical training, even those who have obtained bachelor's and master's degrees in medicine in other countries. At the same time, the cost of studying in China is not low. Ensuring the quality of professional training in the People's Republic of China is determined by a number of systemic factors, among which the system of selecting applicants for admission to higher education institutions stands out, both at the first (bachelor's) level and at the second (master's) levels. Formation of the content of the professional training of future masters in physical rehabilitation in the specialty: physical therapist, its continuous improvement is carried out through the implementation of long-term plans of the governing bodies of

²³ Higher Education in China. URL: <https://www.chinaeducenter.com/en/cedu/hedu.php>.

²⁴ Гала С. В. Из досвіду реформування вищої освіти Китаю. *Економіка і держава*. 2011, № 8. С. 52.

the state, taking into account the social needs of certain regions (provinces)²⁵.

The status of a physiotherapist (rehabilitator) upon employment is ensured directly by the level of training in an educational institution, followed by obtaining the appropriate level of the institution that grants the degree, the direction of academic education in a professional direction, qualifications, and the desire to continue training at the workplace. The essence of professional training of future specialists in physical rehabilitation and activities in the field of rehabilitation mainly consists in mastering various courses closely related to the acquisition of professional knowledge and skills²⁶.

The positive results of the Chinese vocational education system are explained by the significant motivation of Chinese youth to improve the quality of their personal lives and the life of the country by receiving a quality education.

As a process of professional training, health restoration, return of the disabled to work and social life, physical rehabilitation finds fans among scientists and public figures in many countries of the world. Among them, one can note the Republic of India, which has created a specific system of professional training for future specialists in physical rehabilitation. After all, in the presence of threats on the state border in the country, professional training requires special attention²⁷.

Higher education in India is prestigious, diverse and popular among young people. There are more than two hundred universities operating in the country, most of which are oriented towards European education standards. The system of higher education is presented to an ordinary European in a three-level form. Graduates of a institution higher educational, depending on the period of study and the chosen profession, obtain a bachelor's, master's or doctor's degree. After completing the bachelor's degree, the graduate has the right to continue studying at the master's degree (2 years) or start working. Given the active development of the country's economy in recent decades, the main emphasis in the Indian higher education system is on technical specialties, and humanitarian areas make up about 40% of the total number. State and private enterprises are interested in obtaining highly qualified specialists, therefore they take an active part in the development of

²⁵ Аналіз стану та основні підходи з оцінювання якості надання освітніх послуг закладами вищої освіти України: монографія / за ред. С. Л. Лондара; ДНУ «Інститут освітньої аналітики». Київ, 2021. С. 22.

²⁶ Ван Сяофей. Актуальні проблеми педагогічної освіти учителів фізичної культури Китайської Народної Республіки. *«Педагогіка та психологія»*. Вип. 62. Харків, 2019. С. 53.

²⁷ Бхіндер Н. В. Відомча професійна підготовка прикордонників в Республіці Індія. *Наукові записки Бердянського державного педагогічного університету. Серія: Педагогічні науки*. 2017. Вип. 3. С. 18.

the educational structure of the country. The most popular specialties of Indian institutions of higher education are: IT technologies; engineering specialties; management; pharmacology; jewelry business²⁸.

Higher education is offered at the following levels (Fig. 2):

– Bachelor’s degree: Bachelor (3–5.5 years). Most bachelor's programs are three-year. The duration of programs in such fields as engineering, agriculture, dentistry, veterinary medicine is 4 years; architecture and law – 5 years; of medicine and surgery – 5.5 years. There are also retraining programs for bachelors in the field of pedagogy (1 year), law (3 years) and some other areas. Admission to these programs is at the bachelor's level. Most of them have a duration of 1 year.

– Master’s degree: Master (2 years). Most programs require writing a qualifying thesis. Master of Philosophy: Master of Philosophy (MPhil) (1–2 years). Such programs with a research component are aimed at preparing for admission to doctoral programs. Most programs are one-year and require writing a qualifying thesis.

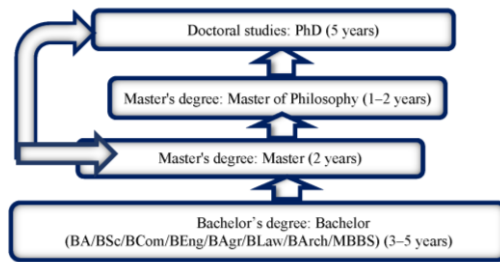


Fig. 2. Structural scheme of higher education of the Republic of India

– Doctoral studies: PhD (5 years). The degrees DBA (Doctorate of Business Administration), LLD (Doctorate in Laws) and DSc (Doctorate in Science).

Vocational education in the Republic of India is obtained on the basis of secondary education in polytechnic and industrial institutions educational (Fig. 3).

Duration of educational programs: 1–2 years. A diploma or certificate (Diploma/Certificate) is issued based on the study results. Secondary professional education based on basic secondary education is obtained in polytechnic institutions educational. Duration of educational programs: 3 years. Based on the results of training, a basic diploma is issued. Higher

²⁸ Система освіти в Індії. 2021. URL: <https://goaravetisyan.ru/uk/sistema-obrazovaniya-v-indii-kratko-sistema-obrazovaniya-v-indii-obrazovanie/>

professional education on the basis of full secondary education and secondary professional education is offered by polytechnic educational institutions. Duration of educational programs: 2–3 years. Post Diploma/Advanced Diploma is awarded based on study results²⁹.

Thus, in India, the university system is mainly oriented towards the transfer of knowledge, rather than its deepening and expansion – the latter being the main task of specialized scientific research institutes and laboratories outside the university system.

Here we see a clear similarity with the Ukrainian model, where the Decision of science Without a doubt, India’s higher education system is one of the most complex in the world. Most undergraduate students attend private colleges of varying quality.

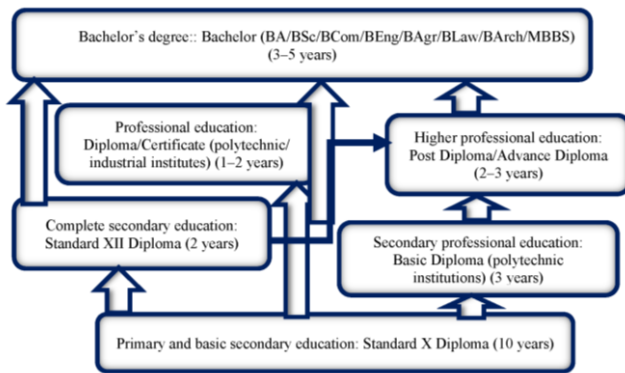


Fig. 3. Structural scheme of professional education of the Republic of India

The largest public universities and research institutes – about 7% of the total – are government-owned. There is also a small, well-established, highly prestigious private university sector. Of the 1,057 universities that primarily offer postgraduate programs, about 450 are private. Most of the universities are under the jurisdiction of India’s 28 states and eight union territories³⁰.

According to the results of scientific development of Indian philosophers and teachers, the development of educational policy and modern conditions of the Republic of India, it is possible to outline the guidelines that create a successful system of professional training of future specialists in physical rehabilitation. Among them are: 1) The integrity of education, because all aspects of education must be taken into account, because there is no perfect

²⁹ Республіка Індія: путівник по системах освіти світу. URL: https://enic.in.ua/attachments/4all/EducationalSystems/India_site.pdf

³⁰ Вища освіта Індії на підйомі. Але чи готова вона до викликів? 2022. URL: <https://forea.kpi.ua/vyshha-osvita-indiyi-na-pidjomi-ale-chy-gotova-vona-do-vylykiv/>

way or method. 2) The importance of the inner combination of physical, spiritual and intellectual components. 3) The humanistic basis of the professional training of future physical rehabilitators is focused on the instillation of value orientations, moral properties, public education, which is realized in ethical behavior in the team, compliance with social rules and a sense of patriotism. 4) A combination of different disciplines, where, in addition to the cycle of cathedral training, there is a place for aesthetic education, humanitarian training, organization of leisure time, etc. 5) Use of native language. 6) Democratic way of learning. 7) Formation of a sense of patriotism and cosmopolitanism, mutual respect. 8) Formation of moral principles³¹.

Thus, in order to carry out effective professional training of future specialists in physical rehabilitation, our state needs to study the world experience in the massification of higher education, in particular Asian countries such as India, where these processes take place most intensively and on a larger scale.

The built system of institutions educational in Asian countries of various levels is aimed at ensuring equal and fair access of all segments of the population to professional higher education, as well as the needs of the country's economy in highly qualified, innovative specialists.

3. Professional training of future specialists in physical rehabilitation in institutions of higher education in the USA and Canada

The development of the national education system of Ukraine in the context of integration into the European educational space poses a number of strategic tasks for Ukrainian scientists. Among them, special attention should be paid to improving the system of professional training, development and provision of high quality education, which requires significant updating taking into account the international experience of countries.

For our research, it is important to analyze the educational systems of the world's leading universities, which have a high level of education, so we will analyze the professional training of future specialists in physical rehabilitation (physical therapy and occupational therapy) in the leading universities of the USA.

U.S. universities dominate world rankings, and the country offers a wide range of interesting places to pursue higher education. Public university systems are partially subsidized by state governments and may have multiple campuses scattered throughout the state, with hundreds of thousands of students enrolled. A master's degree can be obtained if you already have a

³¹ . Бхіндер Н. В. Орієнтири професійної підготовки прикордонників в Республіці Індія: теоретико-методологічний аналіз. Наукові записки. Серія: Педагогічні науки. Вип. 161, 2018. С. 5.

bachelor's degree. Master's programs require 12 to 18 courses of study, often culminating in a test and/or project³².

The work of Belmont University is useful for our research. Located near downtown Nashville, Tennessee, Belmont is recognized nationally as a "most innovative" university for its high-quality academic programs. Belmont University has more than 8,200 students representing every state and about 28 countries. Belmont University private Master of Occupational Therapy (MSOT) program is designed exclusively for licensed occupational therapy assistants (OTAs) who have also receive initial NBCOT certification. A limited number of spots in the program are also available for licensed physical therapist assistants (PTAs) who have worked with an occupational therapist. The daytime program is offered in an accelerated format³³.

Let's look at one of them – the comprehensive wellness program BU Be Well (10 dimensions of well-being), which helps students master practical skills that lead to improved health and well-being, and also determines a lifestyle that reflects the meaning of their lives. The main goal of the program is to help students achieve the highest level of personal health. Health is defined in ten dimensions: physical, emotional, intellectual, social (interpersonal), cultural, spiritual, environmental, financial, professional.

A Belmont University education will prepare you for a life full of meaning and purpose, no matter what career path you choose. Belmont offers a holistic approach to wellness that addresses all aspects of who you are and allows you to strive for every dimension of wellness. Belmont, a private four-year university, brings together the best in academic and professional education in a Christian community of learning and service. The purpose of the university is to help students explore their passions and develop their talents to meet the world's needs³⁴.

An analysis of educational programs among US universities showed that the number of courses here is on average 11–12. General education course titles general meet the following requirements: more than 50% of physical therapist programs require knowledge of anatomy and physiology (at least one course), chemistry (at least one course), physics (two courses), statistics (one course), psychology, general biology (at least one course); about 75% of programs require a minimum GPA of at least 3.0; other required courses are English, Sociology, Computer Technology, Medical Terminology, Exercise Physiology, Kinesiology, Human Development, Organic Chemistry, Research Methods, Cell Biology, and Pathology³⁵.

³² 7 магістерських програм з ерготерапії в США на 2024 рік. URL: <https://www.mba-magistratura.com/master>

³³ Bruins for life. Great Career Outcomes. URL: <https://www.belmont.edu/>

³⁴ Магістр ерготерапії (MSOT). Belmont University. URL: <https://www.mba-magistratura.com/institutions/belmont-university/magistr-ergoterapiyi-msot>

³⁵ Белікова Н. О. Теоретичні і методичні засади підготовки майбутніх фахівців з фізичної реабілітації до здоров'язбережувальної діяльності: дис. ... д-ра пед. наук: 13.00.04. К., 2012. 573 с.

Thus, the professional training of future specialists in physical rehabilitation (physical therapy and occupational therapy) in US universities is considered as a system of psychological-pedagogical, scientific-practical and organizational-research interrelated activities that reflect the specifics of the educational process aimed at obtaining qualifications, which will allow them to effectively perform professional tasks of an innovative nature when carrying out scientific and professional activities.

The advisability of researching the professional training of future specialists in physical rehabilitation (physical therapy and occupational therapy) in universities Canadian is determined by the need to overcome the contradictions that arises between the objective needs of society and the growing demand for physiotherapists in Ukraine who are able to effectively and competently carry out their professional activities on the international market of rehabilitation services³⁶.

Rehabilitation services, along with health promotion, diseases prevention, treatment and palliative care, are recognized as core health care strategies by members of the World Confederation for Physical Therapy (WCPT)³⁷.

Canada is one of the most influential members of the World Confederation of Physical Therapy, whose activities are aimed at popularizing the profession and improving the global health care system in the country, as a result of which the need for Canadian specialists in the field of rehabilitation on the international labor market in economically developed countries of the world has increased in recent years. The Canadian Association of Physical Therapy identifies among the main tasks of physical therapy: determination of the patients potential for effective movement; prevention of movement problems; maintenance of the achieved level of motor activity; prevention of deterioration or loss of motor functions³⁸.

Therefore, solving the problem of professional training of future specialists in physical rehabilitation (physical and occupational therapy) in Ukraine should be carried out by determining the possibilities of implementing the Canadian experience in training specialists in physical therapy in institutions higher education of Ukraine.

The professional training experience of Bachelor of Physical Therapy in Canada has been studied by scholars such as Sinéad Patricia Dufour (2014),

³⁶ Левитська Т. В. Особливості практичної підготовки фахівців з фізичної терапії в університетах Данії. *Фізико-математична освіта*. 2020. Вип. 2(24). Ч. 2. С. 38. URL: <https://doi.org/10.31110/2413-1571-2020-024-2-028>

³⁷ Report of the Global conference on primary health care: from Alma-Ata towards universal health coverage and the Sustainable Development [Electronic resource]. Geneva: World Health Organization, 2019. 48 p. URL: <https://apps.who.int/iris/bitstream/handle/10665/330291/WHO-UHC-IHS-2019.62-eng.pdf>.

³⁸ Герцик А. М. Організаційно-методичні аспекти підготовки бакалаврів фізичної реабілітації в Канаді : дис... канд. наук з фіз. виховання і спорту : 24.00.03. Львів, 2006. 222 с.

Jeffery Gabrush (2015), Andrea Passmore (2016) and determined that physical therapy (PT) is the fifth leading health profession of Canada³⁹.

A. M. Gertsik, analyzing the requirements for professional competence of a Bachelor of Physical Therapy in Canada, notes that its content is most fully covered in the «Qualification characteristics of a basic level physical therapist in Canada». The document defines the main components of the qualification that ensure the effective performance of the professional role of a specialist within the framework of a comprehensive, scientifically based approach focused on achieving results and satisfying the needs of the patient. The main disciplines of the «Core Curriculum of Canadian Educational Programs in Physical Therapy» are grouped into six blocks: a block of disciplines of a biological nature (anatomy, physiology, pathoanatomy, biochemistry, hygiene, ecology), a block of disciplines, motor control, kinesiology and pathokinesiology, ergonomics, age-related human development, human physical performance, fundamentals of pharmacology); a block of clinical disciplines (general clinical sciences and related to specialization, fundamentals of the theory of physical training, modification of exercises and physical activity in the presence of pathology), social disciplines (subjects focused on the individual, group and society), methods of scientific research (subjects focused on the fundamentals of scientific research and educational practice. This classification of academic disciplines is very similar to the distribution of disciplines in the program for training a physical rehabilitation specialist in Ukraine.

The Master of Physical Therapy program in Canada involves the study of the following disciplines: Business Practice in Rehabilitation, Professional Practice, Functional Anatomy, Musculoskeletal Functions, Physiotherapy, Fundamental Clinical Skills, Dysfunction Diagnosis, Cardiorespiratory Function, Neuromotor Function, Spine Disease, Pediatrics, gerontology, multifactorial dysfunctions (rheumatic diseases, lower limb amputations, burns and HIV infection), motor function; it has five clinical practices⁴⁰. The University Clinical of the School of Rehabilitation Therapy provides services of pediatric occupational therapy, diagnosis and rehabilitation of sports injuries, injuries resulting from traffic accidents, back and neck pain, injuries and pain musculoskeletal injuries. Treatment procedures include acupuncture, laser therapy, therapeutic massage, occupational therapy, and training patients in individual physical exercises.

After graduation, graduates must take a national licensure or certification exam for comprehensive assessment of applicants for higher education. It is designed to assess knowledge, skills and abilities and includes a physical

³⁹ Мордвінова І., Ольховик А. Порівняльна характеристика системи підготовки бакалаврів за спеціальністю «Фізична терапія» в Україні та Канаді. Педагогічні науки: теорія, історія, інноваційні технології, 2020, № 2 (96). С. 277.

⁴⁰ Лянной Ю. О. Зміст професійної підготовки магістрів з фізичної реабілітації в університетах Канади. Педагогічні науки: теорія, історія, інноваційні технології. 2014. № 2. С. 465.

examination. The Physical Therapy Competency Examination (PCE) consists of two components: written and clinical.

1. Written component: a qualifying exam that assesses understanding of the principles and processes of physical therapy practice.

2. Clinical component: evaluates knowledge, application of skills and abilities during physical therapy classes⁴¹.

Clinical practice is an important component of the educational process during the professional training of future specialists in physical rehabilitation, which ensures the relationship between the theoretical knowledge base and their further practical activities⁴².

Thus, the analysis of the foreign experience of the system of professional training of future specialists in physical rehabilitation (physical therapy and occupational therapy) in the universities of the USA and Canada allows us to consider the positive achievements in the development of modern educational and professional programs, the characteristics, and standards of training of future rehabilitators in domestic institutions educational.

CONCLUSIONS

Rehabilitation is a new element of the medical system of Ukraine, but a mandatory component of health care in every developed country. Now, taking into account the introduction of martial law in Ukraine from February 2022, active military actions on the territory of the state and constant shelling of the country have led to the fact that the medical system of Ukraine, in particular physical therapy, is working on the rapid recovery of the wounded and injured, when their number is increasing every day grows, physical rehabilitation, its implementation and development acquire special importance. The effectiveness and necessity of physical rehabilitation is especially evident for those who are sick or disabled due to injuries. After all, the main goal of physical rehabilitation is to provide timely and effective help to people with limited physical, mental or social capabilities, as well as to prevent disability in the process of treating victims. The success of treatment depends, among other things, on the time of initiation and selection of rehabilitation programs of professional training of rehabilitators, their structure, content and methodology.

The need to study the problem from the point of view of foreign experience of professional training of physical rehabilitation specialists in higher education institutions of European countries, Asian countries, the USA and Canada requires agreement on the interpretation of the main research terms. at the level of domestic and foreign special scientific literature. The content of the Ukrainian concept «specialist in physical rehabilitation» corresponds to the international «physiotherapist». The most

⁴¹ Master of Physical Therapy (MPT) Program. Frequently Asked Questions. Faculty of Medicine. School of Medical Rehabilitation Department of Physical Therapy. January 23, 2013. URL: http://umanitoba.ca/rehabsciences/media/pt_faqs_mpt.pdf

⁴² Бісмак О. В. Клінічна діяльність фахівців з фізичної реабілітації в Україні: проблеми та перспективи. *Освітологічний дискурс*. 2016. №3 (15). С. 345.

common terms are «physical therapy» or «physiotherapy» and «physical therapist» or «physiotherapist».

Having analyzed the contribution of foreign scientists and practitioners to the study of the problem of professional training of future specialists in physical rehabilitation to a health-preserving educational environment, it can be noted that modern rehabilitation medicine is characterized by innovative methods and the use of new flexible technologies that bring variety and differentiation to the educational process. The importance of reforming the professional training of rehabilitators in the context of changes in the modern educational paradigm using world experience emphasizes the social significance of physical rehabilitation and the need to prescribe mechanisms for the functioning of rehabilitation as an independent direction at the state level.

SUMMARY

Education in Ukraine at this stage of its development needs deep meaningful reforms, and the need for highly qualified specialists in the field of rehabilitation necessitated the study and implementation of international experience, in particular from Europe, Asia, the USA and Canada. The article examines the foreign experience of professional training from the standpoint of modernity. The key reforms that would contribute to the modern formation of this system are analyzed. The role of universities, colleges, and other higher educational institutions in the countries of Europe, Asia, the USA, and Canada in the process of forming the professional competencies of a rehabilitator is analyzed. Special attention is paid to programs of professional training of rehabilitators, their structure, content and methodology.

BIBLIOGRAPHY

1. Актуальні питання інтернаціоналізації вищої освіти в Україні: лінгвістичний, правовий та психолого-педагогічний аспекти: *матеріали Міжнародної науково-практичної онлайн-конференції, 27-28 березня 2020 року*. Біла Церква: БНАУ. 122 с.

2. Чепурна Н. О. Політико-управлінські аспекти професійної підготовки фізичних терапевтів в Україні. *Науковий часопис НПУ імені М. П. Драгоманова: Серія 5. Педагогічні науки: реалії та перспективи*, Випуск 84 том 2, 2021. С. 110 – 115. DOI <https://doi.org/10.31392/NPU-nc.series5.2021.84.2.23>

3. Карпюк Р. П. Теоретичні і методичні засади професійної підготовки майбутніх фахівців з адаптивного фізичного виховання у вищих навчальних закладах : автореферат дис.... д-ра пед. наук : 13.00.04. Київ, 2010. 42 с.

4. Кабінет міністрів України. Постанова Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти. Київ. URL: <https://www.kmu.gov.ua/npas/248149695>

5. Москаленко, Б. М., Котелевський, В. І. Професійна діяльність ерготерапевта в сфері охорони здоров'я. *Здоров'я людини в сучасному культурно-освітньому просторі: матеріали I Всеукраїнської заочної науково-практичної інтернет-конференції*, Суми: : СумДПУ ім. А. С. Макаренка, 2018. С. 68–75.

6. Ільницька Г. С., Ільницька Л. В., Очерedyкo Л. В., Улаєва Л. О., Спужак В. Б. Дослідження факторів, що впливають на вибір професії фізичного терапевта. Збірник наукових праць: *Освітній дискурс*, 2024. С. 106. URL: [http://journal-discourse.com/files/pdf/2019_18\(11-12\)-8.pdf](http://journal-discourse.com/files/pdf/2019_18(11-12)-8.pdf)

7. Дишко О. Л. Підготовка майбутніх фахівців фізичної культури до спортивно-туристичної діяльності. Педагогічні науки: теорія та практика. № 3 (47), 2023. С. 56–62. DOI <https://doi.org/10.26661/2786-5622-2023-3-08>

8. Polskie towarzystwo zjoterapii. URL: <http://www.zjoterapia.org.pl>.

9. European Skills/Competences, Qualifications and Occupations (ESCO). URL: <https://ec.europa.eu/social/main.jsp?catId=1326&langId=en>

10. Standards of Practice for Physical Therapy. URL: <https://www.apta.org/apta-and-you/leadership-and-governance/policies/standards-of-practice-pt>

11. Лянной Ю. О. Теоретичні і методичні засади професійної підготовки майбутніх магістрів з фізичної реабілітації у вищих навчальних закладах: дис. ... д-ра пед. наук: 13.00.04. Київ, 2017. 674 с.

12. Фастівець А. В. Професійна підготовка майбутніх фахівців з фізичної реабілітації у вітчизняній і зарубіжній педагогіці. *Педагогічні науки*. 2016. Вип. 66-67. С. 77–82. URL: http://nbuv.gov.ua/UJRN/repa_2016_66-67_14

13. Белікова Н. О. Основні аспекти професійної підготовки майбутніх фахівців з фізичної реабілітації у Польщі. *Проблеми фізичного виховання і спорту*. № 3. 2010. С. 7–10.

14. Postiglione G. A. International Cooperation in East Asian Higher Education. *Successful Global Collaborations in Higher Education Institutions*. №4. 2020. pp. 31 – 33. URL: https://doi.org/10.1007/978-3-030-25525-1_4

15. Каширіна Д. Системи вищої освіти у провідних країнах далекого Сходу. С. 118–220. URL: https://er.knutd.edu.ua/bitstream/123456789/20304/1/Dialog_2022_P218-220.pdf

16. Woetzel J., Chen Y., Manyika J., Roth E., Seong J., & Lee J. The China effect on global innovation (2015). *McKinsey Global Institute Research Bulletin*. URL: <http://www.mckinseychina.com/wpcontent/uploads/2015/07/mckinsey-china-effect-on-globalinnovation-2015.pdf>.

17. Куркова К. М. Особливості державної науково-технологічної політики Японії на сучасному етапі розвитку. *Серія: Право*, 2020 р., № 3 (69) том 2. С. 73–79.

18. Гриневич Л. Право на вищу освіту не прив'язане до ринку праці. *Вища освіта. Інформаційноаналітичний портал*. 11.07.2016. URL: <http://vnz.org.ua/novyny/ nauka/9374>

19. Колісник-Гуменюк Ю. І. Особливості вищої освіти у Японії: наук.-метод. розробка. Львів. : ЛННЦПО, 2022. 18 с.
20. Zhou Hongyu, Li Yuyang. On the construction of high-quality education system. *Modern Education Management*. 2022;382(1):1–13.
21. Лунячек В. Е. Сучасна освіта Китаю: проблеми і перспективи розвитку. *Постметодика*. 2013. №1 (110). С. 47–54.
22. Голобор Н. Ю. Зарубіжний досвід освітньо-фахової підготовки управлінських кадрів та можливості його застосування в Україні. *Держ упр.: теорія і практика: електрон. фах. журн.* 2011. URL: www.academy.gov.ua/ej/ej14/txts/Golobor.pdf
23. Higher Education in China. URL: <https://www.chinaeducenter.com/en/cedu/hedu.php>.
24. Галя С. В. Із досвіду реформування вищої освіти Китаю. *Економіка і держава*. 2011, №8. С. 52–55.
25. Аналіз стану та основні підходи з оцінювання якості надання освітніх послуг закладами вищої освіти України : монографія / за ред. С. Л. Лондара ; ДНУ «Інститут освітньої аналітики». Київ, 2021. 160 с.
26. Ван Сяофей. Актуальні проблеми педагогічної освіти учителів фізичної культури Китайської Народної Республіки. *«Педагогіка та психологія»*. Вип. 62. Харків, 2019. С. 48–57.
27. Бхіндер Н. В. Відомча професійна підготовка прикордонників в Республіці Індія. *Наукові записки Бердянського державного педагогічного університету. Серія: Педагогічні науки*. 2017. Вип. 3. С. 18–24.
28. Система освіти в Індії. 2021. URL: <https://goaravetisyan.ru/uk/systema-obrazovaniya-v-indii-kratko-sistema-obrazovaniya-v-indii-obrazovanie/>
29. Республіка Індія: путівник по системах освіти світу. URL: https://enic.in.ua/attachments/4all/EducationalSystems/India_site.pdf
30. Вища освіта Індії на підйомі. Але чи готова вона до викликів? 2022. URL: <https://forea.kpi.ua/vyshha-osvita-indiyi-na-pidjomi-ale-chy-gotova-vona-do-vyklykiv/>
31. Бхіндер Н. В. Орієнтири професійної підготовки прикордонників в Республіці Індія: теоретико-методологічний аналіз. *Наукові записки. Серія: Педагогічні науки*. Вип.161, 2018. С. 70–75.
32. 7 магістерських програм з ерготерапії в США на 2024 рік. URL: <https://www.mba-magistratura.com/master>
33. Bruins for life. Great Career Outcomes. URL: <https://www.belmont.edu/>
34. Магістр ерготерапії (MSOT). Belmont University. URL: <https://www.mba-magistratura.com/institutions/belmont-university/magistr-ergoterapiyi-msot>
35. Белікова Н. О. Теоретичні і методичні засади підготовки майбутніх фахівців з фізичної реабілітації до здоров'язбережувальної діяльності: дис. ... д-ра пед. наук: 13.00.04. К., 2012. 573 с.

36. Левитська Т. В. Особливості практичної підготовки фахівців з фізичної терапії в університетах Данії. *Фізико-математична освіта*. 2020. Вип. 2(24). Ч. 2. С. 38–45. URL: <https://doi.org/10.31110/2413-1571-2020-024-2-028>
37. Report of the Global conference on primary health care: from Alma-Ata towards universal health coverage and the Sustainable Development [Electronic resource]. Geneva: World Health Organization, 2019. 48 p. URL: <https://apps.who.int/iris/bitstream/handle/10665/330291/WHO-UHC-IHS-2019.62-eng.pdf>.
38. Герцик А. М. Організаційно-методичні аспекти підготовки бакалаврів фізичної реабілітації в Канаді : дис... канд. наук з фіз. виховання і спорту : 24.00.03. Львів, 2006. 222 с.
39. Мордвінова І., Ольховик А. Порівняльна характеристика системи підготовки бакалаврів за спеціальністю «Фізична терапія» в Україні та Канаді. *Педагогічні науки: теорія, історія, інноваційні технології*, 2020, № 2 (96). С. 276–284.
40. Лянной Ю. О. Зміст професійної підготовки магістрів з фізичної реабілітації в університетах Канади. *Педагогічні науки: теорія, історія, інноваційні технології*. 2014. № 2. С. 463–470.
41. Master of Physical Therapy (MPT) Program. Frequently Asked Questions. Faculty of Medicine. School of Medical Rehabilitation Department of Physical Therapy. January 23, 2013. URL: http://umanitoba.ca/rehabsciences/media/pt_faq_mpt.pdf
42. Бісмак О. В. Клінічна діяльність фахівців з фізичної реабілітації в Україні: проблеми та перспективи. *Освітологічний дискурс*. 2016. № 3 (15). С. 345.

Information about the authors:

Bielkova Tetyana Oleksandrivna,
Candidate of Pedagogical Sciences,

Doctoral student at the Department of Pedagogy, Faculty of Pedagogy
Ukrainian State University named after Mykhailo Drahomanov
specialty: «015 Vocational education»
9, Pyrogova str., Kyiv, 02000, Ukraine

Kushniruk Svitlana Anatolyivna,

Doctor of Pedagogical Sciences,
Professor at the Department of Pedagogy, Faculty of Pedagogy
Ukrainian State University named after Mykhailo Drahomanov
9, Pyrogova str., Kyiv, 02000, Ukraine