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Status of the future specialist's readiness of physical rehabilitation to ensure the social adaptation of pupils with cerebral palsy in professional activities

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Summary. Using experimentally method, we found low levels of future specialists of physical rehabilitation to ensure social adaptation in solving the training and educational tasks of students with cerebral palsy. Sufficient interest of students to question, understand the importance of process and offers measures to eliminate underage's show positive premise solution.

Key words: future specialists in physical rehabilitation, social adaptation, professional readiness, students with cerebral palsy.

Jakobczuk S., doktorant Narodowego pedagogicznego uniwersytetu imienia Włodzimierza Hnatiuka w Tarnopolu, Ukraina. Stan gotowości przyszłych specjalistów z fizycznej rehabilitacji do zabezpieczenia socjalnej adaptacji ucni z porażeniem mózgowym w fachowej działalności.

Adnotacja. Ustalono przez eksperymentalną drogę niski stopień gotowości przyszłych specjalistów z fizycznej rehabilitacji do zabezpieczenia socjalnej adaptacji przy rozwiązaniu zadań nauczania i edukacji ucni z porażeniem mózgowym . Ciekawość studentów do problemu i rozumienie wrażliwości procesu i propozycji środków z likwidacji wad świadczą o pozytywnych przesłankach rozwiązania problemu.

Kluczowe słowa: przyszli specjaliści z fizycznej rehabilitacji, socjalna adaptacja, fachowa gotowość, uczniowie z porażeniem mózgowym.

Problem statement. The nature of social adaptation considered as an adaptation to the individual conditions of the social environment, to establish an adequate system of social relations of objects, role plasticity of behavior, personality integration in social groups, activities for the development of stable social conditions, acceptance of norms and values of the new social environment, forms of social interaction. Adaptation may take the form of accommodation (full submission requirements of their environment without critical analysis), conformism (forced submission requirements of the environment) and assimilation (conscious and voluntary acceptance of norms and values-based environment personal solidarity with them). Adaptation is associated with the adoption of individual different social roles, adequate reflection of themselves and their social ties. It plays a crucial role in socialization.

Therefore, the efficiency of specialists in physical rehabilitation is their training, which should be reflected in the curriculum that have significant drawbacks, one of which is to develop knowledge and skills without significant differences of pupils with cerebral palsy compared to other students with limited functions that is not conducive to quality work with this contingent of students, and social adaptation.

The issue of social adaptation is that the problem which is need to be solved in the educational process of universities, including the content of curricula and specialization in general do not consider the problem of training in physical

rehabilitation work with students with cerebral palsy.

So today the leading role of physical education in the task of medical and social adaptation, physical rehabilitation of persons with limited functions today. However, one of the biological factors that determines the content of their motor activity is primarily caused by negative disease symptoms of morphological and functional state.

Solving this problem in part contributes to training future specialists in physical rehabilitation to ensure the social adaptation of pupils with cerebral palsy.

A study on the issue of training future specialists in physical rehabilitation to ensure the social adaptation of pupils with cerebral palsy are absent, and training materials do not include in its content this problem that does not contribute to high quality training of future specialists in physical rehabilitation to address this problem, and that caused the need of relevant research.

Objectives, structure and methods.

Formulation of goals. Purpose – experimentally investigate the status of future specialists in physical rehabilitation to ensure the social adaptation of pupils with cerebral palsy in professional activities.

Methods and studies organization. We used several groups of methods: the theoretical level – analysis and synthesis, generalization and systematization of literature; empirically – stating pedagogical experiment using a questionnaire. Considering the data of literature [5, 8] developed, a form of mixed type (included two types of questions – open and closed, some issues, however, acted as a control). Responses to the questionnaire allowed obtaining information about the state of readiness of graduate students to provide social adaptation of pupils with cerebral palsy in professional activities. The survey was conducted anonymously, number of respondents – 177 students.

Results. The questionnaire of graduate students of faculties of physical culture, studying the specialty "Human Health", revealed the following results. Thus, a basic understanding of their social adaptation as part of separate lines the scientific

knowledge is reflected in the responses to the question "Do you know what social adaptation of children with cerebral palsy is?"

The results showed the absence of a comprehensive imagination of students about social adaptation of children after studying courses that contain fragmentary information about it (Table 1). In particular, only 24.64% of respondents gave a positive answer to the question in the affirmative while undecided were 55.76% of respondents. Taken into consideration the recent negative responses we may note that the vast majority of students (75.36%) is unable to generalize and systematize the information obtained during the study of different courses, but related to social adaptation of pupils with cerebral palsy.

The observed position of future specialists in physical rehabilitation was confirmed by answers to the control question: 66.10% of respondents consider necessary to ensure the social adaptation of children with cerebral palsy. Also, all of the respondents in one form or another pointed to the advisability of providing social adaptation of children with cerebral palsy not only in physical education but also during other sessions, but only 37.29% said that they had used it for various training sessions with children with cerebral palsy during pedagogical practice.

Table 1

The state of readiness of future specialists in physical rehabilitation to ensure the social adaptation of pupils with cerebral palsy

Question	Answer (n=177)		
	Yes	No	Hard to answer
Do you know what is social adaptation of pupils with cerebral palsy?	24,64 (44)	19,60 (35)	55,76 (98)
Do you like classes where you get material on the social adjustment of students with cerebral palsy?	60,45 (107)	16,95 (30)	22,60 (40)
Is it appropriate, in your opinion, to conduct social adaptation in working with students with cerebral palsy?	77,97 (138)	3,95 (7)	18,08 (32)
Do you own expertise related to the use of physical education for social adaptation of pupils with cerebral palsy?	18,08 (32)	62,15 (110)	19,77 (35)
Is that important to use health oriented physical activity for social adaptation of students in their future careers?	66,10 (117)	6,78 (12)	27,12 (48)
Do you consider yourself sufficiently prepared to ensure	14,12	32,77	53,11

the social adaptation of pupils with cerebral palsy in your future careers?	(25)	(58)	(94)
Is it important to implement into curriculum the faculty of deparate courses on social adaptation of pupils with cerebral palsy?	80,79 (143)	3,39 (6)	15,82 (28)
Will you be able to apply your knowledge of physical culture in class with students with cerebral palsy if they need visual aids?	37,29 (66)	14,12 (25)	48,59 (86)
Estimate your ability to apply knowledge Physical Culture in class with children with cerebral palsy for social adaptation of pupils with cerebral palsy	«5» – 0,56 (1); «4» – 23,73 (42); «3» – 63,28 (112); «2» – 10,17 (18); «1» – 2,26 (4)		
Have you used the knowledge of physical culture in class with students with cerebral palsy, ensuring their social adaptation during pedagogical practice?	100,0 (177)	–	–

These data shows the importance of students' understanding and necessity for social adaptation of pupils with cerebral palsy in professional activities, formation of certain skills of their practical implementation, beginning of personal vision of the process and place in it of physical education tools. Important in this regard is the estimation of existing knowledge and skills for their application in practice, most of which was "4" and "3" points (respectively 23.73% and 63.28%).

Answers to test questions allowed us to estimate more objectively students' ability to use real tools of physical education in professional work with students with cerebral palsy, considered themselves as sufficiently prepared for the implementation of this only 14.12% of respondents, although the self-esteem they constituted 24.29% (0.56% - "5", 23.73% - "4"); uncertain position is set to 53.11% of the students, other critically assess their own capabilities (self-assessment to "2" and "1" score - 12.43%).

The lack of knowledge, but above all lack of practical skills to use knowledge in professional work cause the need to eliminate the defects in the content of training for specialists in physical rehabilitation. These are their answers to the questionnaire. Most important they consider the following measures: pedagogical practice in schools, where existing physical rehabilitation specialists provide social adjustment in working with children with cerebral palsy (94.92% of respondents); ensure

appropriate methodological training in learning (88.70%); provide the necessary theoretical basis (70.06%); publication of teaching materials (64.97%). Note the fact that nearly half of all respondents proposed to solve the problem comprehensively, as evidenced by the number of respondents who have proposed various response options (Table. 2).

Table 2

Actions to eliminate the deficit of knowledge and skills of future specialists in physical rehabilitation needed to ensure social adaptation of pupils with cerebral palsy in professional activities

Action type	Quantity of respondents	
	n	%
<i>What needs to change in your preparation for the formation of knowledge necessary for social adaptation and skills to apply them in the education of students with cerebral palsy?</i>		
1 – offer relevant theoretical information	124	70,06
2 – conduct methodological training during curriculum	157	88,70
3 – teaching practice has to take place in classrooms, schools, which have such technologies implemented	168	94,92
4 – develop methodical guidelines, visual aids	115	64,97
5 – i don't know	14	7,91
6 – other options	76	42,94

Conclusions

1. The analysis of domestic and foreign scientific sources indicate that a necessary and important condition of training of physical rehabilitation for professional work is the formation of relevant knowledge and skills. Almost completely are absent researches related to the formation of future specialists in physical rehabilitation to the professional activities of social adaptation of students with cerebral palsy. It is assumed that to achieve good teaching effect it is necessary to develop a system of their training, criteria and levels of development components of preparedness for this type of professional activities, organize and implement (using

modern, science-based technologies and methods) complex of measures aimed at improving the existing relevant knowledge and skills.

Taking into consideration the above, and the lack in the educational curriculum of training future specialists in physical rehabilitation of the individual courses on social adaptation of children with cerebral palsy in the process of training and education, the almost complete lack of research on the efficiency of its implementation in the educational process of higher education, this problem requires to be studied in details.

2. The results of the analysis of empirical experience suggests that physical rehabilitation professionals are aware of the importance and the need to use physical activity as component of physical training and as a means of implementing interdisciplinary connections to other classes and school activities of children with cerebral palsy. However, the relevant knowledge has only 18.0% and 10.0% of respondents, their ability to implement in practice - 14.0% and 13.0%, unprepared for the level of education are 62.0% and 65, 0% of students, due to the level of skills - 33.0% and 69.0%.

The curriculum of relevant departments of higher education is not provided by subjects or courses aimed to solve these problems.

Due to the above, further research should be aimed at developing training programs for future specialists in physical rehabilitation to ensure the social adaptation of pupils with cerebral palsy in solving their training and education tasks.

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