

## EMPIRICAL RESEARCH OF PROFESSIONAL REFLECTION OF STUDENTS OF “HEALTH AND PHYSICAL REHABILITATION” FACULTIES OF HIGHER EDUCATIONAL INSTITUTIONS

UDC: 925 : 159.92:564

***Prymachok Liudmyla***

*PhD in Pedagogical Sciences, Professor's assistant of the Department of human health and physical rehabilitation of Educational and Scientific Institute of Public Health of the National University of Water and Environmental Engineering, Rivne (Ukraine)*

ORCID ID: <https://orcid.org/0000-0002-6591-5223>

**ABSTRACT.** *The article deals with the problem of studying the process of development of professional reflection of students of the faculties of “Health and Physical rehabilitation” of higher educational institutions. There were proposed objective conditions that determined the professional development of students in general and the formation of professional reflection in particular. It was shown that these conditions were related to a real system of professional training of students in higher system of education. Among them there are the main ones: professional orientation of training; the content of the educational process in a higher educational institution; unity and interrelation of theoretical and practical aspects of training.*

*Also there were singled out the subjective conditions that influenced the development of professional reflection of future specialists in the sphere of physical rehabilitation: professional orientation of the person; intellectual abilities; students' activity in the professional development and mastery of professional reflection.*

*There were described empirical results of the study of professional reflection of students of the faculties of “Health and Physical rehabilitation” organized in higher educational institutions. These results allowed us to distinguish some dominant contradictions, the main of which there are such as: between the lack of knowledge of students of the 1st-4th-year studying about the complexity of the profession of a specialist in a sphere of physical rehabilitation and the requirement of awareness and independence of their own choice; between professional plans of students, on the one hand, and means of achieving them – on the other one. So, the students' plans are focused on the end result, not on the ways to achieve them. This was manifested in the lack of awareness or inadequate assessment by students of their capabilities, in the*

© Prymachok Liudmyla

*inability to take into account their individual characteristics in relation to the profession of a specialist in a sphere of physical rehabilitation.*

*According to students reflection is a specific quality of knowledge of students when the subject of perception reconstructs in his/her own consciousness the qualities, characteristics of the person whom he/she perceives as a partner in a process of communication. That is why the development of professional reflection of students can be effective in the process of dialogue and dialogical interaction.*

*Telling about the development of professional reflection of students we'll consider dialogue and dialogical interaction as the main way, noting on the fact that this form of communication is productive one only when it involves reflection, in such a way when it is possible to identify the conditions for the person to go into the positions "above" or "outside". Also we'll distinguish between two relatively independent and simultaneously interconnected parties: a) reflection in a dialogue, which implies awareness of how the participants in the dialogical interaction interpret the situation of communication for themselves; b) dialogue in the process of reflection of own professional activities, aimed at developing techniques of communication.*

**Key words:** *reflection, professional reflection, a system of professional training of physical rehabilitants, professional orientation of the person, intellectual abilities, dialogue, subject-subjective communication.*

### **Problem definition and its relationship with important scientific and practical tasks.**

The problem of professional reflection, the possibilities of its modeling and interpretation is one of the basic problems of Psychology. The concept of reflection in psychology is based, first of all, on its philosophical definition. In general, the essence of the philosophical understanding of the term "reflection" is in the substantiation of the process of displaying a person himself/herself, and according to its content reflection is the same as self-reflection (R.Lazarus [11], D.Perkins, T.Jay, S.Tishman [13]). Also this is explained by the fact that a man in his everyday life and in his practical activity seeks to find his unity with nature, with other people, with the society, with the world as a whole. At the same time, the obvious

differences between the material and the spiritual nature and the society, between themselves and other people are quite obvious to the person. It is important for each persona to find and understand the general and distinct processes between the characteristics and values of the surrounding world. Thus, the main became certain forms of self-consciousness, when certain phenomena of consciousness played the role of a subject in a special analytic activity of the subject. These processes in a whole are called reflection.

It is important to note that reflection is not only awareness of what it is a Man, but also the processing of the person himself/herself, an attempt to go beyond the level of personality development that has been achieved. When a person analyzes himself/herself, tries to assess his/her

own characteristics, thinks about his/her attitude to life, seeks to master the secrets of his/her own consciousness – in such a way he/she wants to “explain” himself/herself, tries to understand the system of his/her own vital reference of different points, and, at the same time, from something in himself/herself forever refuses, to insist on something else. In this case we are talking about a reflexive process, which results are the main according to a change and development of person’s consciousness.

Actually philosophical interpretations of reflection define this process as the ability:

- 1) so called “look” at yourself;
- 2) the ability to think about our own process of thinking;
- 3) the ability to analyze knowledge in order to acquire new knowledge or transform unconscious knowledge into the sphere of conscious;
- 4) to build self-observation in the state of one’s own mind or soul;
- 5) to go beyond the limits of a real life;
- 6) to model a research act directed by a person to himself/herself [15, p. 508–512].

Numerous philosophical interpretations of reflection should be understood as a special reality of human consciousness, aimed at self-knowledge in order to solve the problem of “entering” man in the outside world, finding and achieving harmony in the relationship within it.

But it is obvious that the problem of the relationship of a Man with the outside world is

connected with the peculiarities of the existence of the Person in the world of space, in the paradigm of which, intersecting and interacting, the relatively different dimensions of the person’s being are connected. So, the process of reflection is emphasized on: a) a person is an active subject who knows, possesses consciousness and will; b) a person is a relatively small part of the universe. If we understand reflection from this point of view it is still very actual.

**Analysis of recent researches and publications.** If we tell about the phenomenon of “professional reflection” we, first of all, have to explain the content of the definition “professional growth”. In the researches of some authors (F.McCenna [12], J.Piaget [14]) is used systematic genetic theory of professional formation and the development of the person in a whole (that is, in the process of professionalization it is emphasized on the social genealogy of the person). In accordance with this concept, “professionalization” of the person is understood as a synergistic process of professional formation of the subject, due to the interaction of purposeful vocational training and education, improvement of the person and the implementation of socio-pedagogical influences on the person in general and his/her individual substructures in particular.

Thus, professionalization is understood as a rather complicated process of human development during the individual life path that occurs to interaction with the surrounding environment in the process of mastering and reproducing social

norms and cultural values in a form of social and genetic experience, as well as self-development and self-realization, professional growth in that the society to which he/she belongs.

According to A.Knapp [8], professional growth is a result of providing professional activity by the person aimed at improving a social life in the environment in which the specialist is located. Reflecting on the same logic, other researchers (L.Hoffman [6], H.Kelley [7]) proposed, firstly, the process of professional development to be understood as the implementation of rather complex system of transformations, transformations associated with the creation of conditions for the disclosure of personal potentials. Consequently, researchers as a criteria for professional development of a person proposed such as:

1) the desire and willingness of the person to think, to make reasons and be comprehend into the process of the permanent complication of a social system, social a reality in a whole;

2) understanding of the background of professional development as the acquisition of the personality of informational culture, a way of actualization and preservation of a social system as a set of purposeful regulation and self-management, self-development, which create for a person preconditions for creative and active participation of the person in acquiring professionally significant experience;

3) the independence of the views and evaluations that underlie worldview, critical

thinking, intellectual independence, etc.;

4) orientation on the humanistic foundations of the society: the mutual responsibility of a Man and a Society, responsibility for nature; creative attitude of the person to the society and the nature; social security of everyone; stability and manageability; independence of the person;

5) the development of entity of adequate self-esteem (according to social norms).

Concerning the problem of professional development of the person, S.Maksymenko [1, p. 15–18] also noted that professional development was the process of such formation of a person as a social being through the realization of three diverse needs: “To be like all” (identity with the outside world), “To be a Person” (the desire to separate myself, the ability to self-determination), “To be different” (search of different possibilities to go beyond the limits of his/her own Self), the development of his/her readiness to participate in a complex system of social relations in the economic, political and spiritual spheres.

Since the desire to “be different”, search for opportunities to go beyond the limits of our own we update the domain that the process of professional development of the person is infinite, we can conclude that the professional development of each person takes place throughout his/her life and it is not completed, because the true professional will improve himself/herself constantly.

At the present stage of the development of the education system is also quite important is the

question of finding effective forms, means, methods that optimize the process of social formation of a younger generation. In this case, as a result of empirical researches done by N.Mykhalchuk [2] we make the conclusion that one of the main conditions that promote professional development of a specialist is a recognition of his/her subjective position in personal growth. The position of the person as a Subject of the professional development points out that the Subject is open to nurturing accepts the goals of education as personally meaningful, engaged to the educational process as the equal partner.

The researches done by Yu.Shvalb [3] confirm that the process of the professional development, formation of "I" of a professional can be possible and should be regulated pedagogically, that is, to create situations when a future specialist can try himself/herself in many types of activities, approximate in nature to a Professional, and choose the methods of its execution, which cause maximum interest to the growth of personal achievements of a person.

Thus, analyzed researches allow us to assert that the professional development of the person is a process which is combined according to the laws of social development of the society. Under the professional development of the person in the broadest sense we understand the person's acquisition of the person and professionally significant experience, value-moral orientations which are necessary for a specialist to perform professional roles in the society.

Some authors, for example, J.Habermas [5], says that it is more appropriate to speak about **logical aspect of professional reflection**, but not about intellectual aspect, because any reflexive act implies the presence of the intellectual component. According to this understanding, the reflection depends on the region of its manifestation is divided into two types: reflection in the field of thinking – it is logical reflection, and reflection in the field of self-knowledge and self-consciousness – it is personal reflection.

If to use this classification of reflection, then the researches of R.Lazarus, W.Arnold [11] and other representatives of this direction can be attributed to the study of logical professional reflection. The research of logical professional reflection also includes the work of H.Kelley, J.Thibout [7], in which there were described cognitive functions of reflection in the construction of system of knowledge, and the researches of L.Korporowicz [9], in which the reflective regulation of mental activity are studied. The researches done by M.Lakin [10] cover the study of both logical and personal professional reflection. The study of personal professional reflection should include the researches done by S.Glenn [4], where the phenomenon of reflection is introduced into the context of the problem of mediation, which is understood by the author as a stable personal characteristics, and the work of S.Maksymenko [1], in which the problem of reflection is discussed in connection with the study of self-consciousness of a person.

The analysis of these researches show that the authors participated in the experimental study of reflection consider it as a peculiarity of personal thinking, but they disagree with the question of whether the reflection is the only universal mechanism in the process of man's knowledge of his/her inner world, or these are two different types of reflection.

Also, the problem of reflection was considered in the processes of communication in joint activities. The development of professional reflection is carried out in the process of communication through interaction with adults and peers (L.Hoffman [6]). A key point in the development of reflection is the assimilation of another, different from one's own position, which takes place in different conditions of joint activity, organized in a form of co-operation, the management of these actions (J.Habermas [5]). The most important thing in this case is the feedback of so called "mirror character", which allows a person to see his/her behavior and the fact that it is "from the side" (F.McCenna [12]). In these cases, reflection acts in its inter-individual form (knowledge of oneself through another one and through itself), the study of which is carried out within the limits of socio-psychological researches.

In such a way, **the purpose of the article** was to analyze the conditions that contribute to the development and intensification of professional reflection of students – future specialists in physical rehabilitation. Planning this stage of the research, we proceeded from the fact that the pro-

cess of the development of professional reflection is a specific part of the professional formation of future specialists in physical rehabilitation. Also professional reflection of students is influenced by general – both objective and subjective – conditions and factors of professional growth of students.

**Methods and techniques.** We identified the professional self-identification of students with the help of the questionnaire proposed by us. So, students have to read the questions carefully. Their replies must be full and true, emphasized their own opinion. If students would like to correct answers they've highlight them:

1. How long have you decided to choose a profession of a specialist in the sphere of physical rehabilitation?
  - a) the dream of childhood;
  - b) in 8-9 forms at the secondary school;
  - c) this year;
  - d) the other answer.
2. What turned out to be decisive when making your decision to become a specialist in the sphere of physical rehabilitation?
  - a) this specialty seemed to be interesting;
  - b) I am acquainted with the profession of a specialist in the sphere of physical rehabilitation;
  - c) I like to treat other people;
  - d) I am interested in the problems of physical rehabilitation;
  - e) I want to work only with children;
  - f) I have a fortune in the sphere of physi-



cal rehabilitation;

g) provided advice to parents of ill children, make acquaintances;

h) to consider family traditions in the process of physical rehabilitation;

i) to show accessibility in education;

j) the circumstances arose so that there was no other choice;

k) it happened by accident;

l) the other answer.

3. What practical steps have you taken to prepare for entry into higher school?

a) to organize self-study on school subjects (to indicate with others);

b) participation at other medical institutions (specify, for what subjects);

c) classes with tutors (on which subjects);

d) studying a foreign language in a specialized program;

e) work experience (specify which);

f) the other answer.

4. Why did you get involved with this profession?

a) a specialty of a specialist in the sphere of physical rehabilitation;

b) knowledge the sphere of physical rehabilitation;

c) abilities to treat others;

d) the other answer.

5. What are you interested in?

a) sports (specify which ones);

b) reading literature (specify which);

c) music (which);

d) painting;

e) dances;

f) other occupations (indicate which ones);

g) the other answer.

In this research there were participated 80 students – future specialists in physical rehabilitation of Rivne State University of the Humanities (43 students) and International Economic and University of the Humanities named after academician Stepan Demianchuk (37 students). The research was organized during 2018.

**The main material study with full justification of scientific results.** We think that objective conditions that determine the professional development of students in general and the formation of professional reflection in particular, are related to a real system of professional training of students in higher system of education. Among them there are the main ones:

- professional orientation of training;

- the content of the educational process in a higher educational institution;

- unity and interrelation of theoretical and practical aspects of training.

These conditions were revealed by the analysis of the educational process of the faculties of health and physical rehabilitation of Rivne State University of the Humanities and the International Economic and University of the Humanities named after academician Stepan Demianchuk, which was determined by the state standard of higher professional education in the specialty

“Physical rehabilitation”.

Also we singled out the subjective conditions that influence the development of professional reflection of future specialists in the sphere of physical rehabilitation:

- professional orientation of the person;
- intellectual abilities;
- students’ activity in the professional development and mastery of professional reflection.

These conditions were determined during the study of the professional orientation of students of the first year of the faculty of health and physical rehabilitation, who participated in our experiment; as well as taking into account the fact that professional self-determination in our research we consider the component of the system of the development of professional reflection.

On the basis of degrees of professional suitability we identified four levels of professional self-determination for the 1-st year students who were studying at a higher educational institutions:

1. **A higher level** – it is the manifestation of a multicomponent of professional motive (the desire to become a specialist in a sphere of physical rehabilitation, the ability to work with different people, to display interest in illnesses and the intention to have deep knowledge about them); the presence of a clear idea of the image of a specialist in a sphere of physical rehabilitation about necessary for his/her profession relevant qualities; the development of objective self-esteem, active-positive attitude to the profession and the

purpose of studying in a higher institution – to become a professional specialist in a sphere of physical rehabilitation. Students with a high level of professional self-determination formed a group of “well-professionally oriented” students.

2. **The average (potential) level** – the manifestation of two-component professional motive (stable desire to become a specialist in a sphere of physical rehabilitation, the ability to work with sick people); the development of active positive attitude towards the profession and the purpose of studying at a higher educational institution to become a specialist in a sphere of physical rehabilitation. Students with a potential level of self-determination we categorized as “professionally oriented”.

3. **A low level** – it is the manifestation of one-component professional motive (a desire to become a specialist in a sphere of physical rehabilitation), a desire, which in its content is amorphous, unstable, because in its basis there is only emotional attitude to the profession (“like – do not like”); the perceptions of pedagogical profession is superficial, fragmented, and, as a result, passive-positive attitude to the profession and the goals of studying at a higher educational establishment. Students with a low level of self-determination made up a group of “weakly professionally oriented”.

4. **A very low level** – it is a manifestation of uncertain attitudes to the profession, self-restraint from it; the motives and goals of entering higher educational institutions can be regard-



ed as emotionally cognitive-orientated (“just interesting”, “maybe like”, “try”). These students formed a group of “professionally non-oriented” ones.

The obtained data which show the distribution of students according to their professional levels of self-determination is presented in Table 1.

The data in Table 2 show that 17,29% of respondents of the 1-st year studying, 28,04% of students of the 2-d year studying, 25,05% of students of the 3-d year studying and 23,62% of students of the 4-th year studying, who were studying at higher educational institutions at the facul-

determination. The average (potential) level of professional self-determination is for 14,18% students of the 1-st year studying, for 21,08% of students of the 2-d year studying, for 23,57% of students of the 3-d year studying and for 28,19% of students of the 4-th year studying. For a pity these results do not respond to a great amount of respondents.

The professional choice of these students is conscious and motivated personal qualities meet the basic requirements of the profession “man – man”. On this basis, we assumed that these students have a positive reflection experience, which was also confirmed at the stage of

Table 1.

**Distribution of students according to their professional levels of self-determination**

Levels of professional self-determination	Estimates for professional self-determination (in %)			
	Students of the 1-st year studying	Students of the 2-d year studying	Students of the 3-d year studying	Students of the 4-th year studying
A higher level (well professionally oriented)	17,29	28,04	25,05	23,62
Average (potential) level (professionally oriented)	14,18	21,08	23,57	28,19
A low level (poorly professionally oriented)	26,68	21,18	25,08	24,07
A very low level (professionally non-oriented)	41,85	29,70	26,30	24,12

ties of health and physical rehabilitation, were well oriented towards their future profession and in the process of mastering it, that is why they demonstrated a high level of professional self-

this experiment: these students were distinguished by a clearly expressed need for self-change and the associated activity, as well as the dynamics of their positive personal changes.

Unfortunately, there are a lot of students with a low and very low level of professional self-determination: 68,53% of respondents of the 1-st year studying, 50,88% of students of the 2-d year studying, 51,38% students of the 3-d year studying, 48,2% students of the 4-th year studying. The presentation of these students their personal qualities in the context of the chosen profession was characterized by incompleteness, inaccuracy, poor awareness of the requirements of a specialist in a sphere of physical rehabilitation. In the most cases, the understanding by students their own professionally meaningful properties and qualities was determined only by general, undifferentiated ideas about chosen profession. This allowed us to distinguish some dominant contradictions, the main of which there are such as:

between the lack of knowledge of students of the 1st-4th-year studying about the complexity of the profession of a specialist in a sphere of physical rehabilitation and the requirement of awareness and independence of their own choice;

between professional plans of students, on the one hand, and means of achieving them – on the other one. So, the students' plans are focused on the end result, not on the ways to achieve them. This was manifested in the lack of awareness or inadequate assessment by students of their capabilities, in the inability to take into account their individual characteristics in relation to the profession of a specialist in a sphere of physical rehabilitation.

### Conclusions of the study and prospects

**for further research.** Also we have to do some conclusions. According to conditions of group interaction the problem of reflection has to be considered within the socio-metric direction. In psychology, a system of terms has been developed for fixing various reflexive processes manifested in interpersonal communication: insight processes, oversight ones, processes implemented with empathy and idiopaniias. When we tell about insight processes we mean the processes of awareness of the personality of a variety of characteristics of “Me”. Empathy refers to the paradigm of understanding of feelings and experiences of another person. When we tell about insight processes and empathy, the idiopanim is closely linked. In such a way the process of awareness of the perceptions of others about oneself is dominant. The outside person appeals to the perception of another one, that's why perception will be mainly an intellectual process, aimed at understanding students each other.

According to students reflection is a specific quality of knowledge of students when the subject of perception reconstructs in his/her own consciousness the qualities, characteristics of the person whom he/she perceives as a partner in a process of communication.

Telling about the development of professional reflection of students we'll consider dialogue and dialogical interaction as the main way, noting on the fact that this form of communication is productive one only when it involves reflection, in such a way when it is possible to iden-

tify the conditions for the person to go into the positions “above” or “outside”. Also we’ll distinguish between two relatively independent and simultaneously interconnected parties:

a) reflection in a dialogue, which implies awareness of how the participants in the dialogical interaction interpret the situation of communication for themselves;

b) dialogue in the process of reflection of own professional activities, aimed at developing techniques of communication.

Also, the idea of a purposeful development of person’s readiness for future professional activity, which will be implemented through the simulation of reflexively organized activity, became in a great degree perspective for our future researches.

#### Перелік використаних джерел:

1. Максименко С.Д. Розвиток особистості – розгортання чи новоутворення? Від самопізнання – до своєї професії. / Сергій Дмитрович Максименко // Шкільний світ. Психолог. – № 1, 2005. – С. 15–18.
2. Михальчук Н.О. Діалогічна взаємодія як детермінанта смислоутворення особистості / Н.О. Михальчук // Зб. наук. праць Інституту психології ім. Г.С. Костюка АПН України / [за ред. С.Д. Максименка]. – К. : ГНО-ЗІС, 2004. – Т. 6, вип. 6. – С. 174–186.
3. Швалб Ю.М. Целеполагающее сознание, психологические модели и исследования / Юрий Михайлович Швалб. – К. : Міленіум, 2003. – 151 с.
4. Glenn S.M. Nursery rhymes and early language acquaintance by mentally handicapped children / Sheila M. Glenn // Exceptional children. – 1983. – V. 51 (1). – P. 72–74.

5. Habermas J. Teoria działania komunikacyjnego / J. Habermas. – Warszawa : Książka i Wedza, 2000. – Tom 1. – 698 s.
6. Hoffman L. Cognitions for creative problem solving / L. Hoffman // Journal of Experimental Psychology. – 1961. – Vol. 52. – № 2. – P. 83–89.
7. Kelley H.H. Group problem solving / H.H. Kelley, J.W. Thibout // The Handbook Social Psychology. – N.-Y. : Reading (Mass.), 1969. – V. 4. – P. 36–48.
8. Knapp A. Uber den Lernerfolg im Kleingruppen interricht und seine bedingten Faktoren / A. Knapp. – Frankfurt : Frankfurt am Main, 1975. – 101 s.
9. Korporowicz L. Tworzenie sensu: jezyk – kultura – komunikacja / L. Korporowicz. – Warszawa : W-two „Oficyna naukowa Warszawa”, 1993. – 188 s.
10. Lakin M. Interpersonal encounter. Theory and practice in sencitizity training / M. Lakin. – N.-Y. : Penguin Books, 1972. – 302 p.
11. Lazarus R. S. Emotion and adaptation: Conceptual and empirical relations / R. S. Lazarus, W. J. Arnold (ed.) // Nebraska Symposium on Novigation. – 1968. – 113 p.
12. McCenna F.P. Measures of Field Dependence : Cognitive Style or Cognitive Ability? / F.P. McCenna // Journal of Personality and Social Psychology. – 1984. – V. 47. – № 3. – P. 593–603.
13. Perkins D., Jay T., Tishman S. New Conceptions of Thinking ; from Ontology to Education // Educat. Psychologist. – 1993. – № 28 [1] – P. 85.
14. Piaget J. The equilibration of cognitive structures. The central problem of intellectual development / Jan Piaget. – Chicago : University of Chicago Press, 1985. – 328 p.
15. Super D. E. Synthesic : or is it distillation // The personal and guidance journal. – 1983. – Yol. 61. – № 8. – P. 50 – 512.

#### References (Transliteration):

1. Maksymenko S.D. Rozvytok osobystosti – rozghortannia chy novoutvorennia? Vid samopiznannia – do svoieyi profesii. / Serhii Dmytrovych Maksymenko // Shkilnyi svit.

- Psycholoh. – № 1, 2005. – S. 15–18.
2. Mykhalchuk N.O. Dialohichna vzaiemodiiia yak determinanta smysloutvorennia osobystosti / N.O. Mykhalchuk // Zb. nauk. prats Instytutu psykholohii im. H.S. Kostiuka APN Ukrainy / [za red. S.D. Maksymenka]. – K. : HNOZIS, 2004. – T. 6, vyp. 6. – S. 174–186.
3. Shvalb Yu.M. Celepolagayushhee soznanie, psixologicheskie modeli i issledovaniya / Yuriy Mixajlovich Shvalb. – K. : Milenium, 2003. – 151 s.
4. Glenn S.M. Nursery rhymes and early language acquaintance by mentally handicapped children / Sheila M. Glenn // Exceptional children. – 1983. – V. 51 (1). – P. 72–74.
5. Habermas J. Teoria dzialania komunikacyjnego / J. Habermas. – Warszawa : Ksiazka i Wedza, 2000. – Tom 1. – 698 s.
6. Hoffman L. Cognitions for creative problem solving / L. Hoffman // Journal of Experimental Psychology. – 1961. – Vol. 52. – № 2. – P. 83–89.
7. Kelley H.H. Group problem solving / H.H. Kelley, J.W. Thibout // The Handbook Social Psychology. – N.-Y. : Reading (Mass.), 1969. – V. 4. – P. 36–48.
8. Knapp A. Uber den Lernerfolg im Kleingruppen interricht und seine bedingten Faktoren / A. Knapp. – Frankfurt : Frankfurt am Main, 1975. – 101 s.
9. Korporowicz L. Tworzenie sensu: jezyk – kultura – komunikacja / L. Korporowicz. – Warszawa : W-two „Oficya naukowa Warszawa”, 1993. – 188 s.
10. Lakin M. Interpersonal encounter. Theory and practice in sencitivity training / M. Lakin. – N.-Y. : Penguin Books, 1972. – 302 p.
11. Lazarus R. S. Emotion and adaptation: Conceptual and empirical relations / R. S. Lazarus, W. J. Arnold (ed.) // Nebraska Symposium on Novigation. – 1968. – 113 p.
12. McCenna F.P. Measures of Field Dependence : Cognitive Style or Cognitive Ability? / F.P. McCenna // Journal of Personality and Social Psychology. – 1984. – V. 47. – № 3. – P. 593–603.
13. Perkins D., Jay T., Tishman S. New Conceptions of Thinking ; from Ontology to Education // Educat. Psy-

- chologist. – 1993. – № 28 [1] – P. 85.
14. Piaget J. The equilibration of cognitive structures. The central problem of intellectual development / Jan Piaget. – Chicago : University of Chicago Press, 1985. – 328 p.
15. Super D. E. Synthesic : or is it distillation // The personal and guidance journal. – 1983. – Vol. 61. – № 8. – P. 508–512.

### **Примачок Людмила Леонтіївна**

*Кандидат педагогічних наук, доцент, доцент кафедри здоров'я людини і фізичної реабілітації Навчально-наукового інституту охорони здоров'я Національного університету водного господарства та природокористування, Рівне (Україна)*

## **ДОСЛІДЖЕННЯ РІВНЮ СФОРМОВАНOSTІ ПРОФЕСІЙНОЇ РЕФЛЕКСІЇ СТУДЕНТІВ ФАКУЛЬТЕТІВ «ЗДОРОВ'Я ТА ФІЗИЧНОЇ РЕАБІЛІТАЦІЇ» ВИЩИХ ОСВІТНІХ ЗАКЛАДІВ**

**Анотація.** Статтю було присвячено вивченню проблеми сформованості професійної рефлексії студентів факультетів «здоров'я та фізичної реабілітації» вищих освітніх закладів. Визначено об'єктивні умови, що визначають професійний розвиток студентів в цілому і формування професійної рефлексії зокрема, пов'язані з реальною системою професійної підготовки студентів у вищому навчальному закладі. До їх числа було віднесено: професійну спрямованість підготовки; зміст освітнього процесу у вищому навчальному закладі; єдність і взаємозв'язок теоретичного і практичного аспектів підготовки.

Виокремлено суб'єктивні умови, що впливають на формування професійної рефлексії майбутніх фізичних реабілітологів: про-

фесійна спрямованість особистості; інтелектуальні здібності; активність студентів в професійному розвитку і оволодінні засобами відрефлексування діяльності.

Описано отримані емпіричні результати проведеного у вищих освітніх закладах дослідження професійної рефлексії студентів факультетів «здоров'я та фізичної реабілітації». Отримані дані дозволили виокремити ряд суперечностей, основні з яких такі: між недостатньою поінформованістю студентів 1-4 курсів щодо складності професії фізичного реабілітолога і вимогою усвідомленості студентами самостійності вибору професії; між професійними планами студентів, з одного боку, і засобами їх досягнення, – з іншого. Так, плани студентів зорієнтовані, передусім, на кінцевий результат, а не на шляхи їх планомірного досягнення. Це виявлялося в недостатньому усвідомленні або неадекватній оцінці студентами своїх можливостей, в невмінні враховувати свої індивідуальні особливості стосовно обраної професії.

Було зроблено висновок, що, з огляду на те, що рефлексія є специфічною якістю пізнання людини людиною, коли суб'єкт сприйняття реконструює у власній свідомості того, кого він сприймає як партнера по спілкуванню, професійну рефлексію студентів доцільно розвивати в процесі суб'єкт-суб'єктного спілкування на заняттях.

Розглядаючи діалогічне спілкування, наголошено на тому факті, що ця форма спіл-

кування є продуктивною лише у тому випадку, коли вона включає рефлексію, тобто коли можна виявити умови виходу особистості в позиції “над”, “зовні” та інші. У процесі діалогічного спілкування виокремлено дві відносно самостійні і, разом з тим, взаємопов'язані сторони: а) рефлексія в діалозі, що припускає усвідомлення того, як учасники діалогу інтерпретують для себе певну ситуацію спілкування; б) діалог в рефлексії, спрямований на розробку технік спілкування.

**Ключові слова:** рефлексія, професійна рефлексія, система професійної підготовки фізичних реабілітологів, професійна спрямованість особистості, інтелектуальні здібності, діалог, суб'єкт-суб'єктне спілкування.

### *Примачок Людмила Леонтьевна*

*Кандидат педагогических наук, доцент, доцент кафедры здоровья человека и физической реабилитации Учебно-научного института здравоохранения Национального университета водного хозяйства и природопользования, г. Ровно (Украина)*

## **ИССЛЕДОВАНИЕ УРОВНЯ СФОРМИРОВАННОСТИ ПРОФЕССИОНАЛЬНОЙ РЕФЛЕКСИИ СТУДЕНТОВ ФАКУЛЬТЕТОВ «ЗДОРОВЬЯ И ФИЗИЧЕСКОЙ РЕАБИЛИТАЦИИ» ВЫСШЕЙ УЧЕБНЫХ ЗАВЕДЕНИЙ**

**Аннотация.** Статья посвящена изучению проблемы сформированности профессиональной рефлексии студентов факультетов «Здоровья и физической реабилитации» высших учебных заведений. Определены объек-



тивные условия, определяющие профессиональное развитие студентов в целом и формирование профессиональной рефлексии в частности, связанные с реальной системой профессиональной подготовки студентов в высшем учебном заведении. К их числу были отнесены: профессиональная направленность подготовки; содержание образовательного процесса в высшем учебном заведении; единство и взаимосвязь теоретического и практического аспектов подготовки.

Выделены субъективные условия, влияющие на формирование профессиональной рефлексии будущих физических реабилитологов: профессиональная направленность личности; интеллектуальные способности; активность студентов в профессиональном развитии и овладении средствами отрефлексирования деятельности.

Описаны полученные эмпирические результаты проведённого в высших учебных заведениях исследования профессиональной рефлексии студентов факультетов «Здоровье и физическая реабилитация». Полученные данные позволили выделить ряд противоречий, основными из которых являются: между недостаточной информированностью студентов 1-4 курсов касательно сложности профессии физического реабилитолога и требованием осознанности студентами самостоятельности выбора профессии; между профессиональными планами студентов, с одной стороны, и средствами их достижения, – с другой. Опре-

делено, что планы студентов ориентированы, прежде всего, на конечный результат, а не на пути их планомерного достижения. Это эксплицировалось в недостаточном осознании или неадекватной оценке студентами своих возможностей, в неумении учитывать свои индивидуальные особенности относительно выбранной профессии.

Был сделан вывод, что, учитывая то, что рефлексия является специфическим качеством познания человека человеком, когда субъект восприятия реконструирует в собственном сознании того, кого он воспринимает как партнера по общению, профессиональную рефлексия студентов целесообразно развивать в процессе субъект-субъектного общения на занятиях.

Рассматривая диалогическое общение, отмечается тот факт, что эта форма общения является продуктивной только в том случае, когда она предполагает отрефлексирование собственной деятельности, то есть когда можно определить условия выхода личности в позиции «над», «извне» и другие. В процессе диалогического общения выделены две относительно самостоятельные и, вместе с тем, взаимосвязанные стороны: а) рефлексия в диалоге предполагает осознание того, как участники диалога интерпретируют для себя определённую ситуацию общения; б) диалог в рефлексии, направленный на разработку техник общения.



**Ключевые слова:** рефлексия, профессиональная рефлексия, система профессиональной подготовки физических реабилитологов, профессиональная направленность личности, интеллектуальные способности, диалог, субъект-субъектное общение.

Дата отримання статті: 12.03.2019  
Дата рекомендації до друку: 25.03.2019  
Дата оприлюднення: 17.04.2019

© Prymachok Liudmyla