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STRUCTURAL MODEL OF THE READINESS OF ERGOTHERAPISTS'S ASSISTANTS FOR NEURODEVELOPMENTAL APPROACHES USING

Topicality. Professional training is based on acquired knowledge, abilities and skills of theoretical and practical direction. It should ensure the

formation of a high-quality level of specialist readiness for future professional activity.

The process of the system of higher education reforming in Ukraine contributed to ergotherapy separation into an individual rehabilitation direction. Currently, the activities of higher education institutions are aimed at the development, implementation and provision of quality conditions for the training of specialists in this direction.

Ergotherapy is a set of rehabilitation measures for a person with impaired mental or physical functions, aimed at restoring a person's daily activities, taking into account existing physical limitations. And, therefore, a specialist in this sphere must fully possess all possible means and methods for the maximum possible domestic and labor recovery of the client/patient.

Goal. Since the main tasks of this specialty are functional and locomotive rehabilitation of a person; regeneration and maintenance of the functioning of body systems; improvement of the quality of life of persons with disabilities; ensuring the proper level of motor activity due to aging, diseases, etc., the need to define, develop and justify the components of the structure of professional training of ergotherapist's assistants for the use of neurodevelopmental approaches is logical.

Neurodevelopmental approaches are techniques used to restore muscle tone, proper motor skills, and re-edify of the nervous system functioning for people with disabilities. These include Bobat therapy, basal stimulation method, Affolter method, etc.

Materials and methods. In order to fulfill the task outlined above, we conducted a study that consisted of two stages: a questionnaire survey of practicing specialists in physical therapy and ergotherapy and factor analysis of the obtained data. The use of "Tables of multivariate responses" (Statistica 6.0) made it possible to single out the most significant signs of readiness of ergotherapist's assistants to use neurodevelopmental approaches.

The results. The result of this study was the definition of nine characteristics of readiness, divided into four factors: "Theory", "Practice", "Personality" and "Communication".

In the first factor ("Theory"), the following characteristics are correlated: "knowledge of the theoretical foundations of the structure and functioning of the organism", "knowledge of the foundations of the construction of the rehabilitation process".

The "Practice" factor is formed by: "skills of mastering and applying neurodevelopmental approaches", "skills of individual adjustment of classes".

In the "Personality" factor, the indicators "individual traits" and "professional self-improvement" correlate with each other.

The fourth factor – "Communication" – consists of indicators of "implementation of moral and ethical norms" and "pedagogical skills".

Conclusions. The obtained data make it possible to create a structural model of the readiness of ergotherapist's assistants for use neurodevelopmental approaches. Which, in turn, can be used in the professional training of these specialists.