



MODEL FOR BUILDING PROFESSIONAL COMPETENCE OF THE REHABILITATOR FOR SPORTS AND PEDAGOGICAL ACTIVITY

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ABSTRACT

In his professional realization, the rehabilitation specialist can work in Medical SPA and SPA hotels, SPA centers with clients who are practically in good health and motivated to engage in physical exercises and sports. In this context, the modern rehabilitation specialist is faced with the challenge of expanding the scope of his professional competence by building on the basic skills and competencies acquired in the conditions of academic training.

The article presents a Model for the formation of sports pedagogical competence of the rehabilitation specialist for the application of forms of healthy fitness in his work with clients.

The model is implemented at the Medical College, Trakia University, Stara Zagora, Republic of Bulgaria from the academic year 2024/25 with students with the specialty "Rehabilitator".

Keywords: sports pedagogical competence, rehabilitation students, healthy activity.

INTRODUCTION

The competence of the rehabilitator should not be reduced solely to a set of knowledge and professional skills, but should also be perceived from the position of the necessity and effectiveness of their use in real professional practice. The competence of the rehabilitator should also combine skills and habits (culture) for communication, methods and means for self-development, self-improvement and self-realization. In this context, the professional competence of the rehabilitator is the unity of his theoretical and practical readiness to carry out professional rehabilitation activities.

The qualification characteristics of the specialty "Rehabilitator" indicate the opportunities for realization of students acquiring this specialty at the college. They can work in health facilities, in kinesitherapy, physiotherapy, massage, reflexology and ergotherapy offices in specialized and multi-profile medical and preventive clinics, hospitals, institutes, rehabilitation and social centers, resort facilities, dispensaries, holiday centers, in private and state offices, beauty centers, hotels, fitness clubs, in the patient's home. In order to

prevent socially significant diseases, future rehabilitators can find professional realization in state and private kindergartens and schools, in manufacturing enterprises, in sports rehabilitation centers and with sports teams. But, simultaneously with their work with patients, rehabilitators can carry out rehabilitation activities in Medical SPA and SPA hotels, SPA centers with clients who are practically healthy and motivated to engage in physical exercises and sports.

V. Petkova (1) points out the frequent use of the term "fitness", borrowed from English-speaking countries. In the English-Bulgarian dictionary, the word "fitness" is defined as conformity, harmony, good health, fitness, ability. In English-language sports literature, the term "fitness" is used in the sense of general fitness of the body. In general terms, the term means a dynamic and multidimensional state of the body, which allows for the achievement of good health and optimal quality of life.

According to T. Angelova and V. Ivanova (2), fitness is defined by various specialists as a motor activity of a health-improving nature, the citizenship of which is part of mass physical culture with regulated load.

Healthy fitness includes sports disciplines and activities that can be practiced by people of

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different ages, without restrictions on their social and economic status. This concept includes healthy walking, healthy running, yoga, Pilates, systems such as shaping, aerobics, callanetics and their varieties, both for individual practice and in groups. M. Dishkova (3), M. Obreikova and Z. Dimitrova (4), consider healthy behavior with physical activity from the point of view of the prevention and postponement of chronic diseases.

Our view is that the application of the Model for the formation of sports pedagogical competence in the academic preparation of students of the specialty "Rehabilitator" will contribute to optimizing the professional readiness of students to perform sports and health activities in the real work environment when they become rehabilitators.

In the process of his academic preparation, the rehabilitator forms fundamental professional competence. It is determined by the initial professional training (medical, psychological, special training and medical-biological, humanitarian-social and special knowledge in the field of kinesitherapy, massage, physiotherapy,

balneology and resort medicine, occupational therapy and ergonomics). It is based on the lifelong learning strategy.

The regulatory documentation, which considers the status and professional development of the rehabilitator, specifies the requirements for his professional competence, but there are none in the sports pedagogical aspect. According to N. Tsankov and L. Genkova (5), professional-pedagogical competence includes theoretical and applied knowledge (56%), creative abilities (17%), professional-moral qualities, interests and needs (13%), organizational-technological skills (12%) and an active life position (2%). In this context, we are making an attempt to structure an author's model of professional competence of the rehabilitator. It includes four modules and the corresponding competencies that characterize them. The correlation between the four modules indicated in **Figure 1** contributes to complementing the professional-competence profile of the rehabilitator and increasing his effectiveness in the implementation of his professional duties, by adding competence for his work with forms of healthy fitness.

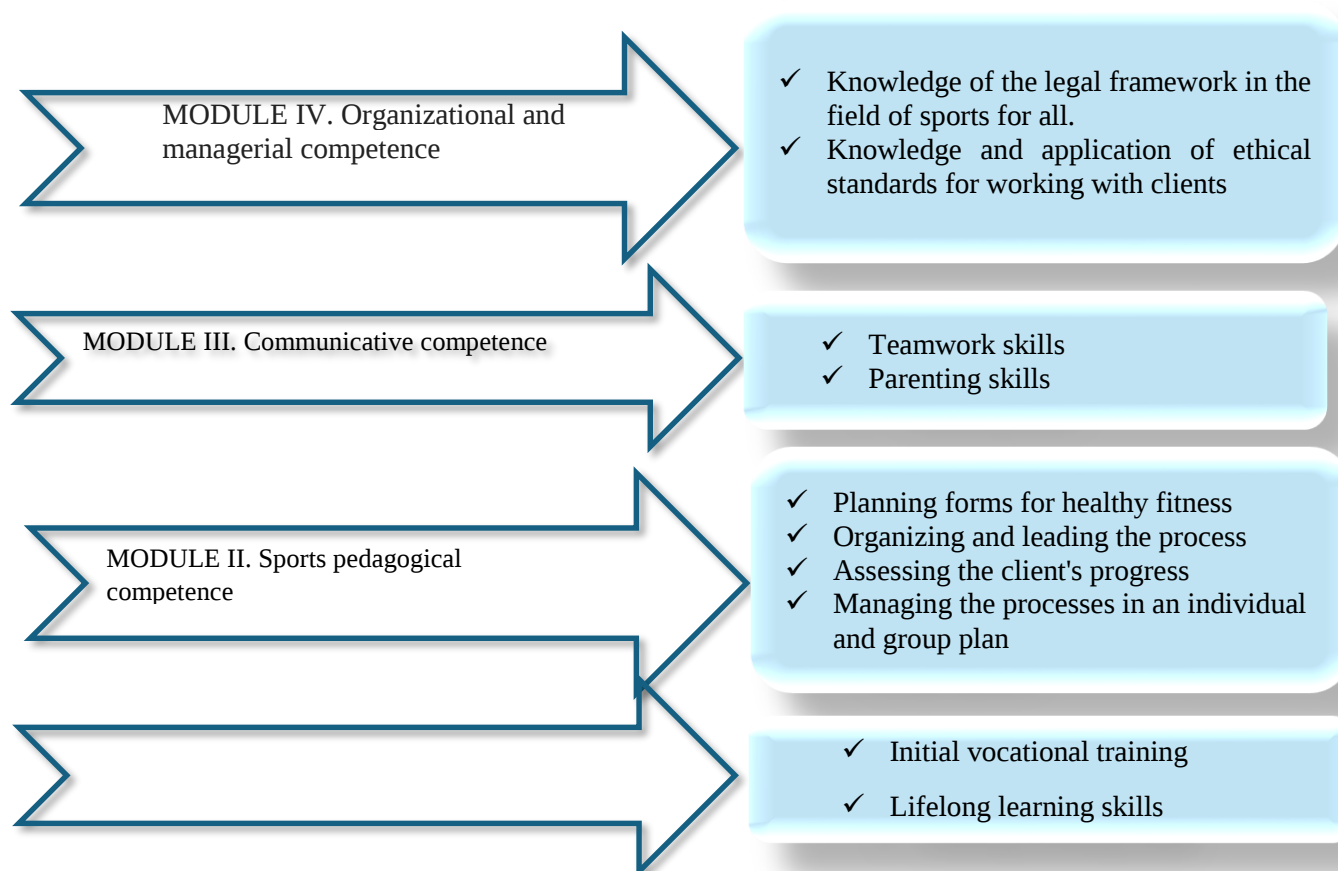


Figure 1. Model of building professional competence of the rehabilitator for sports pedagogical activity (sports pedagogical competence)

The first module relates to the formation of competencies in the stage of specialized professional training, to which is added one in the field of theory and methodology of physical education and sports training.

The emphasis in our model is on building sports pedagogical competence, which is aimed at planning a fitness activity, organizing and leading the sports pedagogical (by its nature) process, assessing the client's progress and managing the processes in an individual or group aspect in physical exercise and sports activities as means of a healthy type of fitness and an important component of the quality of life of a modern person.

MODULE I. Academic competence

The module includes initial training, in which the rehabilitator receives knowledge related to:

- the essential characteristics and goals of physical exercise and sports activities as a factor for health;
- the means of physical education and sports and the ways of their application, according to the needs of the client;
- the principles and methods of training in physical education and sports and the specifics of their application in the work of the rehabilitator;
- the forms of a healthy type of fitness.

Through this basic training, the rehabilitator will know the models and forms of fitness for health, as well as the peculiarities of the client's psychophysical condition, and will acquire skills to orient his activity depending on his individual needs.

Lifelong learning skills enable the rehabilitator to build a positive attitude towards his personal development and professional improvement in the field of a healthy lifestyle through physical exercise and sport (quality of life related to health). Thus, he will be able to evaluate his own professional development and assess the need for a targeted upgrade of his academic training in the field of a healthy lifestyle through physical exercise and sport (quality of life of the client) for its transfer to the professional environment.

MODULE II. Sports pedagogical competence

The planning of forms for a healthy type of fitness refers to the sports pedagogical competence, as the rehabilitator knows, plans and adapts the activity with clients related to the

implementation of forms for healthy fitness; the ability to define clear goals, general and specific tasks, to plan activities related to forms of healthy fitness in appropriate conditions.

This module includes the acquisition of knowledge about the specific needs of the client and the ability to plan activities for individual work, as well as to organize (adapt) the place for conducting healthy fitness classes with the necessary sports equipment and supplies.

We believe that through the building of sports pedagogical competence, the future rehabilitator will acquire personal and technical training - to use correct terminology, to be able to demonstrate technically correct physical exercises, to organize and manage the process, to adapt the methods of physical education and sports training, according to the needs of the client.

In this way, the rehabilitator will create a positive environment, focused on the individual needs of each client, but also to use appropriate means of communication to ensure understanding and effectiveness of the activity. Thus, he will promote the acquisition of knowledge in the field of healthy fitness as a component of the quality of life of a modern person, will form and develop in the client responsibility for their own health for a physically active lifestyle through physical exercises and sports.

An important component of this module is the building of competence for assessing the client's progress. The rehabilitator should be able to adapt and apply effective tools for checking and assessing (diagnostics) the results achieved by the client, to use appropriate methods, means and approaches to encourage progress in the results achieved by the client, to determine criteria and indicators for both assessment and self-assessment by the client. Thus, the acquired skills will provide objective and timely information about the individual development and the results achieved by the client and timely measures for possible additional counseling and correction. In this way, the future rehabilitator will manage the processes in an individual or group aspect by organizing, coordinating and controlling the activities during the fitness session and providing the most appropriate and safe environment for the client.

Not without importance is the work in his group activity, in which he is able to share the care and responsibility for everyone's health in relationships based on mutual trust and respect, taking into account the personal and value differences between people as a basis for mutual understanding.

MODULE III. Communicative competence

Communicative competence includes skills for teamwork and interaction with other specialists (pedagogical, medical, sports, nutritional, pharmaceutical) to ensure optimal conditions for healthy fitness activities, as well as skills for working with parents. In this way, the rehabilitator will be able to include, support and encourage the efforts of parents of clients in childhood to increase the opportunities for positive impact from the healthy fitness programs implemented by him.

MODULE IV. Organizational and managerial competence

Organizational and managerial competence includes knowledge of the regulatory framework in the field of healthy fitness, the application of ethical norms for working with clients.

CONCLUSIONS

1. The development of a model for the formation of sports and pedagogical competence of the rehabilitator for the application of healthy fitness models in his work with clients is valuable for specialists working in the field of rehabilitation. The Model will contribute to the implementation of the idea of adapting the curriculum in physical

education and sports for rehabilitation students, in accordance with their special training and successful professional realization.

2. The implementation of the Model in the practical training in physical education and sports of students in this specialty will expand the focus of their professional rehabilitation competence.

3. The testing of this Model in the academic training of students in the specialty "Rehabilitation" will guarantee their higher efficiency in carrying out their future professional activities.

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