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**THE APPLICATION OF PRINCIPLES OF SCIENTIFICITY AND INTEGRABILITY IN PHYSICAL TRAINING TEACHERS' PROFESSIONAL DEVELOPMENT AT MULTIDISCIPLINARY HIGHER EDUCATION INSTITUTIONS****ЗАСТОСУВАННЯ ПРИНЦИПІВ НАУКОВОСТІ ТА ІНТЕГРАТИВНОСТІ У ПРОФЕСІЙНОМУ РОЗВИТКУ ВИКЛАДАЧІВ ФІЗИЧНОГО ВИХОВАННЯ БАГАТОГАЛУЗЕВИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ****Zagura F. I. / Загура Ф. І.***Cand. of phys. train. and sports, assoc. prof. / к. н. фіз. вих. і спорту, доц.*

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**Abstract.** *The article deals with the study of the application of the principle of scientificity and the principle of integrability in the professional development of physical training university teachers in multidisciplinary institutions of higher education. It has been proven that the problem is topical and is highlighted in the scientific works of Ukrainian and foreign researchers. The possibility of using the principle of scientificity and the principle of integrability in order to form a holistic knowledge system of physical training university teachers, which synthesizes fundamental knowledge, knowledge of physical training teaching methods, psychological and pedagogical knowledge, social and humanitarian, informational and technological knowledge, and transforms them into a pedagogical system that allows to improve one's own professional activity has been justified.*

**Key words:** *multidisciplinary higher education institution, university teacher of physical training, professional development, principle of scientificity, principle of integrability.*

**Анотація.** *Стаття присвячена дослідженню застосування принципу науковості та принципу інтегративності у професійному розвитку викладачів фізичного виховання у багатогалузевих закладах вищої освіти. Доведено, що проблема є актуальною і висвітлюється у наукових працях українських і зарубіжних дослідників. Обґрунтовано можливість використання принципу науковості та принципу інтегративності з метою формування цілісної системи знань викладачів фізичного виховання, що синтезує фундаментальні знання, знання методики навчання фізичного виховання, психолого-педагогічні знання, соціально-гуманітарні, інформаційно-технологічні, трансформує їх у педагогічну систему, що дозволяє удосконалити власну професійну діяльність.*

**Ключові слова:** *багатогалузевий заклад вищої освіти, викладач фізичного виховання, професійний розвиток, принцип науковості, принцип інтегративності.*

**Introduction.**

The problem of professional development of modern universities' faculty does not lose its topicality. Today, society puts forward demands for the constant updating of the knowledge of employees in the field of higher education, the formation of skills and abilities, the observance of universal human values, professional values and the attitude that characterize a highly qualified educator, ready for the challenges of a rapidly changing educational environment. Special attention is paid to the problem of professional development of physical training university teachers participating in the training of specialists for various branches of the economy in the academic

environment of a multi-disciplinary institution of higher education. Various aspects of the professional development of physical training university teachers are studied by Ukrainian and foreign researchers.

The purpose of our research is to analyse the principles underlying the professional development of physical training university teachers at classical and technical universities, in particular the principles of scientificity and integrability.

### **The main text**

The application of the principle of scientificity in the professional development of physical training university teachers of multidisciplinary institutions of higher education is justified by the need to use modern achievements of pedagogical science, the need to form a theoretical base of knowledge based on the specifics of professional activity [7], without which it is impossible to achieve professionalism [9]. “The implementation of this principle is ensured by: mastering the methodology of scientific knowledge of pedagogical reality; expansion of the pedagogical horizons, achievement of professional goals and meanings of pedagogical training; the unity of content and procedural aspects of pedagogical training, systematization of pedagogical knowledge, familiarization with the achievements of pedagogical science and mastering methods of applying them in practice; formation of pedagogical competences and communicative culture” [5, 110].

We agree that the achievement of pedagogical mastery and professionalism is impossible without awareness and understanding of the potential of applying theoretical knowledge in practice: “research provides evidence that high-quality professional development programs can help teachers deepen their knowledge and transform teaching” [8, 5]. As noted by Ukrainian researchers, “the problem of the professional development of a teacher, the process is quite complex and multifaceted, acquires special relevance and finds its solution in the search and disclosure of effective mechanisms in the system of postgraduate pedagogical education, the identification of progressive approaches and directions for their implementation. One of the essential factors in increasing the effectiveness of the pedagogical process in postgraduate pedagogical education is the consideration of andragogical principles that shape the scientific nature of adult education and create the prerequisites for a positive impact on professional development...” [4, 353]. After all, at the beginning of the 21st century, there is a need to “produce one’s own knowledge; discover new opportunities, self-realization of one’s potential; to develop metamorphic cognition – the ability to see the connection between opposite things; to form the vision of the general and the partial in their interaction; to understand the context, non-linear perception of causality, etc.” [1, 13].

We consider the application of the principle of scientificity in the professional development of physical training university teachers as an objective necessity, since “the development of a teacher’s professional and scientific competence is a process of gradual scientific growth in a creative search from the initial unconscious scattered knowledge and practical actions to the differentiation, systematization and conceptualization of scientific knowledge, research abilities and skills, to academic achievements in personal, professional and scientific spheres. Such an approach enables a scientist to think strategically, act quickly and professionally in non-

standard situations, create one's own conceptual vision of a problem (conceptual model), a high-quality spiritual product, build research strategy and tactics, patterns of further scientific research, and have a significant impact on the development of science in the country" [3, 61].

The principle of integrability in professional development of physical training university teachers of multidisciplinary institutions of higher education is implemented through an integrated system of professional and pedagogical training and training in the field of physical education and sports. As O. Dubasenyuk notes, "the key idea is that the crisis of civilizational changes fundamentally changes the role of the teacher in modern society, transforming personal determinants. Under such conditions, the personal qualities of a teacher-specialist acquire special importance. The paradigmatic transformations taking place in the modern scientific landscape cause a certain change in the theoretical and methodological foundations of the system of psychological and pedagogical sciences, which involve a comprehensive analysis of the laws and mechanisms of holistic human development" [3, 70-71].

The principle of integrability is implemented through the system of professional development, which we consider as a purposeful process of knowledge acquisition, formation and development of skills and abilities, formation of professional values and attitudes, development of corporate culture, which are necessary for the implementation of organizational, educational, and methodological, scientific, international, sports-leisure, sports, health, and preventive work. In fact, such professional development contributes to the formation of the integrity of the knowledge system, which synthesizes fundamental knowledge, knowledge of physical training teaching methods, psychological-pedagogical knowledge, social-humanitarian, information-technological knowledge, and transforms them into a pedagogical system that allows improving one's own professional activity. As R. Bilyk notes, it is about pedagogical integration, "which should create conditions for the reflection in people's minds of connections, relationships and interrelationships objectively characteristic of socio-pedagogical reality; integration trends and processes that characterize its stay at this stage of development" [2, 3].

We agree with E. Luzik, that special importance is attached to the formation of integrated skills that allow "to independently acquire and process information, to obtain and produce new knowledge, to solve non-standard problems that will arise in the course of professional activity" (c. 126). The author emphasizes that "the process of formation of knowledge, abilities, and skills in an educational institution, which is dialectically connected with the process of synthesis of scientific knowledge and integration processes in scientific knowledge, creates the need to actively search for new reserves of high-quality training of specialists, their professional competence and personal maturity. This is caused, first, by the fact that, in practice, the existing system of authoritarian training does not promote the principles of interdisciplinary and intradisciplinary connections, the principle of continuity of such types of training as pre-university, university and post-university education" [6, 126].

### **Conclusions.**

Thus, as the research shows, at the beginning of the 21st century it is expedient

to apply the principles of scientificity and integrability in the professional development of physical training teachers in modern classical and technical universities, which makes it possible to integrate new knowledge from pedagogy, methods of physical training teaching, sports as well as related sciences with the aim of formation of a holistic system of knowledge.

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