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## **MODERNIZATION OF TEACHER'S PROFESSIONAL ACTIVITY DURING THE FORMING AT PUPILS SKILLS AND ABILITIES OF SOLVING PHYSICS TASKS**

A high-quality in education can be achieved only with the help of qualified teachers who constantly improve their skills and quickly react on changes which take place in the educational space. The professionalism of every teacher in the conditions of modernization of higher education depends on the quality of his preparation at the University and skills to work on himself, to improve himself, to follow the scientific progress.

The pedagogical competence provides such elements: 1. A special competence in the field of the definite discipline. 2. Methodical competence as for ways of forming of knowledge and skills of pupils. 3. Psychological and pedagogical competence in the sphere of education. 4. Differential and psychological competence as for motives, abilities and orientation on teacher. 5. Reflection of pedagogical activity or autopsychological competence, which allows to estimate their level of activity, their abilities and includes knowledge about ways of professional selfimprovement; the ability to see mistakes in the work, desire of selfimproving.

In the educational process in physics the solving of tasks is one of the powerful means of subject's teaching and development of students in a concrete material. No definition, principle or formula can not be fully learned until they are tested for tasks. Therefore, the competence of teachers in forming at students of abilities to solve physical tasks is very important. Exercises and tasks in physics are forms of tasks, in which on the basis of combination of physical phenomena or correlation of physical quantities, it is necessary to define the causes or consequences or to find numerical meanings of physical quantities and evaluate them.

The traditional methods of solving physical tasks requires to make a short recording of conditions, to translate numerical data into the international system of units, to make the appropriate drawing, to make the system of equations, to get an answer in general, to check it correctness to physical units, to make calculations, to estimate the reality of the numerical meaning. It is quite convenient during the work with children with different learning abilities, because it allows to monitor changes in their educational activities. The teacher can monitor the process of study, analyze and draw attention to stages in solving tasks where pupils has gaps and help to correct them and to observe the progress of a particular pupil and encourage him with praise, high estimation for further efforts in study of the subject. However, this method of solving physical tasks is not justified on external independent estimation of quality of education of secondary schools pupils. It is connected with the fact that education quality estimation is presented in test form and in EIE exams in physics is considered only correct answer.

In this article there have been analyzed the requirements of program in physics and requirements of the program EIE in physics we suggest to do some conclusions and make correctives to the traditional method of solving physical tasks that factually didn't thought upon the question about speed of execution of mental activities during solving tasks, to improve students understanding of physics and, in general, students' knowledge of the subject. We think that it gives opportunity for teacher to prepare students for solving test and contribute to psychological adaptation of child to take EIE. These steps will make changes in the professional activities of teachers.

Modernization of professional work of physics teachers, putting corrections in traditional method of pupils' teaching to solve physical tasks according to requirements of EIE will give opportunity for students not only learn the basic knowledge of physics, but also prepare them for successful exams.