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IMPLEMENTATION OF MODERN DIDACTIC PRINCIPLES OF TEACHING PHYSICS WITH INTERACTIVE BOARDS

Among foreground directions of the work of modern educators the searches of new ways of teaching by means of which it is possible to realize didactic principles of study are defined. One of these means that can satisfy interests of teacher and student, in our opinion, is the interactive whiteboard (ID). Modern students have quite different, than in previous years, psychotype. The generation that has grown up on mobile phones and computers requires constant visual stimulation, fast dynamic educational process.

The analysis of psychological and pedagogical and methodical literature testifies about activity of scientific researches as for modern technological means of physics study (S. Velichko, V. Zabolotny and A. Smirnov). The pereorintation of school education on the context-sign (A. Verbitsky), problem teaching (V. Sharko) requires from teacher professionalizm in purposeful using at physics lessons the computer-oriented means of teaching.

The aim of the article is to define the definition of methodical ways of realization of didactical principles of physics teaching in modern school by means of interactive whiteboard .

The interactive whiteboard is a specialized multimedia means which are used in education to improve the effectivness the teaching. The interactive whiteboard is a complex with the following components: computer, projector interactive whiteboard software. From the technical point of view the interactive whiteboard is a touch screen that works as a part of the system together with computer and projector. In this system the interactive whiteboard works like a normal screen to display the image, and as a device to control your computer. The management can be done by using a special device – a bullet or touching the hand (subject, hand) surface of the board. The using of interactive whiteboard has a positive effect on organization of teaching before, that provide an optimal rate of a lesson and allows to organize its discussion; material is structured for pages that require logical phased approach and makes planning more easy; during the lesson a teacher is at his usual place – near the board infront of the children; during students' answers activates additional chanal of information perceptionc; ater class files in their original form or amended by students in the

Computer modeling on interactive whiteboard is very interesting for pupils. Computer models can be considered as an analogous of current experimental setup, in which can be changed experimental conditions, to interfere in the experiment. Dynamic situation developing on the screen often prompts a new problem that pupils interested in resolving themselves. In created on the screen interactive environment pupils can conduct the research independently, to simulate different events, perform practical tasks .

Conclusion. Thus, thanks to visibility and interactivity pupils master educational material more active, exacerbated their perception, increased the concentration the attention. The results questionong indicate about heightned level of motivation to physics study. Pupils say that lessons with ID are more interesting and memorable.