

I. Korobova,
Candidate of pedagogical sciences,
associate professor
(Kherson state university)

ABILITY TO ASK AS AN INDICATOR OF METHODICAL COMPETENCE OF FUTURE PHYSICS TEACHER

Any work is executed by means of tools. What is a "tool of teacher?". The answer is simple it is the word. From the position of subjective-humanistical paradigm (in which the main functions of teacher is not a traditional informative, but function that provide the organization of cognitive activity of students, their mental development and facilitate communication between teacher and students, between students and computer, between two or more students as subjects of educational process, etc.) the instrument of labour is a questions. Just, correctly and timely formulated by teacher question makes pupil to think, direct his thought to right direction. The teacher's question is not only a communicative means, but means of managing of student's thinking, means of organization of his educational-cognitive activity.

In general methodical activity of teachers can't be without questions. Thus, in the base of dialogue as a means of interactive study, heuristic conversation as a leading method of problem teaching there have been put the technology "question - answer". All kinds of study-cognitive activity of pupils (perception and understanding of new material, solving problems, an experiment) take place at the lesson with involvement of teacher who always makes a feedback with the class using the home questions. At the stage of actualization of basic knowledge, consolidation of learned material, systematization and generalization, control and correction of knowledge can't be without teacher's questions. For maximum effectiveness of such work should be used not isolated individual questions, but elaborate system of questions (Questions chain connected with each other) which is developed by teacher in the process of activity in questio-building. The ability to use questions in the process of methodical support of cognitive activity comes with experience, but young teachers have some difficulties with it.

The purpose of the article is grounding the introduction of the course "Bases of question activity of physics teacher" in the process of professional-pedagogical training of future teachers that will strengthen his methodical competence.

Some idea and accounting of requirements for questions, knowing its functions by teacher will increase the quality of the educational process. The level of formation of "ability to ask" can serve as an indicator of methodical competence of physics teacher. Organization of question activity of future physics teachers will strengthen its methodical competencies that positively affect on future pedagogical work of teacher.