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METHODICAL MEANS OF FORMING OF FUTURE PHYSICS TEACHER'S METHODOLOGICAL CULTURE

The important part of the problem of forming of professional and pedagogical skills of students, future physics teachers is their preparation for creative professional activities: teaching the ability to independently analyze different pedagogical phenomena and methodical situation, to see reasons of success and unsuccess, to find new ways, forms and methods, which help to the improvement of the educational process; to predict results of own activity; to predict using methods and means of training and education that can effectively achieve the purpose of the lesson; to conduct research work in the process of subject teaching.

In this regard, students should learn methods of independent searching of training information, ability to expand and deepen information; to master the basics of methodology and research methods. Solving these questions is connected with with forming of methodological culture of physics teacher. This methodological culture of teacher is regarded as a precondition of forming of teacher's professionalism (W. Krajewsky); the highest index of professional readiness (V. Slastonin).

In this context, the aim of this article is to define the essence of the concept "methodological culture of physics teacher" and theoretical principles of its formation during training in pedagogical universities.

Today methodological culture is a culture of thinking, formed on methodological knowledge. According to O. Berezhnova and B. Krajewsky the content of methodological culture is knowledge, experience of creative activity, the experience of emotional and value treatment. To components of MEI are included: understanding, formulating and solving creative pedagogical tasks; designing the educational process; methodological reflection.

The forming of MKT of physics teacher causes: professional training of specialists; localization of the content of physics and mathematics education, bringing all its components in the system-structural compliance, identification of methodological connections on the interdisciplinary ground; creation of new methodological systems of teaching and pupil; improve cognitive independence, a culture of thinking, values and knowledge connected with the process of obtaining them; forecasting, development and implementation of educational models on the individual and personality level.