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THE HISTORICAL DEVELOPMENT OF PHYSICAL TASKS' TEXT BOOKS IN THE CONTEXT OF EVOLUTION OF METHODS OF PHYSICS TEACHING

In the conditions of improvement the content of school natural-mathematical education to educational literature in method of solving of physical tasks the new didactical and methodical requirements are made. The text book of physical tasks as a kind of textbooks is an element of the system of physical education, and thus constantly feels transformative impact of other elements of education system, acts as historical object that develops.

So, as the giving approach to study of physics has a multi-functional using, modern textbooks of tasks as a tool of realization of this approach should be gnoseological, diagnostical, developing means of forming of educational physical student's competencies. The quality of teaching and educational literature in methods of solving physical tasks leads the degree of achievement of educational standards in physics.

Problems of methods of solving physical tasks and, in particular textbooks of tasks as part of educational and methodical complex in physics have been considered in works of O. Bugayov, S. Goncharenko, E. Korshak, O. Lyashenko, A. Sergeev, A. Pavlenko, A. Ivanov, P. Mikhailik, F. Nesterenko, G. Rosenblatt, V. Frankivsk, A. Jaworsky and also A. Aleksandrov, V. Volodarsky, P. Znamensky, P. Kapitza, B. Smith, W. Razumovsky, N. Tulkibayeva, A. Tsinhera, A. Usov, I. Shvaychenko. The using of historical approach in domestic didactics of physics is discussed in works of A. Bugayov, M. Golovko, V. Matsyuk, A. Sergeev, N. Sosnitskaya, A. Shkola and others.

The purpose of this article is to study the historical development of textbooks of physical tasks in the context of evolution of physics teaching methods.

The results of research work of historical development of textbooks of physical tasks in the context of evolution of methods of physics teaching give opportunity for the following conclusions: methodological, methodical and pragmatic quality of textbooks of tasks and questions in physics has a historical character that confirmed by specificity of features, typical for every period; historical transformation of didactics of physics, science of physics, complex of psychological and pedagogical sciences, methods of mathematics and computer science are reflected in approaches to structuring educational material at creating the textbooks of tasks and complexity of tasks; using the systematic approach to educational process stipulates creating of educational-methodical complex, in which the giving approach has an important place; strengthening the role of new information technologies as for improvement of the giving approach in the process of solving tasks of educational physical tasks and implementation of rating system.