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## **FUNDAMENTALIZATION OF TEACHING THE MATHEMATICAL METHODS OF PHYSICS IN PEDAGOGICAL UNIVERSITIES**

In the article the problem of feasibility study content fundamentalization mathematical physics at pedagogical universities is highlighted. The modern concept fundamentalization educational content, necessity of a balanced combination is analyzed. The conceptual foundations fundamentalization content of mathematical physics teaching at pedagogical universities, and adequate levels of the fundamental knowledge and skills development to students cognitive component of mathematical competence in physics are identified.

Under the foundation of teaching mathematical methods on physics at pedagogical universities, we understand the purposeful activity of all subjects of the educational process in an integrated system-correlation, invariant knowledge of mathematical physics and, in a consistent relationship to the level of theoretical generalizations simulated physical processes and phenomena in terms of fundamental laws and principles of theoretical physics. This approach will improve the quality of basic training future teachers of physics, and at additional methodological generalizations – self-development, self-education, academic and professional mobility in educational and professional activities that will ensure the formation of students not residual fundamental knowledge on subjects such as personal qualities, which would be the integrated body of knowledge, skills and other competencies necessary for them for further study and careers contributed adaptation in a changing information society, forming an inner necessity for continuous self-development and self-education.

The principle involves fundamentalization not providing education mastering all the knowledge, and the assimilation of the most significant, fundamental, long-lasting and knowledge underlying the holistic perception of the modern scientific world. Thus it is possible to establish a link between the fundamental knowledge that forms the basis of the study of this discipline and knowledge, such as allowing

meaningful procedure provides for integrative, technological levels of the organization of teaching and learning of physics.