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**SYSTEM APPROACH TO THE ORGANIZATION OF EDUCATIONAL RESEARCH IN PHYSICS IN TRAINING INSTITUTIONS**

Today teaching Physics in most professional schools of Ukraine is partly produced by the methods developed under the previous demands of the society, which were actual 20-30 or even 40 years old ago. That is why nowadays there is an urgent need to improve them in accordance with the realities and to develop a harmonious transition from school Physics education (which has also undergone significant changes in recent decades) to higher education.

The article is defined didactic principles of the organization of educational research in Physics in training educational institutions in the context of modern technological requirements to teaching taking into account system approach in education. These are the demands that reflect the characteristics and specificity of research activities and describe general didactic principles, namely:

– individualization of teaching based on the differentiated approach;

– organization of independent educational and research activities in the “zone” of proximal development of research opportunities;

– “Non-rigid” determination of educational research;

– organization of cognitive motives by keeping to the required level of problematicity of educational and research tasks;

– gradual and conscious acquisition by generalized research skills;

– viability and continuity in educational and research activity.

It is noted that for providing the proposed requirements the immediate task is to develop an appropriate system of methods of problem-content assurance of the activity and a system of educational influence by the teacher on the activities of students during the educational research.