**V. Cherniavsky,**

**THE PECULIARITIES OF METHODS OF TEACHING SPECIAL COURSES IN PHYSICS IN MARITIME HIGHER EDUCATIONAL INSTITUTIONS**

**The article proved** that the discipline "General Physics" is an important part of the theoretical basis of general professional and special disciplines in marine universities. There have been emphasized that the curriculum in physics for maritime higher education universities does not reflect the professional orientation training. It is proposed one way to solve this problem - exactly, the development and introduction by hour’s variable component of the curriculum courses in physics in a cycle of natural sciences as a means of improving vocational training aimed cadets of marine universities.

It is proved that the main aim of teaching methods courses in physics in the marine school is to develop students' skills to use physical knowledge in a professional environment, providing conditions for their entry intellectual and practical experience and necessity to introduce courses are the reflection of trends maritime industry, social order and personal potential student.

It is shown that teaching physics courses for students of maritime universities has specific aims – and scientific base for students studying general engineering and special disciplines, providing communication application of the special course in physics with the maintenance of professional and special training of cadets. Therefore, the construction of the educational process interdisciplinary approach and the principle of professional orientation training, which allows content analysis based on general technical and special disciplines to usher in teaching physics professionally important educational material.

It is proved that the decisive criteria for the effectiveness of teaching courses in physics learning outcomes should be considered not only the program of courses, but also from other general technical and special disciplines. There have been proved that the main factor in effective teaching Physics is a variation in the sequence of training activities of students, stimulating their activity and promotes reflection in educational needs.