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**RELATIONSHIP AND CONTINUITY OF GENERAL AND THEORETICAL PHYSICS IN TRAINING FUTURE TEACHERS OF PHYSICS**

According to the conceptual base of modern physical education, a clear correlation and coherence of the objectives, content, and training technologies, should be between separate educational links. It provides gradual, step by step process of getting of knowledge, skills and experience. Therefore the problem of ensuring the principle of interconnection and continuity particularly urgent not only at each stage of learning, but in each specific subsystem.

Despite the considerable attention of scientists to the problem of continuity in teaching and the presence of extensive works, it has not lost its relevance. According to the results of public examinations we have two problems in this context: fragmented character of graduates’ knowledge about fundamental physical theories and the weak level of generalization of knowledge about modern physical scientific worldview. It should be said that physical worldview is not a mechanical sum of knowledge, automatic result after students’ passing of courses of general and theoretical physics, but is a level of education which they can get with the help of a targeted and phased work. Taking into consideration the experimental nature of general physics, the course of theoretical physics takes a: special place in the solution of this problem. Because this course completes the basic training of future teachers of physics in pedagogical university, providing strategic educational goals. The task of forming scientific worldview and the proper style of students’ thinking can be solved if the structure and content of the course correspond to the forms of theoretical generalizations, when students realize the content and structure of fundamental physical theories, followed by synthesis of knowledge at the level of the modern physical worldview.

On the basis of the archival materials the author gives information about the dynamics of changing of general and theoretical courses hours for pedagogical universities from 1920th till now, including curriculum of Dragomanov university (2013 – 2014). In this regard, the article briefly analyzes the general structure, function and subject area of fundamental physical theories, the basic characteristics and model representations of physical interactions. Focused and consistent learning of presented information will contribute student to form of the scientific worldview as an integral component of their professional competence.