**Barkanov Artem**

**TECHNICAL ENGINEERING IN AGROTECHNICAL COLLEGES AS A METHOD FOR MOTIVATION FOR PHYSICS STUDY**

One of the ways of fulfilling of the society's requirements to improve the quality and level of training of college graduates to the conditions of the labor market is the professional orientation of physics teaching. Physics is the basic discipline for studying in colleges of professional training. The implementation of physical and technical engineering in the educational process will increase the professional orientation of physics teaching, students of agrotechnological colleges.

Investigation of the problems connected with the improvement of the quality of professional training, due to the inclusion of professionally oriented material in the educational process of physics, was considered in the writings by P. Atamanchuk, I. Bogdanov, C. Goncharenko, L. Zbaravska, A. Kaspersky, I. Kozlovsky, V. Maksimov, S. Pastushenko, V. Sergienko, V. Torchuk, G. Shishkin and others. The purpose of the article is to study of the possibility of using physical and technical engineering as a mean of increasing of the professional orientation of teaching physics of students of agrotechnological colleges.

One of the options for implementing physical education is to involve students in physical and technical engineering. Physical and technical engineering can act as an auxiliary component of the educational process in physics at HEEs of I-II levels of accreditation of agrotechnical orientation.

The problem of engaging of students in engineering activities can be solved by introducing of projects on physics and work in a physical circle into the educational process. In order to reveal the attitude of students of agrotechnical colleges to participation in physical and technical engineering, we conducted a questionnaire in the process of which it was discovered:

• difficulties hindering students from engaging in physical and technical engineering;

• identification of students engaged in physical and technical engineering.

The motivation of students to study physics is directly influenced by the quality of the educational process itself and the organization of the work of the circles of physical and technical engineering. This will facilitate the formation of professional skills of future mechanics, engineers of food industry, and it will significantly increase the motivation of students to study physics.

The training of physical and technical engineering develops the creative initiative of students in the field of physics and engineering and in future professional activities. The pedagogical process organized in this way firstly takes into account the interests of students and the teacher, on the basis of this, finds the most effective forms of work. Such an approach to the organization of the educational process provides an opportunity to implement a multi-level training program within the framework of the process of continuous education.

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