**Bobyliev Dmytro. Training of functional analysis in pedagogical higher education: a practical determination course.**

The subject of the course "Functional Analysis" is the scope of functions and their reflection. Functional analysis as an independent section of mathematics developed at the beginning of the last century as a result of the generalization of the structures of mathematical analysis, linear algebra and geometry. The study of functional analysis is characteristic of mathematical specialties of classical universities. But in the pedagogical universities this course is found in the curricula of the specialty 014.04 Secondary education (Mathematics) with the additional specialty 014.09 Secondary education (Informatics). The bachelor's educational program in these specialties involves studying the elements of functional analysis. Usually this is the basic part of the fundamental cycle, while study time is one semester, the number of class hours is small.

The framework of educational time, applied orientation and the level of basic training of modern students of pedagogical universities do not allow them to learn such a complex mathematical discipline from the standpoint of the classical approach, which involves the fundamental and self-sufficiency of the submission of purely theoretical material. In addition, pragmatically-minded students are not interested in the idea of generalizing and formalizing mathematical constructions. Obviously, the motivation increases if you bring the academic course to computing practice with compulsory engagement of computer technology. For future teachers of mathematics and computer science it is necessary to emphasize the applied role of functional analysis, which reduces to the analytical substantiation of the effectiveness of the application of numerical methods.

Considered author's teaching and methodical complex of functional analysis allows and partially makes reorganize the educational process from discipline "Functional analysis.

It is expedient to use computers and qualified interpretation of results should become one of the main goals of teaching not only functional analysis, but in general, mathematics in the pedagogical university. The proposed author's compilation of tasks allows, on the one hand, to repeat previously acquired skills in solving various problems, on the other hand, allows students to learn to use mathematical packages.

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