**Mislitska N., Zabolotnyy V.**

**METHODOLOGICAL INSTRUCTIONS FOR THE TEACHER IN THE PHYSICS STUDIES OF THE ORGANIZATION SYSTEM**

In the article, we provide a methodological tool for the teacher of higher education for the processing and presentation of educational information. The teacher should know psycho-pedagogical and ergonomic requirements for information visualization and presentation of it on the big screen or multimedia board, existing ways of structuring and presentation of educational material describing the methodology of structural units of physical knowledge, methods and techniques wording of definitions of physical quantities, their units and more.

Structuring and way of presenting educational material teacher chooses their own, but for methodological propedeutics, we encourage students to focus on lectures on the description of the structural elements of physical knowledge. To do this, we have developed algorithms for the description, based on which we put the above-described developments, and which we call the "standard composition of knowledge". The article presents examples of these algorithms for the teacher.

We propose to provide complete information on the physical size in the description of the standard knowledge of physical size. The teacher, first of all, students should pay attention to the correct wording of the definition of a physical quantity, its unit in general and in the international system of units, setting dimensions of physical quantities.

Relationships between physical quantities, phenomena, objects, etc. are presented in physical science by laws and laws. The law is a key element of physical theory. Therefore, possession of information about physical laws is an important part of the student's professional training. The description of the law is recommended to conduct an algorithm of the standard knowledge of the law.

The study of fundamental experiments allows students to deepen their knowledge of the history, formation and evolution of physical science, deepen and expand knowledge of the experimental method of knowledge about the role and place of physical experiment in the development of physical knowledge of the relationship of theory and experiment and thus apply physics In the context of culture. In the article, we present a plan describing the fundamental experiment.

The article presents a four-approach to describing physical phenomenon provides a description of qualitative, quantitative, essential and applied aspects.

For the synthesis of lectures, we have developed and described methodological tools that includes methodological analysis of fundamental interactions, physical theories, physical world.

**References**

1. Zorina L.Ya. Didakticheskiye usloviya formirovaniya sistemnosti znaniy starsheklassnikov. – M.: Pedagogika. 1978. 128 s.

2. Psikhologo-didakticheskiye osnovy formirovaniya u uchashchikhsya nauchnykh ponyatiy/A.V.Usova.- Chelyabinsk: ChGPI. 1986. 84 s.

3. Razumovskiy V.G.. Mayer M. Fizika v shkole. Nauchnyy metod poznaniya i obucheniye.- M.: Gumanitarnyy izd.tsentr VLADOS. 2001.- 189 s.