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**FORMATION OF COMPETENCE ON PHYSICISM IN PUPILS OF THE SECONDARY SCHOOL IN THE PROCESS OF REALIZATION OF INTER-REDEMETRICAL RELATIONS OF NATURAL SCIENCES**

**Abstract.** Interest in the integration of the content of education is due to the development of modern science. Its important features are the complexity, the blurring of the boundaries between the traditionally isolated natural, social and technical sciences, the intensification of interdisciplinary research, the impossibility of solving scientific problems without involving data from other sciences.

The main goal of teaching physics in the secondary school is to develop the personality, the formation of a scientific worldview and the corresponding style of thinking, the formation of various types of competencies of students by means of physics as a learning subject. Physics together with other subjects contributes to the formation of key competencies. In particular, scientific and natural competence, is the basic in the field of natural science. Promotes the development of mathematical competence in solving design and graphic tasks, information and communication, which involves the ability to use information and communication technologies, electronic educational resources and appropriate funds for the implementation of educational projects, creative, personal and socially significant tasks.

According to the results of the study, it is established that educational and cognitive competencies and relevant competence should be considered as factors of the young person's social competitiveness. In this regard, the problem of the development of educational and cognitive competencies and educational and cognitive competence of students is not purely didactic or methodical. It has a social and pedagogical aspect. The need for the formation of a competent personality, particularly one that is capable of carrying out educational and cognitive activities aimed at obtaining knowledge, methods of action necessary to solve practical problems, and the school's unwillingness to form it, necessitates the development of a holistic methodological system for their development in the teaching of physics.

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