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GENERAL SECONDARY SCHOOLS IN THE POSTNOCLASSIC ENVIRONMENT PROBLEMS OF PHYSICS EDUCATION

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Annotation. This article will consider one of the urgent problems of general secondary schools in physics education, namely, the problems of creating modern textbooks on physics. The author expressed his opinion on the methodological and didactic structural structure of textbook textbooks on physics of postnocolic conditions.

Keywords: state standard, textbook, methodological, didactic, postnoclassic, science program.

Introduction. The need to search for approaches to the organization of the educational process at the stage of general secondary schools of continuing education in accordance with the requirements of the period led to the improvement and optimization of Education. The problems of improving physical education are the organization of the perfect assimilation of fundamental physics education by students of general secondary schools and its structural structure and content in accordance with the requirements of the period: the organization of a training system using modern information technologies and the formation of personality competence in improving the quality of education[1].

Main part. In the course of the improvement carried out, a radical re-analysis of the essence of the most important components of the education system of general secondary education schools was carried out. The initial focus of the article was the improvement carried out in the practice of the stage of general secondary schools of Continuing Education, an attempt was made to draw appropriate conclusions from the collected evidence about the real state of affairs.

In particular, with the introduction of "Natural Science"in the process of research related to the development of alternatives to the current physical education curriculum and textbooks of the general secondary school stage of continuing

education, the main attention was paid to the circumstances that should be implemented in the field of continuity of current physical education.

Therefore, in the article on how to develop an educational program, textbook and educational methodological complexes that provide an alternative that should be implemented in this area, the author's own independent proposals will be brought to your attention.

According to the opinions of a number of researchers, the stage of general secondary education schools is expressed in future personnel training activities, intensification inherent in all educational systems and society as a whole, taking into account the typical goals of education in the reforms carried out in physics education[2].

In today's post-class environment, the structural structure of physics education should be in the requirements of an informed society, and it is desirable that the current general secondary schools abandon the concept that a completed course of physics should be studied in grades 6-9[3]. The stage of general secondary schools of continuing education on the basis of the structural structure and content of physical education, the following alternative educational programs and textbooks may be expedient to create taking into account the personal specifics of students. This alternative structural structure must be carried out in the following sequence:

In 7 classes: it is advisable to provide elementary information about mechanical, sound, thermal phenomena, elementary representations about the structure of matter, electrical, light phenomena. Only then, students of 7 classes of continuing education uun “mechanics” section of physics, which is considered incomprehensible and complex, were guided by interdisciplinary interconnection, and the shortcomings that were made during the period of improvement and optimization were taken into account.

In 8 classes: electric charge and electric field, laws of invariant electric current, transformation of electrical energy from one type to the second type, magnetic phenomena, the phenomenon of electromagnetic induction, preliminary data on semiconductors.

In 9 classes: with the study of the sections “mechanics” and “fundamentals of Molecular Physics and thermodynamics”, the basics of molecular kinetic theory studied under the current 9th grade physics education curriculum, the basics of internal energy and thermodynamics, heat engines, surface phenomena in liquids,

mechanical properties of solids, changes in the aggregate states of matter, optics, fundamentals of atomic physics, , in the sequence of sections and chapters, such as the technological progress of physics, the negative hollates of students about the possession of completed knowledge in the above sequence from physics will be corrected.

In 10 classes: Department of "Electrodynamics";

Now, in order to take a more perfect approach to this issue, let's focus on the result of a brief analysis of the educational programs "physics" of the schools of general secondary education of the countries of the Commonwealth, including Belarus, Kazakhstan and Russia[4].

The study of physics in 7 classes began with the study of the chapter "elementary information about the structure of matter" elements of molecular kinetic theory. Schools of general secondary education physics education begins precisely with the study of this topic, which is due to the following reasons: this stage is the need to replace the theory in physics education; starting from the early stages of physics education, physics education is not only organized by knowledge of facts and laws, but will also have the opportunity to acquire knowledge that can explain certain phenomena and laws and tell them in the future;

The knowledge gained in the study of Molecular Physics in 7 classes was used in the study of the hydro – and aerostatics chapter, which will be studied in this class in the future, and the heat phenomena section in 8 classes. The second chapter of the study of Physical Science in 7 classes is called "Movement and interaction", in which students get acquainted with the concept of force in mechanics with the study of the chapter on the types of movement, the interaction of bodies. When studying mechanical movement, a natural way of describing it is used, students are told that, as a rule, speed and force are vector magnitudes with a clear direction.

Although this stage of general secondary education is not mandatory for the study of the concept of acceleration in physical education, it can be introduced as the concept of a flat acceleration equation of motion and motion. But it is precisely in this class that the solution of issues related to the concept of acceleration is obvious to the goal that students are not given issues related to this topic, taking into account the lack of study of the necessary topics from certain mathematics[5]. Just as well as the opinions and opinions expressed above refer to Newton's laws. It is not

foreseen that they will be studied in the system and in the form of a clear formula, but in some physics education educational programs this problem has been discussed.

In 8 classes, thermal phenomena are studied changes in the aggregate states of a substance, as well as thermal phenomena obtained by electricity (electrification of bodies and invariant current) and electromagnetic phenomena (magnetic field of current) themselves. Therefore, the physics course of the 8 class ended with the chapter "light phenomena", in which students were introduced to the section of physics called geometric optics.

The study of physics education in 9 classes began with mechanics and began with the study of kinematics, dynamics, conservation laws and mechanical vibrations and waves chapters, presented in its composition as a fundamental physical theory.

Here are the basics of classical mechanics: its empirical foundations, models, the equations, in the form of the laws of Newtonism, the looting of the whole universe, and the safety of the whole universe, and the safety of the whole universe; The direct, reverse and a number of practical issues of the mechanical and a number of practical issues are presented in the form of the results of theory[6].

Conclusions and suggestions.

1. It is necessary to radically update the experimental base of physical education and provide general secondary schools with modern pedagogical literature in accordance with the requirements of the period.

2.It is emphasized to the Ministry of public education that increasing the share of open education in educational programs at all levels, ensuring the global internet connection of all general secondary schools is important in increasing the level of knowledge of the population of the country and very important.

3.Particular attention should be paid to the integration of physical education: schools of general secondary education - pedagogical institutes - universities. It is recommended that different levels of education standards and programs be discussed together.

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