

**SCIENTIFIC
COLLECTION
INTERCONF+**

No **75**
September, 2021

THE ISSUE CONTAINS:

Proceedings of the 2nd
International Scientific
and Practical Conference

**SCIENTIFIC TRENDS AND TRENDS IN
THE CONTEXT OF GLOBALIZATION**



UMEÅ, SWEDEN

19-20.09.2021



InterConf
Scientific Publishing Center

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UDC 001.1

S 40 *Scientific Collection «InterConf», (75): with the Proceedings of the 2nd International Scientific and Practical Conference «Scientific Trends and Trends in the Context of Globalization» (September 19-20, 2021). Umeå, Sweden: Mondial, 2021. 330 p.*

ISBN 978-91-8002-432-7

DOI 10.51582/interconf.19-20.09.2021

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The recommended styles of citation:

1. Surname N. (2021). Title of article or abstract. *Scientific Collection «InterConf», (75): with the Proceedings of the 2nd International Scientific and Practical Conference «Scientific Trends and Trends in the Context of Globalization» (September 19-20, 2021) at Umeå, Sweden; pp. 21-27. Available at: [https://interconf.top/...](https://interconf.top/)*
2. Surname N. (2021). Title of article or abstract. *InterConf, (75)*, 21-27. Retrieved from [https://interconf.top/...](https://interconf.top/)

This issue of Scientific Collection «InterConf» contains the International Scientific and Practical Conference. The conference provides an interdisciplinary forum for researchers, practitioners and scholars to present and discuss the most recent innovations and developments in modern science. The aim of conference is to enable academics, researchers, practitioners and college students to publish their research findings, ideas, developments, and innovations.

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PEDAGOGY AND EDUCATION

DOI 10.51582/interconf.19-20.09.2021.005

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IMPLEMENTATION OF THE PRINCIPLE OF CONTINUATION OF PHYSICAL EDUCATION IN PRIMARY AND PRIMARY SCHOOLS

***Abstract.** The curricula of the new Ukrainian school for grades 1-4, grades 5-6, physics programs for grades 7-11 and the content classification between subjects are analyzed. Appropriate methodological improvements are proposed to close the gap between primary and secondary education, in the context of studying certain physical concepts, by improving the adaptation of students in the transition from primary to primary school, in particular, in the transition from certain issues of mathematics, science and others to physics, where the implementation of subject competence. In view of this, it is suggested that primary and secondary school teachers, when studying the components of the content of the school course of physics, follow the generalized plans for their study, as in the school course of physics.*

***Keywords:** formation, physical competence, subject competence, principle of continuity, principle of continuity, component, integrative model of learning process.*

The subject competence of a student in physics, first, is a sign of high quality of his learning skills, the ability to establish links between acquired physical knowledge and the real situation, the ability to find a method that solves the problem and successfully use their skills. physics as a discipline. The orientation of the educational process in primary school physics on the formation of subject competencies of students means the formation of a tendency to teach physics [1].

Yu. Dick notes that the stage of continuity of physical and astronomical education begins in primary school, and it can be considered as the first stage of school physical education, then continues in grades 5 - 6. Accordingly, the second stage of physical education is completed in primary school [2].

The continuity of teaching physics can be carried out in the following areas: the formation of physical concepts; formation of practical skills to solve problems; formation of experimental skills; application of productive teaching methods used at the stage of general education [3].

It should be noted that continuity should be carried out both within one level of education and during the transition to a higher level, which significantly complicates the situation and requires special training of teachers. Adherence to the principle of continuity of education allows students to better pass the adaptation period in the transition from certain issues of the course of mathematics, science, and others to the course of physics.

The study of the state of the problem allowed to identify the factors that inhibit the implementation of the principle of continuity in the teaching of physics:

- inconsistency of the content of related disciplines (mainly - natural sciences, "I and Ukraine" and mathematics);
- lack of uniform standards for the designation of physical quantities (in different school textbooks, in different courses of physics, etc.);
- formal approach to solving problems (without perfect awareness of the physical model of the problem, lack of analysis of the result, mostly analytical approach to solving) [3].

To eliminate these factors, in addition to improving the content of programs and school textbooks, special methodological training is needed for teachers who teach physics, teachers who teach science in 5th, 6th grades and primary school teachers.

Overcoming these obstacles to the implementation of the principle of continuity will promote better adaptation of students, help teachers to properly organize the learning process at different levels of education, will positively affect the motivation to learn and the formation of subject competence.

The implementation of the principle of continuity of education should begin with ensuring continuity between its first steps - the initial and basic links.

The pupil of 4-5 class in educational activity sees for itself new prospects, for it the maintenance of educational activity, as activity on self-education and self-

improvement is opened. Children of this age have a desire to gain strong and deep knowledge. This indicates that the transition from primary school age to adolescence is both a transition to a new higher form of educational activity and a new attitude to learning, which takes place in this period of personal content.

Given these age characteristics of students, it is necessary to create conditions that would contribute to the preservation and maintenance of cognitive motivation.

Some questions of physics begin to be considered from elementary school in separate lessons. They should be organized in such a way that the learning activities of students gradually, considering their age and individual characteristics, become more difficult. It is necessary to skillfully apply traditional and select new forms and methods of organizing the educational process, which would help maintain and develop students' interest in learning this subject and learning in general, revitalize and diversify the learning process, create conditions for creative abilities and inclinations of each student.

Starting to work with a new team of students in primary school, the teacher, of course, it is difficult to immediately choose the most effective forms, methods and teaching aids. It is necessary not only to rely on the age characteristics of students and the content of educational material, but also to consider the individual characteristics of the class and each student individually. And to obtain such data, the subject teacher is helped by close contacts with the teacher who taught students in primary school, as well as mutual attendance by the teacher of mathematics and science lessons in individual lessons of grades 1-4, and the novice teacher of his graduates in 5th grade. Mutual visits should be targeted, organized and provide, above all, mutual assistance, establishing strong contact in the work of teachers. With the teacher who taught students to the 5th grade, various questions are clarified about the peculiarities of teaching methods in the classroom, about the peculiarities of the work of the class as a whole and its individual students.

One of the important components of the content of the school course of physics are physical quantities, the formation of which begins in the first concentrate, ie in grades 7-8.

However, with such quantities as length, area, mass, volume, time, speed, students are introduced from the 3rd grade in math lessons. But in primary school students do not reveal the meaning of these concepts, do not explain their physical meaning and do not introduce essential features, they only need to know the units of measurement, convert quantities, know the relationship between units and be able to apply relationships between units of measurement in solving cognitive and practice-oriented tasks.

The method of studying quantities is based on the practical activities of students related to mastering the skills of measuring quantities that are provided by the program of primary school and which are basic.

When studying quantities, students have some difficulties. They are related to the lack of understanding of the difference between the concept of "number" and "quantity" and the relationship that exists between them. There are difficulties of another order: students often make mistakes when mastering the table of length measures. The names of linear and square measures are similar: "meter" - "square meter", and the ratio between the units is different – $1 \text{ m} = 100 \text{ cm}$, $1 \text{ km}^2 = 10000 \text{ cm}^2$.

Also noteworthy is the fact that in life students are more likely to encounter linear measurements of objects, and with the measurement of area much less often. This suggests that the experience based on which children form an idea of area and square measures, is quite small or absent.

Examining the method of studying quantities in primary school as a problem, it became clear that it is quite relevant.

Primary school teachers do not emphasize this, leaving all explanations to physics or mathematics teachers, not realizing that without explaining the basic structural elements of values to primary school students, later in physics lessons they will face misunderstanding of more complex concepts that will affect their knowledge. and understanding of the subject.

The process of teaching students values will be effective under the following conditions:

1) if you clearly follow the stages of work when familiarizing yourself with the values;

- 2) use different types of clarity;
- 3) implement an integrated approach to the study of quantities;
- 4) use creative exercises in the study of quantities in the initial course of mathematics.

All this will contribute in the future to a better and easier perception of new, deeper information in the study of quantities in physics lessons.

Of course, the introduction of the main essential features and the formation of cognitive and practical skills from primary school requires additional study time. But without this it is impossible to form in students the concept of physical quantities that correspond to their understanding in the science of physics, and this affects the results of the study of physics at all stages of learning.

No less important component of the content of the school course of physics are physical phenomena, the formation of the concept of which begins in 7th grade.

For the first time with the study of physical phenomena occur in junior classes in science lessons, then during the study of science in grades 5-6, and only then in the study of physics.

In the process of forming knowledge about physical phenomena in science lessons in grades 1-6, we can identify the main stages of this process [1]:

- 1) sensory-specific perception occurs in various activities of students (observation, experiment, obtaining information in the finished form);
- 2) selection of essential properties (at this stage of formation is cyclical);
- 3) definition of the concept (if the concept was formed at the previous stages of training, then in case of its development the new definition should be specified);
- 4) the activity of students begins with the use of concepts in solving problems.

In the process of teaching science, it is advisable to use the following algorithmic prescription for the study of phenomena:

- 1) external signs of the phenomenon;
- 2) the conditions under which the phenomenon occurs;
- 3) the mechanism of the phenomenon;
- 4) definition of the phenomenon;
- 5) the connection of this phenomenon with others;

- 6) use of the phenomenon in practice;
- 7) useful and harmful effects of the phenomenon, means of their prevention;
- 8) quantitative characteristics of the phenomenon [4].

According to this prescription, students' further study physical phenomena during physics. Thus, if children are encouraged to study phenomena from the very first steps, it will contribute to further better and easier assimilation of new, deeper information about this component of the content in physics lessons.

An equally important component of the content of the school course of physics are the laws of physics, the formation of which in the school course of physics begins in the 7th grade.

However, implicitly, the study of physical laws takes place during natural science.

When studying the laws of physics in the courses of physics and science, the teacher should be guided by the following prescription:

1. Find out between which phenomena (processes) or quantities the law establishes a connection.
2. Formulation of the law.
3. Mathematical expression of the law.
4. Experiments that confirm the validity of the law.
5. Considering and using the law in practice.
6. Limits of application of the law [4].

Thus, if children are encouraged to study the laws from the very first steps, considering at least some elements of the prescription, it will further improve and facilitate the perception of new and deeper information in the study of physical laws in physics lessons.

In the early stages of science, the teacher will not be able to fully characterize the laws of physics, but to begin to form knowledge about this component, based on more specific physical content, will lead to easier adaptation of students later in physics lessons.

The competency approach involves the acquisition by the student not of individual knowledge, skills, abilities, rational ways of activity, but their mastery in

a complex. As a result, the system of teaching methods is changing, more precisely, in a different way.

Today, there is a clear gap between primary and secondary education, in the context of the study of certain physical concepts, in the sense that the implementation of the competency approach is more in high school in a particular subject. As a result, primary school teachers do not always know how to implement physical competence while learning.

Adherence to the principle of continuity of education allows students to pass the adaptation period painlessly in the transition from primary to primary school, in particular, in the transition from certain issues of mathematics, science and others to physics, where the implementation of subject competence.

Thus, the use of the principle of continuity in the formation of physical competence is a very complex and lengthy process that requires significant work and cooperation not only from physics teachers and primary school teachers, but also the administration of the school.

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SCIENTIFIC EDITION

BN 978-9-180024-32



9 789180 024327

SCIENTIFIC COLLECTION «INTERCONF»

№ 75 | September, 2021

The issue contains:

Proceedings of the 2nd International
Scientific and Practical Conference

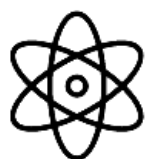
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Published online: September 20, 2021
Printed: October 19, 2021. Circulation: 200 copies.

Contacts of the editorial office:

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URL: <https://www.interconf.top>



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