

Formation of common cultural competence and understanding of the place of the subject in the overall picture of the world (2.3.1).	K2. Know the most general laws of development of science and its historic periods.	<p>4. The student prepares a report on the development of Russian science in the era of Peter I. Specify which of the famous mathematicians was a contemporary of Peter I:</p> <ol style="list-style-type: none"> 1) M.V. Ostrogradskii 2) G.V. Leibniz 3) R. Descartes 4) F. Viète <p>Choose the correct answer. Justification of the correct answer: In 1697, while traveling in Europe Peter I, the Russian tsar, met G.V. Leibniz. This led eventually to Peter's approval of the creation of the Academy of Sciences in St. Petersburg, which was the beginning of the development of scientific research in Russia according to the West European model. Leibniz proposed research project in Russia related to its unique geographical location, such as the study of Earth's magnetic field, and searching the way from the Arctic to the Pacific Ocean.</p>
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CONCLUSION

In September and November 2014 the module "Disciplines of Mathematical and Natural Science cycle: scientific and mathematical knowledge in educational practice" was tested, which included the above named discipline MMFIP in School No.9 in Elabuga, Republic of Tatarstan. The testing was carried out through the collaboration of KFU Elabuga Institute teachers who were responsible for the students' studying the module disciplines and School No.9 teachers-supervisors in accordance with the developed guidelines.

The experience we obtained as the result of testing the discipline MMFIP within the framework of teaching the module "Disciplines of Mathematical and Natural Science Cycle: scientific and mathematical knowledge in educational practice", the test results of the developed assessment tools fund, preparation and defense of e-portfolios have shown that the implementation of the developed program allows for creating the students' capacity for performing labor actions 1.1.8 and 2.3.1 specified in the PST when training Bachelors of Teacher education. However, the program does not provide a complete formation of the above labor actions. They will be refined in the course of the entire training in higher education; University students will be ready to fulfill these labor actions in full after graduation.

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