

THE ROLE OF GEOGRAPHIC CULTURE IN THE COMPETENCE FORMATION OF A FUTURE GEOGRAPHY TEACHER

Summary

The article deals with the development of the geographic culture of a geography teacher as one of the main components of his professional competence. It has been stated that geographic culture is a way of transforming the geographic environment and a person by himself, the ability to navigate in time and space in accordance with the requirements of reality. It has been proved that the teacher's culture is a special style of his thinking, readiness to analyze and transform pedagogical situations. The significance of geography in the creation of spatial diversity of person's livelihood, formation of scientific outlook has been revealed. Key words: geographical culture, competence, future teacher, style of thinking, scientific outlook.

Formulation of the problem in general.

Consideration of the professional competence of future geography teacher is rather uncertain concept in the scientific studies of the specialist's development. In this article an attempt has been made to characterize the essence and specificity of this concept, based on geographic culture, which is understood as a way of transforming the geographic environment and a person himself, the ability to navigate in time and space in accordance with the reality requirements.

Actuality of the study of the problem of teacher's competence formation as a means of geographic culture development is caused due to a number of circumstances:

- in today's socio-cultural conditions there is a need for understanding the concept of nature not only as a resource-providing unit, but as a source of spiritual strength and morality;

- a teacher today must be able to overcome the difficulties in non-standard pedagogical situations, using geographic knowledge and skills in practice and in everyday life;
- owning himself, the teacher must provide each student with the ability to assess and anticipate the peculiarities of the geographic environment development, be environmentally conscious;
- Under the influence of cultural, intellectual and ideological ideas, the teacher forms student's personal views, ideals, and beliefs, develops the spiritual world, invests in the cultural and geographic values study of his country and the world as a whole.

An analysis of recent research and publications which lay the foundation to the problem.

The problem of competence, expressed in different terms and approaches, was relevant at all times. The philosophers of the Ancient and Middle Ages (Confucius, Democritus, Aristotle, F. Aquinas, Quintilian, John Chrysostom, Metropolitan Illarion, Nestor Chronicler, etc.) made efforts to solve it. Competence of the specialist is an object of intense interest of modern scholars in the XX-XXI century (B.Gershunsky, A.Aleksiuk, V.Adolff, G.Aksionov, T. Andronova, N.Starikov, A.Semenova, V.Demydenko, I.Ziaziun, S.Goncharenko, V.Semichenko, N.Nychkalo, O. Pekhota, etc.). Their works are devoted to various aspects of the phenomenon and different interpretations have been given.

The Dictionary of Foreign Languages indicates "competency" (Latin "competere" – to seek, correspond, approve) as a circle of questions in which a person is well-informed, and "competence" as 1) possession of competency; 2) possession of knowledge to judge anything" [9 p. 295]. The Soviet encyclopedic dictionary gives the definition of "competency" (from Latin "to compete" – to seek, correspond, go) as knowledge, experience in a certain area" [8, p. 621], which is in harmony with the definition of the New Explanatory Dictionary of the Ukrainian Language, where "competency" is 1) good

knowledge of something; 2) the scope of the powers of any organization, institution or person" [7]. Detection of the values of "competence" and "competency" allows to establish the essence and specificity of such concept as "professional competence" of a teacher, which is recognized as the ability to design, modeling of his own activities in the "human-human" system for solving educational problems that contribute to optimization of a student's personal growth and his ability to further self-realization in life [4].

An Explanatory Dictionary of the Ukrainian Language (1988) provides the following definition: "competent – proficient in a particular field, qualified; who, according to his knowledge or authority, has the right to decide something".

Consequently, to be competent means to be able to mobilize knowledge, skills, life experience and personal traits in a particular situation; it is a specific ability that allows to solve problems effectively, to analyze and synthesize information, to make deliberate decisions, to work in a team, to engage in self-education, self-improvement. In addition, a competent teacher-geographer must be able to navigate social situations, correctly identify students' individual characteristics and their emotional states, to obtain adequate means of socio-cultural influence on students and to implement them in the process of interaction, because studying geography primarily involves getting acquainted with the geographic environment as a system that self-evolves, changes in time and space under the influence of exogenous and endogenous processes, various sources of energy.

Formulation of the goals of the article. To establish the significance of geographic culture in the structure of professional competence of future geography teacher.

Presentation of the main research material.

The study of scientific research in the field of professional pedagogical training indicates that the appeal of modern pedagogical thought to universal values highlights the problem of geographic culture formation in a geography teacher as the basis of his professional competence. According to V. Slaktionin,

the teacher's culture is a special style of thinking, which determines readiness for the analysis and transformation of pedagogical situations, making decisions about choice, usage and creation of pedagogical action means that correspond to these situations. The thinking of this type includes pedagogical reflection as the ability of a teacher to realize his condition, to match his tasks, his actions and achieved results in real situations in order to control, evaluate, correct and improve teaching activities. M. Baransky maintained the idea that the concept of "geographic culture" includes the geographic thinking, which consists of the belonging to the territory, the ability to discuss issues with the help of maps, use geographic maps as a source of the surrounding reality knowledge [1, p. 8]. Consequently, the formation of socio-cultural competence of a geography teacher is the development of his general and geographic culture, a special planetary type of thinking, the formation of his own spiritual world, the involvement of the nation and world civilization values, the development of a coherent personality due to the needs of professional practice.

According to the activity theory, professional competence should reflect the element of professional activity structure, and therefore have motivational, executive and controlling components. The motive of the teacher-geographer's activity implies its purposefulness, vision of the result. Execution of activities is the consistent deployment of operations in accordance with the objective specified by the program of activity. The control component compares the result obtained with the goal. Understanding the component composition of socio-cultural competence in the context of professional formation of a geography teacher allows, on the one hand, to record its psychological content (subject, means, methods, components and the result of this activity), and on the other, to accept an analysis of its procedural plan and external structure or operational and motivational action plan.

The development of the professional competence of a geography teacher contributes to:

- the combination of various forms of spiritual development of reality (cognitive, evaluative, idealizing, motivating, etc.) and various sources of information (fiction, media, life experience, etc.);

- the orientation of socio-cultural training for the formation of knowledge, skills and abilities, as well as personal qualities of a teacher (intellectual, moral, volitional, etc.);

- Developing antidogmatic thinking, percipient to absorb any new information, to understand the values representing different worldviews and cultures;

- Organic combination of global and local, universal and national in the teacher's views.

It should be noted that every person receives access to culture not when it is obliged to read and memorize certain information, but when there is the opportunity to live in culture, think, evaluate situations, make choices. Thus, it can grow only in the context of being involved in the universal human genesis in culture and only through culture as a holistic, integrated by an individual measuring. We believe that the professional competence formation will help the geography teacher to know the ways of gaining knowledge and experience about how to become a person who is personified by culture and able to convey this experience to students.

At the present time there is a noticeable revival of interest to the information approach in the culture formation, increased attention to understanding people of another culture, the analysis of phenomena of cultural diversity of people around the world, the construction of information models of cultural processes. The large-scale problem of a complex hierarchy of diverse cultures in the geographic space, cultural universalism will motivate the need (through the system of objective and subjective characteristics and value attitude to the environment) to comprehend and typologize cultures, to conduct intercultural dialogue, to create mechanisms of mutual influence of cultures.

Culture includes not only what is outside the person, but also the changes that he creates in himself, in his behavior. People have the opportunity to endow content not only with words, but also with their own behavior, individual acts, even their lives from the culture. Culture becomes an element of the human existence content, divided into knowledge (information about the properties of the object), values (the characteristics of the object's relation to person and vice versa fixed in human thinking), and regulates (rules or requirements, according to which a person builds his behavior and activity).

M. Baransky, A. Berliant, A. Darynsky, V. Preobrazhensky, Y. Saushkin, Y. Mashbits, V. Shcheniov and others emphasize the special role of geography and the need to develop the geographic culture of the individual in the development of the universal culture, confirming the thesis that geographic knowledge is necessary for any cultural person. Qualifying geographic culture as a result in shaping the professional competence of the future geography teacher, it is important to draw attention to the statement of M. Kotliakov, who states that geographic culture, in contrast to geographic science, international in content, is a part of the nation culture. It includes the culture of interaction with nature, the culture of interethnic relations, ethno-cultural, regional culture of labour and is closely linked to local nature, historical and geographic situation, old traditions of the nation [3]. Consequently, along with the above-mentioned approaches, which serve as the basis for a competent approach, scientists outline culturological approach, whose essence is deeply taught by V. Maksakovsky [5].

Nowadays, there is a need to bring education back to the context of culture. The problem of the teacher's culture is influenced by the real needs of updating the content of education, in particular, improving the quality of education and upbringing. New approaches to the educational problem solution put forward new demands on the teacher's professional skills. According to many researchers, humanity must learn to live within a new culture – geographic one. The education system itself has to assume this not an easy task – to deprive people of the outdated, narrow-minded views on culture and replace them with new ones –

georelativistic, it closely corresponds to the realities of the united world in which we live.

Under these conditions the role of geography, which comes along with philosophy, history, etc., is growing. It is determined by one of the leading educational subjects. In addition, unlike other subjects, geography reveals the spatial diversity of people's lives, the role of humanity in the development of planetary processes; and in the parallel with other sciences is involved in the formation of the individual's scientific outlook.

Culture is a historically determined level of society development, creative forces and person's abilities, manifested in types and forms of organization of life and activity of people, as well as in the material and spiritual values created by them. Manifestation of human culture is carried out through his value orientations, interests and needs, feelings and thoughts [8]. Characterizing culture as a system of meanings, values, beliefs, values, norms, patterns of behavior and cohabitation, the main elements of which are knowledge, value-cognitive meanings, universal values of interpersonal communication, principles and evaluation of universal human recognition, realized through value orientations, teacher's installation, a geography teacher should be able to follow the process of universal and national values formation, to accumulate emotional experience, to see the ways of self-realization, to find ideal examples for the recollection of personal values orientations.

Geographic culture is a result of pedagogical influence, a set of objective and subjective characteristics, the basis of which is value relation to the geographic environment [6]. Geographic culture is characterized by the following features:

1. scientific perception of the surrounding world;
2. knowledge of the geographic science language (concepts, terms, principles, theories, knowledge of personalities);
3. knowledge of the surrounding geographic environment, features of its changes and state;

4. developed geographic analytical thinking, ability to determine cause-effect relationships;
5. development of spatial representations, ability to "translate" geographic knowledge into a map;
6. ecological education, the desire to preserve and improve the geographic environment and its components as the basis of society's existence;
7. use of geographic knowledge and skills;
8. the ability to see the real geographic problems of their area and find ways to solve them optimally;
9. the ability to assess and predict the peculiarities of the geographic environment development, to make real short-term forecasts [6, p. 12-13].

Such scientists-geographers as M. Baransky, Y. Saushkin, V. Maksakovsky and others wrote about geographic culture. Volodymyr Pavlovich Maksakovsky, for the first time in the territory of a huge country, gave an argumentative definition of geographic culture, paying particular attention to the fact that geography has the greatest influence on the general culture of the individual. After all, geography reveals the manifestation of the main features and laws of dialectics in the geographic environment and its parts; reflects the manifestation of the laws of dialectics in the economic-geographic reality, and also clearly argues the emergence of the problem of the relationship between man and nature.

Thus, the formation of geographic culture of a geography teacher as the basic structure of his professional competence is, in our opinion, one of the strategic issues in the professional formation of a contemporary school teacher.

Modern students, who have access to the most diverse information, presented from different points of view and quite often in a distorted form, require a competent geography teacher, who can creatively lead the educational process organization, make the transition from the school of memory to the school of thought and action. In addition to these characteristics, competence is distinguished by:

- understanding the essence of the tasks being performed;

- knowledge of experience in this field and its active use;
- ability to choose means, adequate to specific circumstances;
- a sense of responsibility for the results achieved;
- the ability to recognize own mistakes and correct them [10, p. 13];
- ability of the subject of labour (an individual or a group) to perform tasks and responsibilities of daily activities, serving as the measure and the main criterion for determining its compliance with the requirements of labour [2].

The path to professional competence is long and complex. Therefore, the teachers of geography should focus on the development of their own pedagogical skills, creativity as a category that comes over the course of time and with well-defined elements of the methodology of teaching geography as they are tested by practice and keep the correct marks in the complex issues of education, outlining the perspective and self-confidence, contribute the development of geographic thinking. In the pedagogical encyclopedia (1965) the essence of pedagogical skills is revealed as "a high and constantly perfected art of upbringing and teaching accessible to every dedicated teacher loving children. The professional teacher is a high-tech specialist who knows his subject profoundly, is well acquainted with the relevant branches of science or art, practically understands the issues of general and, especially, child psychology, who possesses the methods of teaching". M. Diachenko and L. Kandybovych define pedagogical skills as a high level of teacher' professional activity. Its external side manifests itself in the successful creative decision of a variety of pedagogical tasks, in the effective achievement of the methods and goals of educational work. Internally, pedagogical skills are a functional system of knowledge, skills, abilities, mental processes, personality traits, which ensure the implementation of pedagogical tasks.

Formation of the creative personality of a teacher-geographer is provided in addition to the complex of cultural knowledge. It involves direct address to the person, his consciousness, reason, feelings through understanding historical and cultural phenomena, gaining world culture, bringing to the national monuments

of nature, knowledge of the general laws of cultural evolution, the original character of Ukrainian culture and its connections with the world. At the same time priority should be given to the cult of high spirituality, the wealth and uniqueness of the person's inner world and socio-cultural ideals.

Analyzing the level of competence of graduates, it is necessary to have data on the success of their activities in the educational sphere, which assesses the competencies on which their professional competence depends. At the same time, the personal qualities of future teacher, which form the basis of his competence, are also important, and they are varied and need no control.

Conclusions

Thus, as we see, the element of culture is compulsory in the formation of a teacher-geographer and is at one level with such qualities as knowledge, skills and abilities, emotional flexibility, interest to geography, creative activity, where particular attention to creativity is associated with changes of the modern school goals, which are aimed primarily at the development of personal qualities of each student, where the sources of creativity and pedagogical skills for a geography teacher are communication with students, own experience and experience of other teachers, general professional and geographic culture, which put the basis for the formation of his professional competence.

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