

FORMATION OF LOCAL STUDIES COMPETENCE OF THE FUTURE GEOGRAPHY TEACHER USING METHODOLOGICAL APPROACHES

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Abstract. *The article describes the methodological approaches to the formation of the local linguistic competence of the future geography teacher in the course of local history tourism. Methodological approaches to the formation of the local linguistic competence of the future geography teacher in the process of local and tourist work, such as activity, system, personal, technological, are determined. Generally, methodological approaches to the formation of local lore play a role to the development of students' positive motivation in professional activity, cognitive abilities, ability to quickly and easily enrich their knowledge through the conscious use of information flows related to current issues and knowledge in the orientation of the educational process. Formation of local lore should be aimed at mastering students' personal traits that ensure personality-oriented and harmonious development. It is noted that fundamentally new approaches to the political, economic and social progress of the state, insufficient development of local lore and tourism as an effective means of personality formation, acquaintance with the natural and urban environment make the necessity of significant changes in the future geography teachers' professional training. All this actualizes new approaches to vocational training, and in particular, the future geography teacher in the field of tourism. In the course of the conducted research, we have concluded that methodological approaches of formation of local lore competence in the process of future geography teacher's training are one of the main components for scientific substantiation of effective vocational training. The theoretical principles of determining methodological approaches to the formation of the professional and regional competence of the future geography teacher are described.*

Keywords: *local lore, future geography teacher, methodological approach, activity approach, systematic approach, personal approach, technological approach, student-geographer.*

JEL Classification: I28, I29

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Introduction. In modern pedagogical literature, there are different approaches to the apparatus of forming the competence of the future teacher of geography. Various criteria and indicators of students' developed local knowledge competence are proposed, including: academic success, strength of learning, ability to perform tasks of a problematic nature; theoretical knowledge of educational disciplines, content of cognitive activity, independence of students; operational activity during the performance of creative works, a change in the ratio between local history activities organized by the teacher and performed by students during research work.

In our opinion, the formation of defined criteria and indicators is possible under the condition of a clear outline of methodological approaches to the formation of local knowledge competence of the future geography teacher in the process of local knowledge and tourism work, which determine the practical orientation of the content of the training of geographer students with the mandatory provision of the unity of its theory and practice.

Literature Review. The theoretical principles of determining the methodological approaches to the formation of the professional and local knowledge competence of the future geography teacher are highlighted in the publications of scientists, namely: O. Bondarenko (Formation of the readiness of students of natural and geographical faculties of pedagogical universities to work with local history students); S. Honcharenko (Pedagogical studies: methodological advice to young scientists); I. Dychkivska (Innovative pedagogical technologies); D. Lyuta (Methodological approaches in shaping the readiness of future tourism specialists for professional activity); N. Pysmenna (Personally oriented approach in the context of humanising the educational process); O. Timets (Formation of the professional competence of the future teacher of geography in the process of professional training); O. Yakovleva, N. Yakovleva (Pedagogical concept: methodological aspects of construction); and others.

I. Dychkivska emphasises: in order to teach children to be a system operator, it is not necessary to single out certain activities or lessons, it is enough to include elements of the system approach in stages, in fragments, during the study of any topic [13, p. 143]. In her writings, N. Pismenna examines the scientific and theoretical foundations of the implementation of a person-oriented approach in the educational process, which makes it possible to formulate a number of important positions that influence the implementation of a person-oriented approach in the practice of higher education [18, p. 252].

According to O. Timets, the professional competence of the future teacher of geography is an integral characteristic of the personal development of the future teacher and his mastery of professional activity, which is connected with the ability to meaningfully assimilate a complex of knowledge, skills and methods of activity in geography [21, c. 46].

D. Luta in his scientific work points to methodological approaches that are interconnected with the regional competence of the future geography teacher, namely: systemic, competence, functional [16, p. 139].

The analysis of the works shows that the process of formation of the local knowledge competence of the future geography teacher should be based on clearly defined methodological approaches, the main of which, in our opinion, are activity, system, personal and technological.

Aims. Elucidation of methodological approaches to the formation of local history competence of the future geography teacher in the process of local history and tourism work.

Methods. In the methodology, there are different approaches: ethnopedagogical approach (determines that education and upbringing must be carried out taking into account the national traditions and mentality of the people, its culture, national-ethnic

rituals, customs, habits); anthropological approach (presupposes the systematic use of data from all human sciences, the structure and implementation of the pedagogical process, taking into account the integral nature of a person); axiological approach (allows to study phenomena from the point of view of identifying their possibilities to satisfy human needs, solve the task of humanising society) [15, p. 15]. However, in our research, we rely on such generally recognized methodological approaches as: activity, system, personal, technological.

Results. Improving the preparation of a future geography teacher for local history and tourism work based on the competence approach involves the formation of positive motivation, providing students-geographers with subject knowledge and research local history and tourism skills, personal qualities (components of competence) of the organiser of local history and tourism work. The future teacher of geography must master not only the set of necessary special knowledge of local history and tourism, as well as theoretical local history information, which involves the development of geographical thinking, knowledge of conceptual provisions of local history and tourism work, features of its psychological-pedagogical, developmental and technological support.

Positive trends in the development of school geographic education, the experience of professional training of future geography teachers in foreign countries influence the change of educational orientations in Ukraine, contribute to the resolution of contradictions between teacher training and the labor market, enable the formation of personal competence taking into account historical, cultural and national characteristics [7, p. 301].

Increasing the effectiveness of local history and tourism work is possible through the improvement of traditional and the search for new forms and methods of organisation, the expansion and optimal combination of teaching methods, technologies, methodological approaches, the use of complexes of technical and didactic tools that would ensure the relationship of classroom and group forms [19, with. 6].

The activation of the practical activities of the local history and tourism direction of the future geography teacher is conditioned by the need to master the optimal methods of organising psychological-pedagogical, educational and developmental activities, local history knowledge and skills, skills in the practical implementation of local history and tourism work, reflection of one's capabilities in overcoming difficulties on the way to achieving the desired result.

The formation of the local history competence of the future geography teacher in the process of local history and tourism work is possible if scientifically balanced methodological approaches are followed. As you know, a scientific approach is a set of techniques, methods of influencing someone, studying something. In education, this is a category that reflects the worldview, views, and social guidelines of subjects of education, which contributes to the systematic organisation of the educational process. In our opinion, activity, system, personal and technological approaches are the main ones in the formation of local knowledge competence of the future geography teacher (Pic. 1).

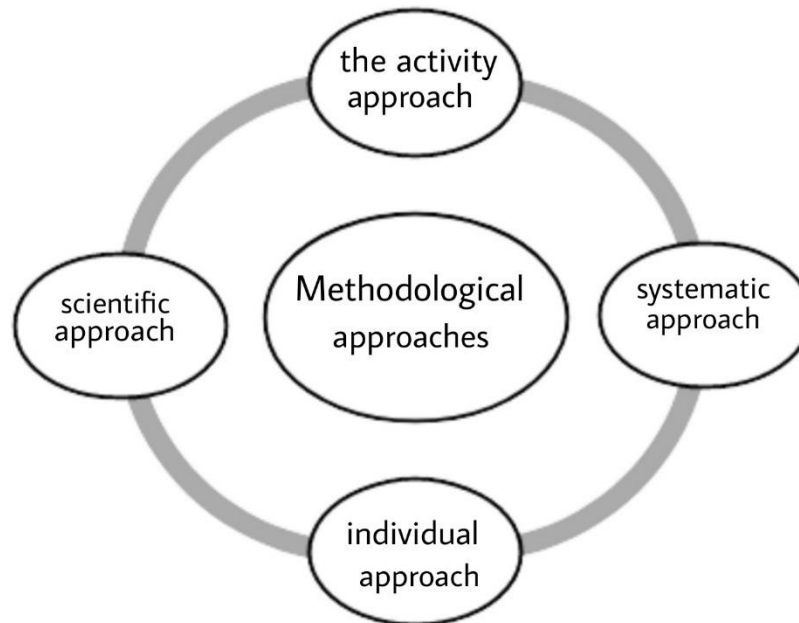


Figure 1. Methodological approaches to the formation of local history competence of the future geography teacher in the process of local history and tourism work

Source: developed by the authors

The activity approach is fundamental as a whole system of activity, in particular educational, in the process of which a person learns the experience of previous generations in the unity of material and mental; the real process of independent human interaction with the world (G. Atanov [2] and others). V. Goncharov analyses learning and cognition in a tangential form with the obligatory reflection of the subject on his own educational activity, knowledge of means and methods of activity, acquisition of learning skills [12, c. 172].

Cognitive activity, the creative nature of which contributes to the development of this personality trait, is the main factor in the formation of local knowledge competence of future geography teachers. It is in educational and cognitive activity that the interaction, interdependence and structural unity of all components of local knowledge competence is revealed. The specially organized positive nature of local history and tourism work and cognitive local history tasks change the educational process, contributing to the process of learning.

Discussion. Thus, the use of the basic principles of the activity approach is aimed at the future teacher of geography taking into account the individual and psychological characteristics of students, their interests, mastering practical skills with the help of creative exercises, problem situations, free communication in the conditions of a tourist trip.

The formation of local knowledge competence of a geographer student takes place in the process of educational activities, since the knowledge of geographical facts and patterns that arise in the territory of one's native land, the ability to independently acquire and apply knowledge contribute to the formation of mental actions that turn into knowledge, skills, and abilities. A similar position is advocated by G. Atanov,

recognising that the activity approach is the main one in education in general and in cognitive processes [2]. Knowledge itself, as an element of activity, is the basis of the process of assimilation of knowledge and skills, which are an important component of the local knowledge competence of future geography teachers.

From the point of view of the activity approach, local knowledge competence is a complex form of behaviour and educational activity of a student, which is prompted by various needs that dominate depending on changes in the educational environment. The formation of local knowledge competence of future geography teachers requires a reorientation of the traditional goal of education (assimilation of knowledge, skills and abilities) to the goal of which is aimed at the development of the internal and external self-organization of a student-geographer in search of information about his native land, transforming it into knowledge, skills, and abilities that possess individual cognitive experience. The role of the teacher is essential, as he contributes to the clarity of the formulation of the goal of education, the main tasks; develops a plan and projects local history cognitive tasks, offers forms and methods and methodical support; implements control.

The growing role of the local history and tourism work of future geography teachers is due to the fact that in modern institutions of higher pedagogical education special attention is paid to it, there are changes in the methodological system of conducting local history and tourism research at school, the constant expansion of the scope of application of local history information and the organization of tourist promotions in education [9, p. 18].

The analysis of works on local history and tourism proves that the majority of scientific research is based on a leading activity approach. Forming the local knowledge competence of a student-geographer as an element of his personality characteristics is not limited to the subject-activity aspect of pedagogical work. Given the changes in the educational paradigm to person-oriented learning, knowledge, abilities and skills will be interpreted not as a goal or result of the pedagogical process, but as a means of personality development, revealing one's own inner potential to acquire individual cognitive experience of local history and tourism work.

Paying special attention to the process of knowledge (to study various phenomena and processes of the native land in their interrelationship and interdependence; to build a clear system of local history and tourism knowledge, abilities and skills) contributed to the identification of the fundamental system approach to the educational process. The system approach as a direction of educational methodology involves the formation and disclosure of the integrity of pedagogical objects, the identification of interrelationships and interdependencies in them (V. Bondar [5], Yu. Shabanova [23], etc.). Yu. Shabanova characterizes it as a direction of research methodology, which consists in the analysis of the object as a whole set of elements in a set of relations and connections between them, that is, it qualifies the object as a system. A system is a set of elements that are in relations and connections with each other and form a certain integrity, unity [23, p. 14].

The formation of local knowledge competence should be aimed at students' mastery of personal traits that ensure personally-oriented and harmonious

development. In this regard, another important approach to the formation of local history competence of geographer students in the process of local history and tourism work is the personal approach, which is understood as the consistent attitude of the teacher to the pupil, both to the individual and to the subject of educational interaction. Characterising the individual as a subject of activity that independently determines the type and form of this activity, G. Ball [3], I. Bech [4], N. Pysmenna [15] and others recommend taking into account the individual abilities, inclinations, originality of each personality, as an individual endowed with unique natural data, experience and component parts of competence, a social order for the training of specialists.

The task of professional training of the future teacher of geography consists in the development of individuality, taking into account the social requirements and requests for the development of his qualities, this involves the centering of training on the student as a person. The teacher's role is changing: he takes into account the student's interests and level of knowledge, accordingly outlines the educational goal, the rhythm of the educational process. O. Bondarenko, points out that local history work serves as a means of implementing urgent educational tasks, because in the conditions of person-oriented education it has a powerful potential for comprehensive harmonious development of the student's personality [6, p. 31]. S. Honcharenko, analysing the works of A. Maslow, R. May, K. Rogers, and V. Frankel, notes that full-fledged education is possible only when the school is a laboratory for discovering the unique "I" of each child [11, c. 243]. Among the conceptual directions of the implementation of a personal approach to the training of a future teacher of geography, it is worth highlighting the formation of beliefs in the value plan, professional and value orientations that determine his attitude to local history and tourism work, when the choice of values is determined by the processes of cognition, recognition, assimilation and comparison of them with individual direction of desires and life goals. The personal approach is based on teachers taking into account the individual characteristics and abilities of students and promoting their further development. At the same time, the future teacher of geography is oriented to the study and development of the student's personal qualities, his organisational qualities, consideration of educational goals and tasks, help in overcoming shortcomings, difficulties, mistakes, use of means and methods of pedagogical influence; help them draw up their own plans for self-realisation, motivation for self-education as mandatory components of improving local history and tourism training. Focusing attention on the individual characteristics of students is an important indicator of the professional skills of a future geography teacher during the formation of local knowledge competence.

In the last thirty years, a technological approach in education has been widely developed, which involves the study, development and application of the principles of optimizing the educational process based on the latest achievements of science and technology. The implementation of the technological approach was supported by such scientists as: A. Aleksyuk [1], I. Dychkivska [13], O. Kobernyk [14] and others. According to scientists, the features of this process are related to the purposeful combination of students' creativity and self-management, the development of interest,

a positive emotional attitude to the process of acquiring knowledge and skills. This is facilitated by the construction of training according to the principles of technology, the use of non-standard, innovative teaching methods in classes. Geographer students should be given the opportunity to reveal their inner creative potential through local history and tourism work.

O. Pereyaslavskaya interprets the technology of organising the educational process of students as "a pedagogical process characterised by subordination of all elements of the educational process to a single goal; the presence of a clear, consistent technological chain of teacher and student actions aimed at solving target tasks; the presence of mandatory diagnostic procedures that contain criteria, indicators and tools for measuring activity results; orientation of the entire learning process to obtaining results; reproducibility of pedagogical technologies" [17, p. 42]. In order to choose the optimal technologies for the formation of local knowledge competence of geographer students based on the established principles of didactics, it is necessary to select various forms, methods and means of their implementation; strategies, priorities, systems of interaction, teaching tactics and the style of work of the teacher with the student. The technology of the educational process combines educational problems related to the analysis of educational material and the organisation of the educational activities of the teacher and the student. O. Timets [21], O. Topuzov [22] and others emphasised the significance of the teacher's use of pedagogical technologies. Local history and tourism work based on a technological approach is characterised by purposefulness, clear diagnosis of learning effectiveness indicators at all stages, individualises the pace of cognitive tasks, increases the effectiveness of self-control and self-correction of local history research, makes it possible to obtain the planned result with minimal expenditure of time and money, reproducibility of the process in the natural conditions of the tourist hike.

The implementation of the identified approaches provided for the orientation of the educational process of applying local history and tourism within the future profile of a specialist, the use of local history cognitive tasks, formation of a stock of terms from local history and tourism issues, activation of material about the native region, organisation of competitive events of a professional nature. According to S. Honcharenko, the analysis of the content of modern didactic knowledge proves that the constructive function of didactics corresponds to its principles - the norms of didactic behavior, the observance of which will enable the teacher to acquaint students with the basics of systematic knowledge about the world, develop their cognitive interests and abilities, shape their worldview, and also involve in self-education [10, p. 102–103].

The result of the professional training of future geography teachers for local history and tourism work is the formation of their professional competence based on the competence approach in education. This approach to the training of a future teacher is a methodological program focused on the predicted achievement of a high-quality educational result, the generation of promising ideas and factors under the influence of which it is formed, on the study of regional aspects of pedagogical activity, development, implementation of creative ideas and pedagogical technologies [8].

Fundamentally new approaches to the political, economic and social progress of the state, the insufficient development of local history and tourism as an effective means of personality formation, familiarization with the natural and urbanized environment motivate the expediency of significant changes in the professional training of future geography teachers for local history and tourism work. All this actualizes new approaches to professional training, and in particular, the future teacher of geography to local history and tourism work.

Conclusion. In the course of the conducted research, we came to the conclusion that methodological approaches to the formation of local knowledge competence in the process of training a future teacher of geography are one of the main components for the scientific justification of effective professional training. We have analyzed departmental, systemic, personal, and technological approaches. The result of the professional training of future geography teachers for local history and tourism work is the formation of their professional competence based on the competence approach in education.

We see the prospects for further research in the optimization of the formation of regional knowledge competence of geography teachers during the improvement of their professional qualifications.

Author contributions. The authors contributed equally.

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