

An Integral Model of Training of Future Teacher of Geography for the Local History and Tourism Work on the Basis of Competence Approach. A Proposal for Transitional Forms of Education

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Abstract: Social transformations, changings on the labour market, in particular in the educational services' sector, need qualitative modifications in conceptual principles of prospective geography teachers' vocational training. As a result of scientific literature's studying, the essence of the problem of prospective teachers' geography training for hiking and local-lore activities has been analyzed, and a set of conclusions have been formulated. Until the mid 20th century scientists had been researching organisation of tourist-related and regional studies activities mostly in line with traditional school didactics. Only at the end of the second half of the 20th century – at the beginning of the 21st century interest for the organisation of students' tourism and their studies of local lore grew higher. During this period foundations have been laid for touristic and local-lore activities as a pedagogical category in tertiary institutions. Attempts are being made to study this question in the context of new pedagogical technologies. Therefore explorers have concentrated their attention on professional competence, description of its significant indications and structure, on diagnostics.

Keywords: *educational services; geography teachers; school didactics; tertiary education; professional competence.*

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Introduction

Social transformations of society, changes on the labour market, in particular in the sector of educational services, require qualitative modifications in the conceptual framework of professional training of future teachers of geography. Implementation of these tasks requires not only providing the teacher with a system of professional knowledge, but also formation of abilities for professional actions and relationships, individual cognitive experience and development of significant qualities in accordance with the professional qualification “Organizer of local history and tourism work”. All this actualizes new approaches to professional training, specifically a future teacher of geography to local history and tourism work.

Education, focused on personality, skills competence approach, continuing training promotion, life-long education, creating favourable conditions for the forming of independent scientific knowledge, self-education and self-realization of personality have been acknowledged to be priority areas in the “Higher Education” Law of Ukraine (2014), National Policy for the Development of Education in Ukraine (2002), “National Strategy for the Development of Education in Ukraine for the period up to 2021” (2013), “National Qualification Framework” (2011). According to the government documents, an ability to enhance his/her competence independently, quickly, qualitatively and continuously has been named among principal qualities of personality. “Competence is a dynamic combination of knowledge, abilities, and practical skills, ways of thinking, professional, world-view and civil qualities, moral and ethical values that defines the person’s ability to perform professional and further training activity and is the result of studying at a certain level of the tertiary education” (“Higher Education”, 2014, p. 2).

Abdullina and Ilina consider that professionalism, that depends on the degree of mastering modern content, up-to-date methods of tackling of professional tasks and productive ways of their fulfilment, is a result of professional training (Abdullina, 1990; Ilina, 1994;). We deeply appreciate the attitude of those scientists’ who, not denying the significance of professionalism, admit that the result of prospective teachers’ training is their professional competence (Maksymchuk et al., 2020; Zimnjaja, 2008).

Relevance of the study. In state circulars, in particular in the conception of the development of professional education its objective is defined as satisfaction of personality’s, society’s and nation’s needs in educational services in training, retraining and refresher courses for various categories of the population with due regards for the requirements of the labour market; forming of a creative person, rich in human spirit, with

regard for their needs, interests and talents where the forward-looking nature of professional training, continuity, fundamentalisation, professional training's, science's and production's integration are the basic principles; flexibility and correlation between the process of professional training and restructuring, further economic development, and employment; regionalisation of professional education, merging of general educational and professional training, standardisation, the unity of professional education and upbringing, ecologization, variation, individualisation and differentiation (National strategy of development of education in Ukraine, 2016).

However, abuse of the notion "competence" and a large number of approaches to formation of interprofessional, integrated or quasi-professional competencies (as in our case - local history and tourism work of a geography teacher) necessitates development of framework models of one or another aspect of competence formation.

The purpose of our article is to analyse the current problems of implementing the competency approach in higher education institutions; development of a model of training of the future teacher of geography for local history and tourist work on the basis of the competence approach. The model should be of a framework type, help to improve training of future teachers of geography for local history and tourism work on the basis of a competency-based approach and take into account the possibilities of transitional forms of education in developing countries.

Methods of work - systematic analysis of relevant literature, generalization of different levels of components of education, structuring, modelling and partial implementation in the educational process.

The article is generally theoretical in nature, and its main hypothesis is that despite the openness of the educational space, it is possible to build a relatively complete model of preparing future geography teachers for local history and tourism work on the basis of a competency-based approach.

The latest aspects of training a future teacher of geography for local history and tourism work

Analysis of the latest sources from the scientific metric databases Web of Science and Google Scholar allow us to outline the most relevant areas, forms and methods of local history and tourism component of education of future geographers, teachers, historians, etc. Scientists attach great importance not just to independent work, but online interaction with the so-called GIS (geographic information systems). Worldwide, GIS is integrated into the education system of future geographers, which allows to track the most subtle changes and trends in the world geography and related

sciences (Healy & Walshe, 2020). However, according to the authors of the study, in developing countries students' knowledge of GIS is limited or absent. For Ukraine, the experience of using GIS, in our opinion, should not be ancillary, but integrated into academic disciplines and included in bachelor's and master's programmes as mandatory.

It is well known that a teacher-methodologist, who is going to model an effective and long-lasting educational process, should have the ability to plan, predict and even have a futuristic sense. Haley and Welsh last year published an article entitled "From the Digital World to the Post-Digital World: The Future Generation of Geographers." Their idea is not new, but now it may gain new relevance. Researchers acknowledge that the digital world is not over and that geography teachers must rely on three resources: the school curriculum, student experience and needs, and the teacher choice (Healy & Walshe, 2020). On the positive side, the digital learning base is always dynamic and changing, so educators need to take this into account when designing curricula and at the same time help students to orient themselves in this digital world. However, Haley predicts that a post-digital world will soon emerge, "in which digital is inextricably integrated into the daily lives of teachers and students" (Healy & Walshe, 2020, p. 181). In our opinion, this means that geography, and especially local history and local tourism will become much closer, and the abandonment of virtual travel in favour of real is gaining momentum. We believe that to model the training of future teachers of geography for local history and tourism, this means the following: a) there should be parity and complementarity of digital and real in the content of their activities; b) non-standard travel, mini-visits, local tourism, etc. will gain popularity over time, so the geographer should be prepared for a "micro-exit" to offline activities.

Healy and Welsh believe that geographical education is formed by a digital world, as well as real social relations, the economy, which together determine the geographical context. Scientists identify four directions of geographical education: "Professional practice and personal identities in the digital world"; "Geographical sources and ties in the digital world"; "Geospatial technologies in the digital world"; and "Geographical Field Works in Digital World" (Healy & Walshe, 2020, p. 1). As one can see, technologies, connections, sources (resources) and interaction (activity) also determine the educational strategy, and the economic niche of tourism.

The offline topics of the study are continued by researches that during formation of professional competences of teachers of geography emphasize visiting historically and geographically significant places. Among such publications the article by Huong, Hang et al., (2021), are noteworthy.

Oriental scientists state that in recent years at history and geography lessons in Vietnam a considerable attention is paid to highlighting cultural characteristics (Huong, Hang et al., 2021). Scientists conducted a qualitative analysis of educational achievements and concluded that a real (physical), but not a virtual visit to possible (usually nearby and low-budget) places of interest shows high results. Moreover, a combination of a real trip followed by a digital visualization (and not vice versa) causes a surge of emotions, and hence - motivation and interest.

Another relevant area is the use of educational ICT based training tools in acquisition of local history competencies. One of these areas is the optimization of local history training by its reflection - complementation - interpretation in digital media, portals, channels, etc. Gamar & Tati (2021), proceed from the established principle that “the local history training cannot make a positive impact on both cognitive and affective aspects of students (Gamar & Tati, 2021). However, the experiment conducted by these scientists proved that the interpretation of local history and tourist objects in social networks, sites, channels adds to their extravagance. As a result of this – the pleasure from working with virtual and real objects. In our opinion, this regularity should be taken into account in the educational process. We even dare to postulate: “All that is in the social network is great.” This is an analogue of the ancient truths of the type “what is created - is beautiful”, “what is made, is sacred”. However, we expect that such an approach will have a real effect only in case of physical interaction with geographically and historically significant objects.

Currently, there have been a lot of researches that develop electronic platforms or training tools for regional studies, tourism and geography based on mass open online courses (MOOC) (Sulistyo & Nafiah, 2019). Such models are open algorithms of dynamic and effective training, consisting of analysis, design, development, implementation and evaluation of educational material. For developing countries, this is of particular importance. Thus, Sulistyo and Nafiah (2019) state: “Due to the high cost of general education and the problems of its availability, MOOC is a practical alternative to training models that can be widely implemented, especially the availability of training in a higher school. Due to development of E-PAS based on MOOC in studying local history (Sulistyo & Nafiah, 2019).

On the other hand, the use of new media in historical and geographic education creates the effect of “augmented reality”. This is currently possible due to creation of 3-D images of places of interest and even virtual travels with smart applications (Kysela & Štorková, 2015). Such technologies of augmented reality provide great opportunities for the real

training of historians, geographers and regional ethnographers who receive tourist experience indoors, while possessing relevant interfaces and minimal digital skills.

This year the East Slavic scientists are focused on the pedagogical capabilities of tourist activities and local studies in new socio-economic conditions. These scientists are convinced that the tourist-ethnographic competence of future geography teachers will be best formed in the junction of two trends: on the one hand - on traditions, values and experience, on the other hand, - on constant taking into account consumer, trend, cultural changes (Demeuov, Mazbayev, Aukenova, et al., 2021). Within the framework of the East Slavic post-Soviet educational space, these progressive tendencies contradict traditionalist approaches. Their proponent is undoubtedly the teacher. Its main function is to organize and conduct tourism and ethnographic activities at school in line with post-classical education. However, this requires, on the one hand, implementation of an open educational model, on the other hand - reliance on a syncretic methodological model of holistic consideration of all methodological components. The next part of our research will be devoted to this issue.

This year's publications of Eastern European scientists pay less attention to digitalization and remote management, and more attention - to material realities and psychology, including subjectivity, reflection of subjects and "practical use of educational potential of tourism in current social crisis" (Fedorchenko, Kutuev, et al., 2021). Among the potentials local values are considered (location, history, nature), human resources, and the what is more important – the intercultural communication, which forms the social space and its aesthetic and symbolic nature.

These observations emphasise once again the need for an inexpensive but holistic and effective model of local history and tourism education in transitional democracies and, consequently, education reform. Thus, we will focus on Eastern European approaches with predominantly traditionalist tendencies in education (Ukraine, Belarus, Russia).

Implementation of skills competence approach into the sphere of tertiary education

Competence approach in the sphere of education was founded in the USA in the 1960th (Frolov, Mahotin, 2004, p. 34). By the end of the 20th century the idea spread to the Great Britain, Germany, France, etc. The American explorer McClelland (1973) identified personality's abilities and characteristics, which exist beyond cognitive capacities (self-esteem, self-regulation, communication, etc.), with competencies, having claimed that

they predict the effectiveness of learning or implementation of a certain work. English scholars deepened his thoughts, having added a functional aspect to the definition of competency. It formed the basis of the “National Qualification Framework” and of the life-long education system: every person was to have the capacity for doing a certain work and demonstrate high standards within the limits of his/her functional responsibilities at a particular workplace (Cheetham, Chivers, 1996, p. 24). Such an ability for action was supported and included into German educational system. Subject, personality and social competencies mark the deepness and comprehensiveness of the skills competence approach, implemented in the country (Plyuhina, 2016, p. 24). In France competence approach was regarded as a need for the development of individual behaviour characteristics and as building of a model of organizational competencies (Haddadj, Besson, 2000, p. 82–83). It caused description of qualification requirements through well-defined competencies. Looking back to the origins of skills competence approach in foreign countries, Isaeva, Rubanik (2011) affirms that in the base of French description of competencies lay knowledge (“savoir” and “connaissance”), experience (“savoir faire” or “savoir agir”) and behaviour characteristics (“savoir-être” or “la faculté de s’adapter”).

Thus, the thoughts about implementation of competence approach into the sphere of tertiary education in foreign countries make possible to include it in Ukrainian educational process. This approach for prospective teachers’ training serves as a methodological program, forwarded to predicted achievement of qualitative result of the education, generation of promising ideas and factors under influence of which it forms; to the study of local lore aspects of pedagogical activity, exploitation and realization of creative ideas and pedagogical technologies. The main lines of its usage in prospective geography teachers’ training for hiking and local history activities are: the didactic one, aimed at the forming of knowledge and skills in hiking and local history activities; the professional one – for defining of the ability to act through motivation level and readiness for this type of work under unusual conditions of camping trip; creative one – for testing of professional level, innovation potential; reflexive one, directed at studying of geography students’ self-awareness sphere and their autonomy at hiking and local history activities.

Today we have an issue of providing clear guidance on skills competence approach in tertiary education. It is linked to the development or optimization of its standards. Selevko (2004, p. 138) points out that skills competence approach means gradual dominant educational paradigm’s re-

orientation that provides transfer of knowledge and forming of skills for creating conditions, concerning mastering a set of competencies – a necessary potential for graduate's surviving and stable viability under the conditions of modern multifactorial, social and political, informatively and communicatively saturated space. Sembrat (2017, p. 176) claims that skills competence approach is an education for life, for successful socialization and development of personality at the base of student' mastering of socially meaningful skills (competencies); assessment for giving students a possibility of independent planning and improvement their educational results in the process of constant self-evaluation; different forms of organization of students' autonomic meaningful activity, based on their own motivation and responsibility for the result; matrix management system, delegation of authority, involving people from external environment into educational management and activities' assessment process, teacher's liberty in the methods of inculcating social priorities (competencies) to the students.

In the recommendations of European Council, concerning the issues of Education Renewal Strategy, competence is identified as an aim and a result of education process that contributes to effective actions of personality in life and professional situations.

Ukrainian explorers of skills competence approach abroad Lokshina (2007, p. 19), Lugovyi (2009) and others, state that European Council describes five key competencies that are necessary for every educated European:

1) political and social competencies involving capacity to feel responsibility, take part in collective making decisions, promote conflict resolution through non-violence, be engaged in functioning and improving of democratic institutions;

2) the competencies, connected with life in multicultural society (mutual respect, understanding, capacity for living in peace with people of other nationality, culture, language and religion; they define a person's social maturity (Nerubasska, Maksymchuk, 2020a; Nerubasska, Palshkov & Maksymchuk, 2020b));

3) the competencies in oral and written communication;

4) the competencies, connected with the development of information society, that is, with the usage of new technologies and their effective application, etc.;

5) the competence in capacity and wish for life-long learning.

In Yakovenko's opinion (Yakovenko, 2015, p. 25), the objective of skills competence approach in tertiary education is to mind the gap between students' knowledge and their practical activity; to teach students how to

fulfil practical tasks with the help of acquired knowledge. In correspondence with the aim of our study, we claim that implementation of creative tasks of hiking and local history activities is that particular element of skills competence approach for prospective teachers' professional training which will cause narrowing the gap between the theory and practice in education.

Competence approach in tertiary pedagogical education is qualified as an organization of educational process the aim of which is acquiring a set of competencies (the integral one, the general programme one, and the special one). That set is considered to be a professional competency. In our opinion, this shows that the result of prospective geography teachers' training for tourist and local history activities on the base of skills competence approach is availability of such element of special professional competence as a local history competence, fully formed.

Skills competence approach in the educational sphere is in the focus of many explorers' regard. The question of the essence of such pedagogical concepts as "competence" and "competency" is basic for the development of modern conception of competence approach in education (Isaeva, Rubanik, 2011; Lokshina, 2007).

Their content, structure and linkage have been analysed in the scientific studies. It enables to improve theory and methodics of educational process organization, predicts forming of theoretic and practical readiness for functioning in a profession (Lokshina, 2007; Lugovyi, 2009; Markova, 1990, et al.).

Since competence approach is acknowledged to be basic in prospective geography teachers' training for hiking and local history activities, it would be worth to analyse more carefully the notions of that were defined identically in some particular scientific papers (Bajdenko, 2006), and differently – in some others (namely: *competency* is an element of *competence*) (Timets, 2011). In "The National Educational Glossary" competencies are defined as "a power, given to a person, a circle of his/her employment rights and obligations" (Zakharchenko, Kalashnikova, Lugovyi, 2014, p. 29). In correspondence to lexicographic studies, competence is a range of subjects which someone is an expert in; a level of authority (Ozhegov, 1986, p. 289); a circle of topics or phenomena of which a person is a connoisseur, and has a fundamental knowledge, experience; a sphere of jurisdiction, a realm of issues or subjects for someone's tackling (Tatjanchenko, 2005, p. 358); a good knowledge of something; terms of reference of some organization, institution, person (Yaremenko, Slipushko, 2006, p. 874); a set of criteria, available for measuring or assessment of knowledge, abilities and skills, acquired over a lifetime and necessary for

some professional activity (Timoshenko & Timoshenko, 2006, p. 29).

There isn't any unity in regard of the essence of competence among scientists. The situation is caused by complexity of the phenomenon analysed because its content depends on substantial and personal aspects. Further we are going to distinguish clearly between the notion of "competency" and the notion of "competence", since we believe that "competency" characterizes the educational result, and "competence" - the sphere of personality's professional activity and a certain level of the experience, acquired through this activity, that is to say, competencies are components of competence.

Hutorskoj (2003, p. 55) describes competence as a collection of interconnected qualities of a person (knowledge, skills, methods of activity, experience) that is an impersonal, programmed social requirement (norm) for educational training of the student, necessary for his/ her qualitative productive activity in a certain sphere. Competence is a collection of personality qualities of a student (value and content orientations, knowledge, abilities, skills and capacities), conditioned by his/ her activities' experience in a certain socially and individually meaningful realm (Hutorskoj, 2003).

Bajdenko (2004, p. 5) regards competence as an ability for doing something qualitatively, effectively, in a broad scope of contexts with a high degree of self-regulation, self-reflection, self-assessment, with rapid, flexible and adaptive reaction on the circumstances' and environment's dynamics; correspondence to qualification characteristics (local and regional labour markets' requirements are taken into account); ability for performing certain types of activity and work, depending upon aims, problem situations, etc. Competence is a collection of knowledge, skills, and experience, reflected in theoretic and practical readiness for their realization in the activity at the level of functional literacy. Zymnjaja (2008, p. 23) names competencies as "some inner, potential, hidden new psychological structures (knowledge, ideas, programs (algorithms) of actions, value and relationship systems) which then manifest themselves in the competencies of the personality in actual manifestations of activity". In the explorer's opinion, competence is "intellectual and personal human's experience of social and professional activities" and "that experience is based on knowledge" (Zymnjaja, 2008).

Ukrainian scientist Lugovyi (2009, p. 8) differentiates these concepts as follows: "Competence is an integral characteristic of personality that divides into separate competencies. That is, a general competence consists of separate, partial competencies; each partial competence has a judicial meaning as a certain power (official, for instance), given to a person so as he/she could fulfil functions, laid on him/her". And

competency/competencies from competence/competences as acquired realization abilities of a person (Zakharchenko et al., 2014, p. 29).

By analogy to the “TUNING” project, particular attention should be paid on substantively specialized competencies that are tightly linked to the knowledge of specific educational branch and provide specificity and appropriateness of particular PhD programmes (Bajdenko, 2006, p. 28). The analysis of implementation of skills competence approach into educational sphere on the base of this project enabled to see a three-level hierarchy of the competencies’ system: 1) the key competencies (metasubject ones) – an ability for learning, social, general cultural, health-care, etc.; 2) general subject competencies (intersubject ones) are oriented to achieving of particular academic performance; 3) specialized competencies: are being acquired as a result of learning subjects during a certain term of study. Thus, in the process of tackling the issue of forming of specialized competency on Geography of Ukraine as of an integrated result of students’ learning activity, it is claimed that the competency forms itself on the base of mastering the content of general secondary education in a broad sense; of geographic education that means knowledge of the subject; of geographic education with local history component.

It is argued that functional characteristics of competencies manifest themselves in situations of professional and pedagogical activities in the following ways:

- specify real objects of cognitive activity for targeted integrated application of knowledge, skills and methods of activities;
- help to link theoretic knowledge with its practical usage for implementation of particular tasks;
- serve as a condition for realization of personal objective in learning through the method of overcoming of alienation from education;
- provide substantive work’s minimal experience, necessary for that experience’s adaptation and practical readiness regarding real objects of cognition and activity;
- they are integral characteristics of training quality of those who study and of the methods of organization of integrated personal and socially meaningful educational control;
- they are present in different academic disciplines and educational branches, that is, they are metasubject elements of the content of education.

Methodological, theoretic and practical basis and real ways of technological provision of competence education in tertiary school are

presented in contemporary psychological and pedagogical studies.

Some researchers highlight 37 types of competencies. they presents a category of “readiness” in them and a range of psychological qualities. Being agree with the authors, we equate the notion of “readiness” with “competence”. We also believe that the result of prospective geography teachers’ training for tourism and local history activities is the local history competency.

Hutorskoj (2003, p. 55), highlighting several groups of competencies, marks that there is no agreed set, since they qualify as a social demand and are adapted for every territorial unit. It is confirmed by Requirements for the establishment of educational and vocational programmes on prospective geography teachers’ training of specialization 014.8 “Secondary education (geography)”, where an additional specialization is presented, namely “touristic and local history activities”, where there is a qualification “Geography teacher. Organiser of touristic and local history activities” among other professional qualifications. As Bulava points out (Bulava, 2016, p. 29), the curriculum profile provides for acquiring integral competency and general programme competencies and specialized competencies by geography students. Knowledge, skills, communication, autonomy and responsibility belong to the curriculum outcomes: a prospective geography teacher knows “modern theoretic basics of the subject specialization; is capable for usage of elements of theoretical and experimental research in his professional activity; is capable for implementation of state standard and curriculums on two academic disciplines (or on one academic discipline, a course by choice, a type of extracurricular activities in secondary institutions, and a type of extracurricular work with students)”. These groups of competencies became a certain guidance for standardization within all levels of tertiary education; for establishment of educational and professional programmes with specialization 014.8 “Secondary education (Geography)”, and for the articulation of uniform requirements for graduates of different educational institutions of European educational space regarding touristic and local history activities on high professional level.

Prospective geography teacher’s professional competence provides for fundamental knowledge on a certain sphere of activities (in our case – on tourism and local history), stable motivational and emotional orientation to achieving high results, development of capacities, personal qualities, ability for seeing, understanding, formulation and solving educational problem professionally. The structure of professional competence is a complicated system that includes: 1) motivation for professional achievements; 2) innovation potential of personality; 3) necessary level of working capacity; 4)

capacity for self-development.

In the context of the analysis of prospective geography teachers' training we interpret professional competence as a category that indicates a degree of professional knowledge, abilities and skills, provides for orientation in the constantly renewed stream of information; prediction, planning and achieving goals; correction and adaptation of professional knowledge and talents according to the dynamics of the educational environment. Timets (2011) describes a prospective geography teacher's professional competence together with psychological, didactic, methodological, communicative and managerial competencies, and believes that it is an integral characteristic of a prospective teacher's personality formation (availability of motivation to training and value orientations), and mastering professional activities, linked to the capacity for consciously acquisition of a body of knowledge, skills and methods of activities on a certain academic discipline (geography), and logical operation (analysis, synthesis, comparing, generalization) on fundamental and specialized geographic disciplines; ability for autonomic work and research activity in a certain circle of questions and for interest in constant professional and personal development.

In our opinion, highlighted integral, general programme competencies and specialized one unite into a professional competence, whose formation happens within different forms of training and, in particular, during local history activities. These activities are based on a prospective geography teacher's capacity for organizing practical activity of educational process' participants through reproduction of geographic knowledge and skills. This reproduction of knowledge is conditioned by regularities and features of the content of geography as a science and as an academic discipline. Such a situation stimulates actualization of the problem of enhancing of prospective geography teachers' training for hiking and local history activities with students, contributes to finding effective ways of that activities' implementation through competence approach.

Scientists agree at the point concerning obligation of on-a-personality-oriented pedagogical process' conditions with interpreting a student as an actor in its structure. From the highlighted context we can separate an issue of forming of prospective geography teachers' local history competence. It enables the development of a future teacher as an actor at a certain stage of professional training, and also in the process of further individual professional growth during touristic and local history activities with students.

Therefore, orientation to competence approach for geography

students' tourism and local history activities becomes one of the basic vectors of their professional training. Relevance of competence approach is motivated by creating conditions for psychological, theoretic and practical training of prospective geography teacher for tourist and local history activities: to fulfil functions and tasks qualitatively, to monitor results, according to criteria established, to compare them in line with existing social, state and educational requirements. In compliance with requirements of competence approach pedagogical conditions should be created for transformation of knowledge, acquired by students into real professional activity. It will give them possibility to act adequately and effectively during local history research in the special conditions of camping trip.

On the base of the considerations given, we interpret a future geography teacher's professional competence in touristic and local history activities as his/ her local history competence. Its availability talks about high theoretic, methodological and practical preparedness for touristic and local history activities with students. We define perspective geography teachers' local history competence as a multifactorial quality. It is a result of acquirement of certain competencies that manifests itself in general capacity and readiness for this type of activity with students. The process of competencies' accumulation is based on knowledge, skills and individual practical experience of studying the peculiarities of the native region. Cognitive and research activities during camping trips, voyages and expeditions play here the key role. It also based on value orientations and integrative indicators of personality (communication style, self-assessment), acquired in the process of training and oriented to further autonomous participation in pedagogic activities with touristic and local history bias.

Presentation of the model and its methodological explication

In our understanding, the model of training future geography teachers in the local history and tourist work on the principles of a competent approach is a certain conditional replacement of the original process, a reflection of the plan, description and calculations mirroring the principles of internal organization and functioning, certain properties, attributes and characteristics of training regulated by the state instructions. Under conditions of a competent approach in the model of training future teachers of geography in the local history and tourist work, the training goals are connected not only with formation of readiness of students-geographers to properly perform professional functions of a local history teacher, but also with integrated requirements for results of the educational process, i.e., description of the competencies that graduates should possess and the

degree of their competence. The main function of the model developed by us is to improve the current system of training of future teachers of geography in the local history and tourist work on the principles of a competent approach.

A schematic variant of the model of training of future teachers of geography in the local history and tourist work on the principles of a competent approach is presented in Fig. 1. The target block covers the purpose and tasks of training a future teacher of geography in local history and tourist work on the principles of a competent approach. The contemporary school is actively introducing a competent approach to the training, which resulted in an increased demand for highly professional teachers of geography, able to properly perform an expanded range of professional functions, one aspect of which is the local history and tourist work. The purpose of their preparation in higher educational institutions has somewhat changed: if previously it was declared that students should be provided with a high level of knowledge and skills, nowadays the emphasis has shifted to formation of professional competence of specialists as their effective ability to teaching, readiness to perform complex tasks on education, fostering and development of students in the process of local history and tourist work. Therefore, in the process of organization of the local history and tourist work, it is important to find out its purpose and the expected educational results. Articulation of the didactic goal should reflect the student's educational activity that is needed and anticipated, necessary conditions for implementation and predictable, actually tangible result.

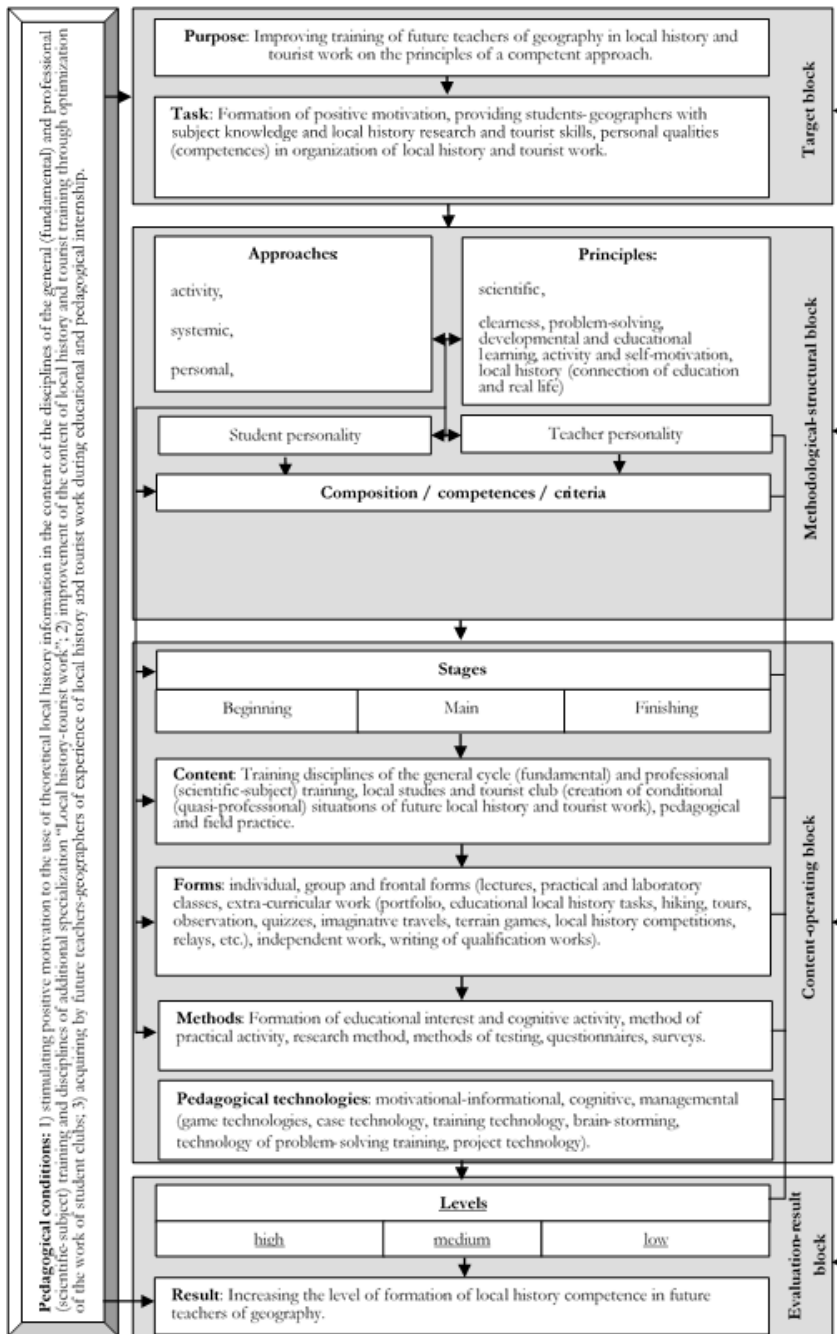


Figure 1. Model of training of future teachers of geography in local history and tourist work on the principles of a competent approach

An important role in this is played by focusing of the educational process on the development of positive motivation in students to such work in professional activities, cognitive abilities, the ability to quickly and easily enrich their knowledge due to the conscious use of information flows related to relevant issues of local history and tourism.

Improvement of training of future teachers of geography in local history and tourist work on the principles of a competent approach involves formation of positive motivation, providing students-geographers with subject knowledge and local history research and tourist skills, personal qualities (competences) in organization of local history and tourist work. Future teachers of geography should master not only a set of necessary special knowledge in local history and tourism, but also theoretical local history information, which provides for development of geographical thinking, knowledge of conceptual provisions of the local history and tourist work, peculiarities of its psychological, pedagogical, developmental and technological support.

Activation of practical activities in the local history-tourist direction of future geography teachers is due to the need to master optimal ways of organizing psychological, pedagogical, educational and developmental activities, local history knowledge and skills, practical implementation of skills on local history and tourist work, reflection of their capabilities in overcoming difficulties in the attempt to achieve the desired result. This determines a practical orientation of the content of training of students-geographers with mandatory provision of unity of theory and practice in local history-tourist training.

We also consider it appropriate to create a favourable psychological climate, to achieve a high level of communication in professional activities, as in non-standard conditions of a tourist trip there may arise problems and conflict situations that will require qualified resolution, networking, discipline.

The second block of the model is *methodological and structural*, it combines approaches, principles, subjectivity of the relationship of participants in local history and tourist work, as well as presents the competencies of local history competence and their criteria. Formation of local history competence of future teachers of geography in the process of local history and tourism work is possible with the observance of scientifically sound methodological approaches. A scientific approach is a set of techniques, ways to influence someone, to study something. In education, this is a category that reflects the worldview, views, social attitudes of

students, which contributes to the systematic organization of the educational process.

The content-operating block of the model reflects the stages, content, forms, methods, pedagogical technologies - the main directions of activity of subjects of local history and tourist work. The basis for isolating the training *stages* serves the provision that the educational process should be systematic, consistent and continuous. The model distinguishes the beginning, main and finishing stages, each of which is characterized by the filling of local history knowledge with a special meaning of using them in future professional activities. The stages involve preparing and planning of goals, content, forms, methods by the teacher, as well as the use of pedagogical technologies for solving cognitive local history tasks by the students.

The *beginning stage* is focused mainly on formation of motivational, emotional and value competences (motivational and value criterion) of local history competence. Its goal is to guide students to motivation and identification of values of local history and tourism, deepening the interest in professional activity, which provides a set of tasks related to formation of motivational, emotional and value competencies: development of motivation and personal interest of students, positive attitude towards local history and tourist work, involvement of future teachers of geography in research and learning of primary information about the native land. In the first stage, during the study of professional geographical disciplines and disciplines of additional specialization "Local history and tourist work", students get acquainted with the essence of local history research, their capabilities in the development of local history competence; at this time, motivation is formed to study and obtain the skills necessary at the beginning stage for further implementation of pedagogical technologies.

In-class teaching of geographical disciplines are divided into lecture (provision of theoretical information) and laboratory (gaining practical skills). The peculiarity of lectures on geographical disciplines lies in the fact that the theoretical information is associated with practical skills, it requires familiarizing students with the spheres of application of the theoretical information received in practice, demonstration of methods for their application. In particular, in formation of the motivational, emotional and value competences in the organizers of local history and tourist work during the lectures of the professional training cycle, except theoretical unit intended to familiarize students with the basic theoretical provisions, a theoretical and practical unit is proposed, the purpose of which is demonstration of the use of theoretical information in practice and

performing first attempts of independent use of the theoretical knowledge and ways of its application.

Development of the value sphere is directly related to the expansion of students' knowledge on the essence of local history and tourism, features and the role of innovative processes in contemporary education. Formation of knowledge and skills undergoes the highest actualization, provided that they are incorporated not only in classroom activities, but also in the extra-curricular activities, where elements of local studies are laid, which contributes to development of the motivational sphere of students as a personal meaning of future professional activity. Information saturation and a high degree of clarity of the educational material presented with the help of exhibition materials provide reflection and self-actualization of students-geographers.

The topics of the local history content can be proposed for independent study, which is reflected in the distribution of the number of hours on the classroom and independent work of students. At the beginning stage, a teacher outlines the topics and recommendations for laboratory and practical works that contain a description of the performed actions, forms, methods of learning of local history information, familiarizes students with them, emphasizing methodological recommendations for self-study of topics, information materials. In addition, a teacher develops individual forms of control; time and pace of doing tasks students choose taking into account their own capabilities.

The *main stage* is oriented primarily on formation of active-cognitive and subject-professional competencies, i.e., the cognitive-knowledge criterion of local history competence: deepening knowledge about the content and algorithm for conducting local history studies and tourist work, formation of skills to find ways to solve a cognitive local history task; mastering forms and methods of using tourist skills; development of creativity, reasonability in the selection of theoretical local history information; improvement of skills to construct, design and predict results to consolidate formation of emotional and value attitude of students to local history and tourist work.

This stage is about deepening and systematization of knowledge about the native land and methods of its exploration, mastering of leading forms and methods not only during mastering by students of a number of disciplines, but also during local history and tourist club activities where skills to construct pedagogical technologies develop, to predict results of their implementation in the educational process. According to the requirements of the competency approach, special attention is focused on

creating simulated situations of future local history and tourism work with students for detailed content of theoretical knowledge, involvement of students in active practical activities for their mastering and testing during pedagogical practice at school and internships. Such simulated situations include cognitive tasks for comparison, elucidation of logical connections, operation of local history concepts and rules of tourist trips; trainings and case studies on local history and tourism.

The uniqueness and advantage of this approach to the educational process is to enable students to perform practical tasks with the acquired knowledge, skills and abilities, and the teachers - to form their personal attitude to local history and tourism work during the classroom activities and in real life. The role of the teacher is manifested in the indirect influence and through counselling in individual and group modes in accordance with the schedule of the educational process. Instead, students perceive, structure and analyse information, spread it, i.e., the program of cognitive actions is implemented, which we interpret as optimization of the work of the local history and tourism group. This serves as a pedagogical condition for preparation of future teachers of geography for local history and tourism work on the basis of a competency approach.

In particular, the work of student local history and tourism groups includes: conducting local excursions (sightseeing, thematic, complex), recreational tourist walks, tourist trips to perform a specific local history task (study of local geographical objects and phenomena; search and collection of materials on the general history of the populated area); analysis of local toponyms; collection of local ethnographic artefacts (household items); identification of habitats of relict, endemic, rare and medicinal plants, their condition, preservation; collection of oral folklore (Christmas carols, spring songs, folk songs, baptism songs, wedding folklore, etc.); descriptions of customs and traditions of one's compatriots (grassroots and ceremonial actions, religious and family holidays, community actions); collection of country lore; conducting training sessions; multi-day hikes in the native land, etc.

The work of the student local history and tourism group, which took place in the context of future professional activity, became important. In the educational process an integral structure of local history and tourist training was formed, but not its separate elements; the study of local history and tourism has become systematic with the help of intra-subject, cross-subject and subject-practical connections; the purpose of training is based on the reform of the contemporary school and the real use of knowledge on local history and tourism in teaching activity.

To focus students' attention on a certain important concept, category, giving them the opportunity to form and consolidate skills on local history and tourism in a creative atmosphere, not just to learn new information, but to perform specific professionally important tasks using a number of methods, forms, tools and pedagogical technologies. Active-cognitive and subject-professional competences of local history competence of a student-geographer can be formed as a result of application of such pedagogical technologies, which provide independent solution of cognitive tasks (selection and study of information, analysis of solutions, selection of the most optimal ones).

The *final stage* in training of future teachers of geography for local history and tourism work on the basis of the competence approach is aimed at forming the competence of self-development and research competence (the activity-practical criterion) of local history competence. After mastering the context of professional activity during the study of disciplines of general (fundamental) and professional (scientific-subject) training and disciplines of additional specialization "Local history and tourism work", for conducting research work in the group it is advisable to involve students in active reflection of pedagogical experience of work in the conditions of pedagogical and educational practice. This will allow to systematize the theoretical knowledge related to the social nature of local history research, with the specifics of different pedagogical technologies; accumulate and enrich the subjective personal experience of students of local history and tourism work in practical activity.

The peculiarity of the final stage is the assessment of the level of preparation of future geography teachers for the local history and tourism work: the level of knowledge of the essence of local history and tourism, objects and phenomena of the native land, creative application of innovations and development of skills to characterize results in accordance with the goal, to outline further tasks in accordance with the consequences of introduction of pedagogical technologies, formation of self-assessment skills, planning goals, scope and methods of work. At this stage students learn to present the results of local history and tourism work, to operate reflective skills, to learn to evaluate the results of activities, to systematize them, which allows the teacher to comprehensively diagnose the level of local history competence in future geography teachers.

The *semantic component* of the model developed by us is implemented within the framework of teaching disciplines of general (fundamental) and professional (scientific-subject) training ("Geology", "General Earth Science", "Geography of Continents and Oceans", "Geography of the

World Economy”, “Regional Economic and Social Geography”, “Environmental Geology”, Physical Geography of Ukraine”, “Economic and Social Geography of Ukraine”, “Methods of Teaching Geography”), as well as elective subjects for additional specialization “Local History and Tourism Work”: “Local history and tourism”, “Recreational geography”, “Geography of cultures and religions”, “Geography of tourism”, during pedagogical and educational internship. The working curriculum on “Local History and Tourism” provides a list of topics for independent self-study. The main features of the organization of local history and tourism work include a combination of traditional forms and methods and contemporary pedagogical teaching technologies; formation of search skills in students to independently acquire and deepen their knowledge, apply them in educational and practical activities.

The purpose and objectives of development of local history competence of teachers are implemented through forms and methods. The method “a way to something, is a way of learning phenomena of nature and society”; the method of educational and cognitive activities means to achieve results regulated by learning objectives. From the *methods* of joint educational interaction of the teacher and students-geographers the following methods were used: the methods of *forming academic interest and cognitive activity* (independent processing of local history information from a textbook or a lecture and drawing up a reference abstract on this basis), the *method of practical activities* (application of cognitive local history tasks that intensify motivation of future geography teachers to research activities; develop creative and analytical skills, teach ways to know the native land, help to test the existing skills), the *research method* (formulating the problem of research, outline its object and purpose, tasks, searching for the necessary information in a creative way, processing internet resources; comparison, selection of adequate research methods), the *methods of testing, questionnaires, surveys* (diagnostics and monitoring of the level of development of the local history competence of future geography teachers). These methods contributed to the formation of skills in geography students to independently acquire knowledge, apply them in non-standard situations to solve problems in local history and tourist work.

In addition, the study was didactically supported by a system of teaching and methodological *tools*: a textbook, educational and methodical manuals, a summary of lectures, a workshop, reference books, computer programs, databases, video films, audio recordings, etc. Their use depends on the educational goal and formation of skills and abilities of independent cognitive actions of students.

Preparation of future teacher to the local history and tourist work takes place with the help of individual, group and frontal *forms* (lectures, practical and laboratory classes, extra-curricular work (portfolio, hikes, excursions, observations, quizzes, simulated trips, games on the terrain, local history competitions, relays, contests, etc., independent work, writing qualification works)), the use of which contributes to the development of research skills, development of creativity, imagination, attention, in general – to formation of the local history competence.

To increase the efficiency of local history and tourist work, special *pedagogical technologies* are needed, that would encourage students to obtain substantive knowledge and activity skills, helped to carry out objective control. All pedagogical technologies used for preparation of future geography teachers to local history and tourist work were combined into several groups. With the help of motivational information technologies, students find out the personal attitude towards activities of participants in a tourist outing. They are based on the use of local history data to expand the information field. This technology group is used predominantly at the beginning stage of implementation of the developed model. Cognitive technologies usually serve to replenish, systematize and creatively improve local history and tourist knowledge, skills and abilities, independent work (main stage). Due to managerial technologies, certain rules of interaction of participants in the tourist outing during educational or pedagogical practice, independent work (final stage) are approved. It is worth paying attention to the fact that to create proper conditions for formation of local history competence motivational, information and management technologies can, by becoming complicated or simplified, mutually support each other, regardless of the stage of formation of competence, and also should be available throughout the whole educational process. The cognitive technologies are invariant about the stages of formation of local history competence, i.e., at each stage of training, various content is presented in educational courses and in extra-curricular work.

Pedagogical technologies provide formation of the local history competence in students-geographers, reflecting its subject branch, the content of which is represented by local history and tourist information. The most optimal among motivational and informational, cognitive and managerial technologies are the following pedagogical technologies: gaming, case technology, training technology, brain-storming, multimedia, problem-based learning technology and project technology.

Conclusions

We regard professional competence in prospective geography teachers' touristic and local history activities as a multifactorial quality. It is a result of acquirement of certain competencies and manifests itself in general capacity and readiness for this type of activity with students. Acquirement of competencies is based on knowledge, skills and experience of studying the peculiarities of the native region, where cognition and individual practical experience of exploring homelands during camping trip, voyages, and expeditions play the key role. It also based on value orientations, integrative measures of personality (communication style, feeling about oneself and one's activities), acquired in the process of education and oriented to autonomous successful participating in further pedagogical activity of local history direction.

Consequently, as a result of the characteristics of the system of effective methods, means, forms and technologies of professional training of students-geographers in the local history and tourist work on the basis of a competence approach, a model of this process was created, which contributed to increasing the level of formation of local history competence. The model presents the main characteristics of the preparation of future geography teachers to the local history and tourist work on the principles of a competence approach: formation of motivational and value attitude to the mentioned type of activity, emotional perception by students of local history information; the role of a teacher - participant in the local history and tourist work of students who independently find information, creatively resolve cognitive local history problems; specially organized local history and tourist work on the described pedagogical conditions, which contributes to the feedback between all its participants to achieve results in formation of local history competence in future geography teachers. Preparation of students for local history and tourist work on the principles of a competence approach predicted improvement of the content of professional geographical disciplines (in the aspect of strengthening motivation to study the features of the native land, integration of geographical and local history information); modernization of pedagogical technologies for the needs of local history studies; optimization of the content of practices by local history studies of cognitive tasks; involvement of students in independent cognitive activity on local history and tourism.

A model for training future geography teachers in the local history and tourist work on the basis of a competence approach is a reflection of the plan, description and calculations that reveals the principles of internal organization and functioning, certain properties, attributes, characteristics of

legislative regulatory training. Its goals are connected not only to the formation of readiness of students-geographers to properly perform professional functions of an organizer of local history and tourist work, but also with integrated requirements for the results of the educational process, i.e., to description of what competences should have graduates from a higher educational institution and which should be the degree of their competence. The main function of the model is to improve the current system of training of the future teacher of geography in the local history and tourist work on the principles of a competence approach.

Limitations of the research. The displayed and described model is still theoretical. But the designed model is already at the stage of an ascertaining experiment, interviews with teachers, practitioners and students will help to substantiate and gradually introduce new pedagogical conditions for formation of local history competence in future geography teachers on the basis of a competence approach in the educational process. These scientific methods are planned by the authors in the near future.

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