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INTERACTIONS AND HIERARCHIES OF THE COMPONENT COMPOSITION OF LOCAL LORE COMPETENCE OF FUTURE GEOGRAPHY TEACHERS

ABSTRACT:

The article describes the interdependence and hierarchy of local lore competence in future geography teachers as a qualitative trait of personality and describes the nature of local lore competence in future geography teachers. The structural components – motivational, cognitive and activity components – have been distinguished, they are characterized by different components of local lore competence. It is noted that one of the directions of local lore competence formation is to promote the emergence of positive emotions during mental activity to meet the cognitive needs of a future geography teacher in the process of the native land exploring. It has been determined that all the components of local lore competence are closely interrelated, the role of the competent approach in future geography teachers training to professional activity, in particular for the local tourism, and its influence on the structure of their local lore competence has been described. It is noted that the development of the components of local lore competence maintains the development of the personality of a geography teacher as a local researcher.

INTRODUCTION.

Formulation of the problem. The competence approach in higher pedagogical education is regarded as the educational process structuring, when the purpose of teaching students is to acquire a set of competencies (integral, general program and special professional), which is considered as professional competence. In our view, it testifies that the training of future geography teachers for local lore and tourist work on the basis of the competence approach is the formation of such a component of professional competence as local lore competence.

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Analysis of recent research and publications. The formation of professional competence of future geography teachers, the analysis of its structure was studied by such scholars as M. Elkin [6], L. Zaporozhets [7], V. Nosachenko [13], V. Sayuk [17], O. Timets [22].

According to O. Tymets, problems in teaching a geography student arise because of his/her unconscious choice of specialty (for example, under the pressure of parents, on the model of friends, due to the inability to enter the desired university), low level of independence, which is especially peculiar to freshmen.

The personal development of a future teacher, overcoming the "crisis of professional formation" – is one of the problems of training specialists, which involves the creation of such a system of teaching that would contribute to the effectiveness of the educational process. This system provides the cooperation of the teacher and the student through the use of innovative technologies, credit-module system of education, promotes the training a competent specialist, activation of his/her cognitive activity, development of independence, moral and ideological attitudes [22]. L. Zaporozhets draws attention to the contradictions in the process of future geography teacher training, in particular between society requirement of teachers who are able to introduce modern technologies in the educational process of secondary schools and the real state of their professional training; requirement of an active-creative position of a geography teacher and the use of not always productive forms of his/her training [7].

The purpose of the article is to define the concept of local lore competence of future geography teachers.

THE LOCAL LORE COMPETENCE OF A FUTURE GEOGRAPHY TEACHER.

The local lore competence of a future geography teacher is a qualitative characteristic of the personality, which is formed in the course of his/her professional training, where the key role is given to the cognitive actions of a research character in order to gain individual practical experience of exploring the features of the native land during hiking, traveling, expeditions. It is characterized by the need and ability of students to acquire local lore knowledge, readiness to solve local lore tasks, the ability to define a goal, adjust it and use the acquired knowledge and methods of local lore and tourist



work for self-education and professional activity. Such geography teacher is the organizer of educational and research work, mentor and consultant.

Taking into account the views of different scholars on the classification of competence components, we come to the conclusion that there is a need for a clear structuring of the local lore competence of future geography teachers. We consider the component structure of the phenomenon under study to determine effective ways of its formation.

According to the results of the analysis of psychological, pedagogical and professional literature we distinguish motivational, cognitive and activity components in its structure, each of which has such subcomponents: motivational and emotional-valuable as the availability of motivation and understanding values of local lore and tourist work, identification of the need for knowledge replenishment, which may be manifested in the form of cognitive interest in the purpose of activity, stimulates the process of thinking development; active-cognitive and subject-professional ones presuppose the availability of knowledge, skills, cognitive abilities and skills necessary for acquiring new knowledge, mastering methods of local lore and tourist work; competence of self-development and research presupposes actions, operations for achievement of the set purpose and gaining professional activity experience.

All components of local lore competence are closely interrelated. In our opinion, the most relevant and productive approach is the one that provides exactly such structure of the local lore competence in future geography teachers' training for professional activity and in particular for local lore and tourist work. It is explained by the need to develop a motivational-valuable attitude to education and to local lore and tourist training, in particular, mental abilities, deep knowledge of a future geography teacher in local lore and tourism; formation of readiness for research actions, ability for professional development in the practice of local lore and tourist research, formation of skills to choose or construct the pedagogical algorithm for their realization. A tool for providing the geography student with certain characteristics is the experience of the student, on the basis of which new personal local lore competences are formed.

The motivational component is connected with the formation of the future teacher motivation to carry out local lore and tourist work, the awareness of its value and the importance of personally significant motives for improving the

quality of local lore and tourist training, the valuable attitude of a geography student to conducting research, the desire to be creative in solving educational tasks and improve the educational process. Important place is given to the motives associated with the desire to carry out cognitive actions, based on basic knowledge and skills related to the ability to carry out local studies during a hiking trip.

There is a need to combine the meaningful and motivational side of this quality of personality, which implies the formation not only the ability to master the knowledge and methods of action independently, but also the affirmation of cognitive need and internal installations that encourage local lore and tourist work. In our view, this attitude to research directly in the context of a hike is the most relevant to the current level of local lore and tourist training, it combines all the integrated characteristics of the competence of the individual, characterizing his/her manifestations in the need and ability to acquire new knowledge from different sources, mastering methods of learning, improving them and creative application in non-standard situations when studying the features of the native land. Therefore, cognitive motivation as a driving force for educational activities in local lore and tourism is necessary to highlight the feasibility of acquiring new knowledge, developing the ability to investigate the native land and consolidate the skills of self-improvement.

The motivational component includes the motives, goals, needs for learning, the desire to acquire skills and knowledge of local lore and tourism, the development of interest in local lore and tourist work, desire and ability to investigate native land during geography lessons and club work. For its formation it is necessary to create such conditions when a geography student could perceive this competence as his own intrinsic value, which in the future will stimulate further exploration of his/her native land for personal development and professional activity.

EMOTIONAL-VALUABLE COMPONENT.

The subjective form of motivation manifestation is the emotions that arise in the process of personality activity and at the same time stimulate this activity. E. Ilyin points to the functional unity of emotional and motivational processes [9]. Emotions play an important role in geography students' work as they concentrate imagination of personality and direct it to action. Positive



emotional state during local lore studies, the availability of a source of emotional satisfaction (the effectiveness of actions) contribute to the formation of local lore competence of geography students.

The developer of the theory of emotions E. Ilyin distinguishes negative and positive emotions [8]. Negative emotions are excitement, anxiety, fear, despair, insult, disappointment, anger, sadness, despair, boredom, etc., while positive ones are pleasure, joy, fun, surprise, interest, sense of humour, sense of confidence, etc. [8], they allow to control the local lore and tourist work of geography students. One of the directions of local lore competence formation is the promotion of positive emotions during mental activity to meet the cognitive needs of a future geography teacher in the process of native land studying.

Considering emotions as a process, B. Dodonov identifies them with activities that evaluate information about the external and internal world of the personality entering the brain, which encodes feelings and perceptions in the form of subjective images. A positive emotional state arises only when the feedback from the results of the action exactly matches the apparatus of the action acceptor [5]. In local lore and tourist activity emotions are considered as a factor that evaluates reality in dependence to how a future geography teacher has managed to realize him/herself. Emotions have a vital value and therefore they are a motive that will stimulate his/her future professional activity. The emotional state of a geography student influences the external and internal motives of his/her educational activity, effecting the necessity of study, making it attractive through external factors and the process of goal formation. We consider such emotions as confidence, surprise, pleasure, doubt, curiosity etc. positive for successful local lore and tourist work of students, although all of them are situational and stimulate action. The identified motives form complexes of internal and external motivation of geography students for future professional activity, and in particular of local lore and tourist work.

Creating the emotional appeal of local lore and tourist work as a causative agent of knowledge and a sense of novelty in the known surrounding objects and phenomena allows to develop creative thinking in favourable extra-auditory conditions. The interest in local lore and tourism is of great importance for geography students. An interest in studying the peculiarities of the native land is an internal positive emotion that promotes in-depth perception and awareness of local lore information. Interest, aptitude for knowledge



acquisition are indispensable indicators of the emotional and valuable competence of the local lore competence of future geography teachers.

It is important to develop the values of a teacher's professional activity that are formed in real life under the influence of moral and spiritual factors. According to O. Timets, "it is the value orientations that form the basis of the geography teacher's outlook; ensure the possession of techniques of introspection that help to exercise self-control; promote personal self-improvement, development of professionalism and creativity, formation of skills to operate the system of criteria and norms that regulate the activity. Particularly important is the value attitude of students to learning, in particular to the study of fundamental and special geographic disciplines" [21]. Defining the value of the activity of the organizer of local lore and tourist work with students as one of the priorities of the profession of a geography teacher, we emphasize that "the determining values for a geography teacher are education, confidence, justice, self-esteem, tolerance, creativity, love for children, interest to the work, recognition of colleagues, good friends, opportunities to know new things, happiness of others, material security of life, professional experience" [21]. We add the positive awareness of the importance of local lore and tourist work with students, the development of value orientations as the highest form of values, the formation of moral and spiritual needs, national consciousness to personal values. The teacher's values are correlated with the development of society and become the leading line of his/her professional activity.

ACTIVE COGNITIVE COMPONENT.

In order to formulate the purpose and to choose ways to achieve the results in local lore competence formation properly, geography students must master rational methods of mental activity – to compare the objects of observations and phenomena; analyse and synthesize them as a whole, highlight the main things, make the right conclusions and generalizations, consciously consider objects and phenomena in relation; to prove the truth of their thoughts. Psychological and pedagogical assessment of thinking is given by P. Blonsky [1], V. Vakhterov [2], P. Halperin [3], V. Slaktionin [15], P. Podkasysty [16], they focus their attention on the development of thinking activity, gradual formation of mental actions. These postulates are necessary for carrying out local lore and tourist work by future geography teachers. Advancing the independent



thinking of geography students, we use cognitive tasks to compare, establish logical connections, operate local concepts and rules of touring organizations.

The active-cognitive component implies the acquisition of new experience in local lore and tourist work, scientific knowledge and skills, the result of which is personal development and self-improvement. A. Leontiyev writes: "In the acquisition of any knowledge it is crucial to know the place which knowledge occupies in the life of a person, whether it is a part of real life or a condition imposed from outside" [10].

Considering the perception of the surroundings of the native land as an active, creative process of reflecting in the mind of a geography student the connections and patterns of the objective world, as the process of transforming the surrounding reality according to the needs of society, we should note that knowledge of the native land should be acquired not by cramming, but by consciously processing knowledge. And this is one of the main tasks of a competent approach to local lore and tourist work, which requires more complete solution nowadays.

In the "Ukrainian Pedagogical Dictionary" activity is interpreted as "the ability of a person to conscious work and social activity, a measure of purposeful, systematic transformation of the environment and himself on the basis of assimilation of the achievement of material and spiritual culture. Activity is manifested in creativity, volitional acts, communication. Integral characteristic of activity is an active life position of a person, which is manifested in its principle, consistent assertion of the views, leadership, efficiency, psychological adjustment to the activity» [4].

Expressing the motivation of geography students to cognitive activities, their actions are not only a condition, but also a means of achieving the goal of local lore and tourist work. That is why cognitive activity is a necessary condition for self-development of personality – it is "an independent work of the student on the formation and development of spiritual, mental, physical and other abilities and tendencies" [23]. The use of pedagogical technologies in the geography teachers' local lore and tourist work promotes the development of their cognitive activity and professional interests (the desire to master the methodology of local lore studies better during hiking, to master the future profession of a teacher). That is why "cognitive interest appears to us as a selective orientation of a person in the field of knowledge".



Thus, the active-cognitive component involves the development of cognitive activity in future geography teachers, which promotes the students' desire to know, navigate the information about the surrounding reality, and is determined by its purpose and motives.

The subject-professional component reflects the presence of theoretical knowledge about basic concepts and methods of local lore and tourism as a scientific subject in a future geography teacher, involves the development of a future geography teacher as a local researcher, his ability to analyse his own activity on the basis of personal reflexion, (adequacy, self-esteem, positive self-concept); development of personal qualities (purposefulness, creativity, confidence, activity, independence, responsibility, creativity, flexibility, criticality, systematicity, mobility, efficiency of thinking in non-standard situations of a camping trip).

Rather significant in the future geography teachers' training is to develop a system of professional knowledge in theory and methodology of teaching local lore and tourism, the essence of local lore and tourist work with students, peculiarities of research in the process of local lore study, awareness of knowledge of actual problems of teaching local lore and tourism in pedagogical activity, methods of implementation and ways of presenting the results of local lore and tourist work.

This competence includes general and special knowledge necessary for the future local lore and tourist work of a geography teacher: theoretical knowledge – acquirement of the goals, principles, content, methods and forms of local lore and tourist work and patterns of formation and development of the student's personality; knowledge of the general principles of the study of pedagogical phenomena; technological knowledge – acquirement of technologies of conducting local lore researches in the process of hiking; pedagogical ones – knowledge of the basics of psychological and pedagogical disciplines, methods of local lore and tourism, methods of organizing students' creative research activities; special knowledge – awareness of history and development of local lore and tourism, their establishment in education and modern significance, etc.

Thus, the subject-professional component involves mastering systematically formed professionally-meaningful knowledge and skills in the field of local lore and tourism, methods of solving pedagogical problems in the organization of the local lore and tourist work of students and also develops



the capacity for continuous self-professional development. The component of self-development reflects the willingness of a future geography teacher to use the system of acquired knowledge and skills in the process of local lore and tourist work, the ability to self-organisation in cognitive research activities (ability to plan, set a goal, determine the object of study, generalize information content, use various methods of field research, monitor and evaluate the results of local lore and tourist work). This component determines the willingness to make a volitional effort in the process of local lore and tourist work, which enables each student to determine their own level of mastering particular educational material. Volitional efforts depend on the nature of the person who sets the goal of the educational and cognitive activity (teacher or student) and the relationship of motives and goals that may (or may not) coincide. The maximum volitional efforts in cognition are connected with the determination of the purpose of cognitive activity that arises from the needs of the subject, his resoluteness, persistence in achieving the goal, autonomy in decision-making, ability to self-regulation and goal-setting.

Cognitive needs in acquiring local lore and tourist skills in professional activity, and especially in self-expression, are internal incentives for local lore and tourist work of future geography teachers. They are supported by the motives of the activity, the need for it, when the need for educational activity is a basic condition for the emergence of a system of cognitive actions in the process of local lore and tourist work with students. A motive prompting action causes the need to be met; on the other hand, it is “an object that meets one or another need and which, in one form or another, organizes its activity, is displayed by the subject” [11]. Consequently, the student-geographer must be aware of the result of local and tourist work, which his/her activity is aimed at, because “the goal is precisely the motivational content of consciousness, which specifies what the subject wishes and what the subject is eager to do” [18].

Thus, awareness of the cognitive need, the purpose which the cognitive activities are directed at determines the goal setting of the local lore and tourist work of future geography teachers. This is accompanied by the skills of moral and emotional self-regulation, tolerance and self-possession in a non-standard situation of a hiking trip; ability to manage one's emotions and exercise constant self-control; to have an increased demand for yourself; be correct in relationships.

Self-assessment can be supplemented by students' mutual testing, which contributes to the development of responsibility not only for the completed task, but also for the correct evaluation of a colleague. Both forms of work are supervised by the teacher through modular tests, quizzes, as well as reflective control in the form of views exchange between the teacher and the student in an equal dialogue, when the student analyses ways of finding solutions and results of the set goals achievement, the teacher corrects the student's actions if situation requires.

Independent work in local lore and tourism is accompanied by cognitive activity in obtaining and acquiring new information in local lore, which develops communication skills in geography students and is a prerequisite for the development of their abilities, creativity and success. This component includes organizational and cognitive skills (the ability to work with educational and popular science literature, reference books, local lore literature and acquire new knowledge on this basis; the ability to independently conduct local lore investigations and make independent conclusions; ability to plan local lore studies and exercise self-restraint); possession of common logical professional actions.

It involves a system of leading knowledge of activity modes that reflects the achievements of the pedagogical and geographical sciences in combination with practical application in the conditions of professional activity. The operational side of competence includes three groups of skills: intellectual, general training and special ones.

RESEARCH COMPETENCE.

M. Menchinskaya draws attention to the contradictory nature of the internal and external factors of students' research activity: the awareness of this contradiction and the desire to overcome it becomes the driving force of personal development as a whole [12]. The accentuation of research component in the local lore competence of future geography teachers is confirmed by the opinion of V. Slaktionin, who states that "research activity of students has inexhaustible, not fully realized opportunities for the formation of the creative-seeking position of a person" [19]. The result of the research component formation is students' research skills, which we have combined into several groups: the ability to set and plan the local lore and tourist work (to

determine the educational tasks based on the objective of the local lore study; project the final result of the work for six months, a year; determine ways to achieve results; plan stages and tools for local lore studies; plan individual work with students, club work); information skills (to select the necessary information and creatively process it; to submit material logically, accessibly, figuratively, expressively; to stimulate students' interest in local lore information; to allocate the main and minor; to present material in the light of problematic approach encouraging students to discuss; to take into account the peculiarities of mastering, perception, understanding information about native land, to promote the development of cognitive activity of students in the search, processing and assimilation of information on local lore and tourism; organizational and managerial skills (organization of students' livelihoods in a hiking trip, coordination of their activity with the activity of the tourist group, collaboration with colleagues and students, formation of a sense of involvement in the joint activity; creating a setting to succeed for each student; clarity of interaction and perception of individuality, purposeful influence on a student, manifestation of individual style of communication), ability to analyse and introspect (understanding the team and each student; diagnosing the level of success and education of students; analysis of specific pedagogical situations arising in the hiking conditions; proper assessment of students' creative approach to the fulfilment of research local lore and tourist tasks; analysis of the experience of other educators in order to use effective forms, methods and techniques in the practice of local lore and tourist work; substantiation of new pedagogical technologies and demonstration of their effectiveness on the basis of the achieved results analysis; teaching students to analyse and self-analyse their own local lore and tourist work).

Thus, the formation of a research component involves the acquisition of cognitive activity experience, which is recorded in the form of its results – knowledge in the field of local lore and tourism; experience of creative activity in the form of skills to make effective decisions in non-standard situations of a camping trip.

We assume that the development of certain competencies of the phenomenon under study will ensure development of a geography teacher as a researcher of local lore. One of the ways of local lore competence formation in a future geography teacher is the use of pedagogical technologies in local lore and tourist work, in particular the local lore club, which requires a more

detailed consideration of their potential for the development of the phenomenon under study.

CONCLUSIONS.

It is important to establish a strong link between the professional activity of the teacher and the cognitive activity of the student in achieving the goal. Mastering local lore knowledge, developing skills, facilitation of students' creative abilities are interrelated processes, but their unity and development are achieved through the dedicated efforts of the teacher. Local lore can be both reproductive and creative. The formation of this quality in students can occur both in obtaining knowledge in the ready form, in the process of independent search activity during the educational process or students' independent search activity. The formation of the emotional-valuable component of local lore competence implies the a set of personally significant and value aspirations, ideals, beliefs, views in a future geography teacher; understanding of local lore competence as one of professional values; own position in carrying out local lore and tourist work; the desire for self-development and the ability to adequately evaluate their own achievements. Cognitive activity in local lore and tourist work we consider as the ability and desire to master knowledge and research skills in local lore and tourism, as a property of the individual, which integrates important qualitative characteristics as well as a manifestation of purposeful cognitive actions of students to study the territory of their native land on the basis of a positive attitude towards this type of activity.

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