Developing Competency in Local History in Future Teachers

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Abstract: The research analyzes the process of developing competency in local history in future teachers as one of the components of their professional training. It shows that the development of components of competency in local history contributes to developing the teacher's personality as a researcher and specialist in terrain geography. It presents the author's model for training future teachers (based on the example of geography teachers) for local studies and tourist activities following a competency-based approach. This model consists of several blocks and their parts: targets (goals, objectives), methods and structure (approaches, principles, the subjectivity of relationships between participants in local studies and tourist activities, components of competency in local history and their criteria), content and procedures (stages, content, forms, methods, technologies, pedagogical conditions), evaluation and outcomes (levels, as well as the results obtained from the introduction of the author's model into the educational process). Also, the research specifies the following criteria of future geography teachers' competency in local history: motivation and values, cognition and knowledge, activities and practice. It clarifies low, average and high levels of future geography teachers' competency in local history. It demonstrates the organization and the course of experimental work. Finally, it draws relevant conclusions about the effectiveness of proposed pedagogical conditions for developing competency in local history in future geography teachers following a competency-based approach.

Keywords: *future teacher; geography; local history; competency; tourist activities.*

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1. Introduction

The requirements of today's society for national education development actualize reforms in education and, especially, in professional training of future teachers. There appears to be the need to improve professional training of future teachers for local studies and tourist activities by updating approaches to developing education, cultivating patriotic consciousness in pupils and students and introducing relevant pedagogical technologies in the educational process.

Such aspects as fundamentally new approaches to the political, economic and social progress of the state and insufficient focus on local history and tourism as an effective means of personality development and familiarizing with natural and anthropogenic environment require significant changes in the professional training of future teachers for local studies and tourist activities.

The research hypothesis. The training of future geography teachers for local studies and tourist activities following a competency-based approach can be more effective under the following pedagogical conditions: 1) boosting their motivation towards applying theoretical knowledge about local history; 2) improving the content of training for local studies and tourist activities within student clubs; 3) acquiring the experience of local studies and tourist activities during teacher placements.

2. Literature review

Many researchers and scholars have considered the issue of engaging in local studies and tourist activities in secondary and higher education, methods of such activities following a competency-based approach, as well as professional activities of teachers in secondary schools. Enache et al. (2019) explore the current conditions and prospects of teacher training in Romania. Studies of Chagovets et al. (2019), Mykhyda et al. (2019), and Honcharuk et al. (2019) are devoted to the problem of the formation of environmental competence of future teachers. The study by Wang et al. (2019) is devoted to the preparation of future specialists for the study of the regional geographical landscape. The article by Jolley et al. (2019) discusses the experience of field trips of students in geological mapping.

A modern school should significantly contribute to the socialization of pupils since this age period is characterized by certain transformations necessary for personality development. Local studies and tourist activities are one of the means of cultivating young patriots of their country. One of the objects of local studies and tourist activities is the interconnection of plant

properties. In turn, the various uses linking them have become part of the traditional knowledge about the rural population and played an important role in their ecological, social and economic sustainability (Gomez-Pellon, 2018). These research findings can be used to sell and implement green practices and sustainable development for event-goers and provide educational guidance on elaborating term-papers on hospitality in higher education (Sisson et al., 2020). The research aims to explore sustainable tourism in the concept of student laboratories, that is, open-air local studies and tourist activities as a laboratory, to identify spaces for open innovation, collaborative creativity and real-life experiments with students (Jernsand, 2019).

Advanced technologies contribute to the rapid development of civilization. When the standard of living increases, people begin to pursue material needs of better quality and the pleasures of the mind. The prevalence of leisure and leisure travel has become an important part of people's lives. In addition to an increased flow of tourists, rural environment, cultural and historical monuments are used as tourist sites to cope with the above-mentioned needs and encourage people living in the urban jungle to leave their cities to appreciate landscapes and local culture in the countryside (Zheng, Xu, & Kong, 2017). As established in the study by Yezhova et al. (2018), the world's leading fashion schools use the study of regional culture in the training of designers.

Chan, Chan, and Fong (2019) evaluate the effectiveness of games in the urban tourism scenario in terms of enriching knowledge, changing attitudes and making the use of the platform more convenient based on a sample of volunteer university students.

Mokhtari et al. (2019) indicate that theoretical research within this topic is based on the knowledge about the environment, environmental behaviour, regulatory pressure, capabilities, certain incentive models, abilities, opportunities and models of environmental ethics.

Cheng et al. (2019) determine the attitudes of residents towards the concept of sustainable tourism development and measure its impact on their involvement in public affairs and the importance of their environmentally responsible behaviour.

A literature review proves that the current living standards in Ukraine are characterized as unsatisfactory. Quality of life is influenced by many factors, including lifestyles, genetic and environmental factors. However, one of the main issues remains the underfunding of people's development (Melikh et al., 2020).

In the last few decades, tourism has become a complex service sector. Local destinations should strive to meet the needs of tourists. Higher

education degrees should provide the necessary knowledge and practice to train highly qualified future tourism workers (Lovrentjev, 2015).

Agrotourism is one of the objects of local studies and tourist activities since it is a type of eco-tourism that combines agricultural activity with tourism. Garzón et al. (2020) indicate that there is a growing interest in this field all over the world, which creates both opportunities and challenges for the social and natural environment.

Barkathunnisha et al. (2019) analyse a conceptual document that promotes the awareness of tourism knowledge, offering a spirituality-based platform in tourism higher education. In doing so, they show how tourism education which supports discussions about spiritual development can help create global citizens who can realize their potential as social, cultural and environmental leaders. This document considers the latest events shaping tourism education and examines the modern educational landscape of tourism supporting a spirituality-based approach.

Szubert and Zemla (2019) state that tourists choose holiday destinations based on real offers. Lengieza, Hunt, and Swim (2019) believe that sustainable tourism under the 2030 Agenda for Sustainable Development will be of interest to tourism researchers, planners and policymakers seeking to promote sustainable development education.

Wildlife interpretation centres, which can enhance the attractiveness of natural areas for visitors, provide local employment and income and send visitors to the channels to reduce wildlife excitement, are one of the elements of ensuring the attractiveness of certain areas (Lindberg, Veisten, & Halse, 2019).

Research aim. The research aims to identify, justify and experimentally verify pedagogical conditions for developing competency in local history in future teachers and presents the author's model for training future geography teachers for local studies and tourist activities following a competency-based approach in higher education institutions (HEIs).

3. Research methods

3.1. The theoretical framework of developing competency in local history

Research methods include the following: theoretical methods – analysis of relevant scientific sources on the problem under study, which allowed the authors to choose the object, subject and aim of the research, formulate its objectives, clarify the essence of the concept of “competency in local history”, “training future geography teachers for local studies and

tourist activities”, “geography teachers’ competency in local history”; empirical methods – interviews, indirect observations, tests, questionnaires, pedagogical experiment (the ascertaining experiment – to determine the initial level of future geography teachers’ competency in local history; the formative experiment – to verify the effectiveness of pedagogical conditions for training future geography teachers for local studies and tourist activities following a competency-based approach and developing their competency in local history; statistical methods – methods of mathematical statistics used to conduct quantitative and qualitative analysis of experimental data and prove the reliability of the obtained results.

This research interprets future teachers’ competency in local history as a qualitative characteristic of personality, which is developed during their professional training, in which cognitive research and actions play the key role since they provide future geography teachers with the individual practical experience needed to study the peculiarities of the native region during hiking, travelling, expeditions.

The development of future teachers’ competency in local history is viewed as a complex purposeful process characterizing student activity in certain educational situations in which subjects of activity (students) are involved; as the object of their activities (the native region); as a clearly defined goal describing results of local studies and tourist activities; as the range of students’ actions on the object (a study of its peculiarities); as a product of activity (a certain level of acquired knowledge and abilities needed to explore a specific territory); as motivation towards activity; as students’ experience (knowledge, abilities, skills); as generated abilities, obtained knowledge and skills, as well as developed personality traits of organizers of local studies and tourist activities.

The structure of competency in local history consists of motivation, cognition and activities based on certain criteria with corresponding indicators (see Table 1).

Table 1. The components with the indicators included in competency in local history

Motivation, emotions and values	Activity, cognition and subject-specific professional areas	Self-development and research activities
Motivation and understanding of values of local studies and tourist activities, proves the need	Knowledge, cognitive abilities and skills needed to acquire new knowledge and methods	Actions and operations to achieve the set goals and gain professional experience

to replenish knowledge that may manifest itself in the form of cognitive interest in the activity and stimulates thinking	of local studies and tourist activities	
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Therefore, the description of the structure of competency in local history (motivation, cognition and activities) makes it possible to identify its following components: the motivation component; the emotions and values component; the activity and cognition component; the subject-specific professional component; the self-development component; the research component.

The authors of the research have developed and theoretically justified the model for training future geography teachers for local studies and tourist activities following a competency-based approach (see Fig. 1). It consists of several blocks and their parts: *targets* (goals, objectives), *methods and structure* (approaches, principles, the subjectivity of relationships between participants in local studies and tourist activities, components of competency in local history and their criteria), *content and procedures* (stages, content, forms, methods, technologies, pedagogical conditions), *evaluation and outcomes* (levels (high, average, low), as well as results obtained from the introduction of the model into the educational process (the increase in the level of future geography teachers' competency in local history).

The determination of criteria and indicators of future geography teachers' competency in local history makes it possible to conclude that it is necessary to clearly define the levels of its development. The authors of the research believe that it is advisable to single out low, average and high levels (table 2).

Table 2. The description of development levels of future geography teachers' competency in local history

Level	Description
Low	The lack of interest and motivation towards acquiring the knowledge about local studies and tourist activities independently; low awareness of cognitive needs for such training and inadequate attitude towards independent cognitive activities in the context of local studies and tourist activities; low motivation of students towards local studies and tourist activities; low ability to set goals, evaluate the performance of cognitive tasks during local studies and tourist activities; low cognitive

activity; lack of knowledge about methods of local studies and tourist activities and pedagogical technologies, which prevents students from solving tasks, searching and processing knowledge about local history; low ability to independently select the necessary technologies and apply them in local history clubs or geography lessons devoted to local history.

Average Sporadic cognitive interest in local history, only under the conditions of supervised acquisition of the knowledge about local history; average motivation towards learning; non-systematic independent cognitive activities due to lack of self-organization skills, even though students know the goals of local studies and tourist activities and the ways of achieving them; ability to control and evaluate one's activities not entirely critically; ability to conduct research activities in the context of local studies and tourist activities and, at the same time, inability to generalize them at the proper level; ability to solve independent cognitive tasks with the help of a teacher or peers; ability to apply technologies by pattern only; ability to independently set cognitive goals of local studies and tourist activities; certain difficulties in the organization of local studies and tourist activities.

High Systematic cognitive activities in the context of local studies and tourist activities; cognitive interests; clear motivation to achieve the set goals; high awareness of goals of professional and personal development; abilities to independently analyze, monitor, evaluate and correct one's actions; dependence of the level of educational information about local history on the motives and understanding of its values; profound and systemic cognitive knowledge about local history and tourism combined with abilities to analyze, compare, summarize, draw conclusions and apply such knowledge independently in solving cognitive tasks related to local history and tourism; high motivation of students to apply pedagogical technologies during research activities related to local history and tourism with pupils during teacher placements.

Fig. 1. The model of training future geography teachers for local studies and tourist activities following a competency-based approach

The main function of the model is to improve the current system of training future geography teachers for local studies and tourist activities following a competency-based approach.

The difference between the proposed model and the current one

consists in the fact that its goals are related not only to developing future geography teachers' readiness to perform professional functions as organizers of local studies and tourist activities but also to integrated requirements for the results of the educational process, that is to the list of competencies graduates from higher education institutions should have and the levels of these competencies.

This research identifies the following pedagogical conditions: 1) boosting their motivation towards applying theoretical knowledge about local history obtained from general (fundamental) and professional (subject-specific) educational courses, as well as courses on additional specialization, including a course on local studies and tourist activities; 2) improving the content of training for local studies and tourist activities by optimizing activities of student clubs; 3) acquiring the experience of local studies and tourist activities during field and teacher placements.

The authors of the research assume that the introduction of *cognitive tasks on local history* into the programme of field placement has contributed to developing competency in local history in future geography teachers (see Table 3).

Table 3. Cognitive tasks on local history

Pedagogical condition	Cognitive task on local history
1. Boosting their motivation towards applying theoretical knowledge about local history obtained from general (fundamental) and professional (subject-specific) educational courses, as well as courses on additional specialization, including a course on local studies and tourist activities	<p>1. Developing educational projects on the organization and implementation of local history and tourism trips based on the knowledge about local history, obtained from different geographical courses, literary and other sources.</p> <p>2. Using pedagogical technologies related to local history and tourism in the educational process; analyzing interdisciplinary links with natural and social geography.</p> <p>3. Introducing a competency-based approach in local studies and tourist activities through gaming technologies.</p> <p>4. Understanding clear objectives and goals of training geography students as organizers of local studies and tourist activities.</p> <p>5. Ensuring the unity of theory and practice of training for local studies and tourist activities in HEIs, which determines a practical focus of geography students' training.</p> <p>6. Enhancing the effectiveness of local studies and tourist activities by improving traditional and discovering new forms and methods of their organization.</p>

2. Improving the content of training for local studies and tourist activities by optimizing activities of student clubs

7. Expanding and optimizing the combination of teaching methods and using complex technical and didactic tools which ensure the interrelation between the classroom and extracurricular activities.

1. Introducing active forms and methods of teaching and learning as one of the most promising ways of studying and educating students during local studies and tourist activities during which they acquire the necessary skills and abilities.

2. Using problem-solving based on stimulating creativity, which hinders the flow of ideas under the pressure of habitual, stereotyped forms of decision-making.

3. Organizing training technologies applied in local studies and tourist activities, which are aimed at shaping and developing knowledge, skills, ideas and competencies, necessary for specific work during classroom and extracurricular activities.

4. Using the project method in local studies and tourist activities as a holistic system of didactic tools that adapts the educational process to the requirements of educational projects so that students can understand geographic, economic, environmental problems and create a specific educational product.

5. Performing cognitive tasks on local history aimed at helping students to master specific components of the content of educational courses on local history and tourism, a system of key concepts as units of knowledge.

6. Introducing technologies for organizing independent work of students during local studies and tourist activities, which includes tasks and methodical recommendations of a placement supervisor, but without his or her direct involvement.

7. Using quizzes on local history and tourism as educational technologies of acquiring information regularly during which students answer the questions independently.

8. Introducing research activities as a form of the educational process organization, which is connected with students' performance of creative research tasks with previously unknown results and consists of the basic stages characteristic of scientific research.

3. Acquiring the experience of local

1. Describing the main ways of conducting geographical studies on a specific territory.

studies and tourist
activities during field
and teacher
placements

2. Marking the natural and anthropogenic features of one's area or locality on the map.
 3. Studying (understanding) the patterns and relationships between different processes (geological, meteorological, hydrological) and other natural phenomena one can observe.
 4. Describing methods for studying the environmental position of a specific area.
 5. Setting tasks of preparatory, field and cameral periods of studies on local history and tourism.
 6. Combining and describing equipment based on three groups: group, personal, special equipment for members of tourist groups.
 6. Preparing exercises imitating workload during field placements in a specific area.
 7. Organizing camping sites.
 8. Acquainting with technical characteristics and using dynamic ropes (both main and additional ones).
 9. Specifying the peculiarities of a campfire during hiking and summarizing the information about them.
 10. Describing tasks on land navigation: localization, azimuth movement, route tape movement, movement by location plan, navigation by a compass and a map-board, movement by local characteristics.
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Thus, the development of competency in local history in geography students in the context of courses on geography and teacher placements is a key idea of the author's model. This model implies developing cognitive motivation, a values-based attitude and interest not only in local history but also in the way of obtaining knowledge about its use, particularly in school geography education, making it more research-oriented.

3.2. The methodology of the pedagogical experiment

The pedagogical experiment was conducted at the premises of V. Korolenko Poltava National Pedagogical University, Hryhorii Skovoroda Pereiaslav-Khmelnytskyi State Pedagogical University, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University and Pavlo Tychyna Uman State Pedagogical University. The research sample contained 468 students, namely 236 respondents in the control group (CG) and 232 respondents in the experimental group (EG), and 27 teachers. The number of respondents varied at ascertaining and formative stages of the pedagogical

experiment based on levels (high, average, low) by random selection, given that students major in geography and biology (a bachelor's degree), are of the same age and they all obtained secondary education. It must be noted that 65% of students were in Years 3-4 of a bachelor's degree and 35% of them – in Year 1 of a master's degree. The pedagogical experiment consisted of two stages.

At the ascertaining stage of the pedagogical experiment, internal mechanisms of developing certain properties of the pedagogical process or phenomenon were analyzed through empirical methods (questionnaires, interviews, surveys, tests, analysis of student performance) and theoretical methods (analysis, forecast, synthesis, formulation of generalizations and conclusions).

Students were offered to complete some questionnaires (see Table 4) to determine the current conditions of training future geography teachers for local studies and tourist activities, as well as do some tests (see Table 5).

The authors of the research conducted an independent survey of practising teachers from Uman district (16 respondents) and geography students (Years 1-4) from Pavlo Tychyna Uman State Pedagogical University (87 respondents) to specify the modern conditions of training future geography teachers for local history and tourist activities.

The answers of both students and teachers to question 1 (Should the content of courses on geography include topics on local studies and tourism?) indicate that most students (67%) and a few teachers (22%) do not at all support the idea of integrating local studies in such courses. This is since students have not yet worked with pupils in this area, and practising teachers understand how important it is to teach pupils to search, process and interpret the information about local history. Only 16% of students and 62% of teachers recognize the need to organize learning based on mastering the educational material on the collected samples of geographical objects and phenomena of the native land. However, they organize such learning rather rarely since they are not familiar with the methods it requires. It must be noted that 17% of students and 16% of teachers did not answer this question.

Further survey about the possibility of personal development of students during local studies and tourist activities shows that the opponents are aware of internal motivation, which leads to purposeful cognitive activity to master the knowledge about local history and methods of action under natural conditions. According to 48% of students, local studies and tourism are not interesting to them since they do not involve personal development, and it is only a burden for 39% of teachers. At the same time, 26% of

students and 31% of teachers believe that such activities help to develop autonomy, spatial thinking, concentration and, yet, they believe they require physical and moral effort under non-standard conditions of the tourist trip and an individual attitude towards each pupil. It must be noted that a small number of respondents (26% of students and 32% of teachers) mentioned all the factors.

The next question (What prevents you from organizing local studies and tourist activities?) shows that the main problems include the lack of ability to work independently, especially to plan the sequence and duration of local studies and tourist activities (25% and 24%); different levels of students' performance; lack of organization skills; students' casual attitude towards learning; lack of relevant methodological literature; lack of facilities (tourist equipment) (26% and 34%). According to many respondents, the most important problem is the lack of relevant experience (49% and 42%).

It was also important to find out what prevented students and teachers from performing cognitive tasks in local history. The stated reasons include the following: inability to work independently (19% and 22%); different levels of readiness, insufficient methodological support, an unconscious attitude of students towards learning, lack of working experience (17% and 19%); lack of skills needed to effectively search for information, analyze the material on local history, design it and present it, highlighting the key idea (29% and 21%). At the same time, 35% and 38% of respondents did not consider such activities inefficient, time-consuming and difficult.

One of the questions was aimed at revealing whether teachers prepared students for initiating and conducting local studies and tourist activities. Almost half of students (48%) and 43% of teachers (similar to their degree) indicate that such activities take place only occasionally. Despite the lack of working experience, students admit that special training for local studies and tourist activities is unavailable (35% and 34%). Only 17% of students and 23% of teachers believe that they have the skills for such work, acquired during their study of local history and tourism, which rarely involved practical tasks on local history and lacked pedagogical technologies. Thus, the preparation of future teachers for local studies and tourist activities is quite limited, which may be due to no separation of the elements of information on local history in the classroom, its primitive understanding, as well as insufficient hours allocated to training geography students for local studies and tourism.

The answers to question 6 (Are you ready to engage in local studies and tourist activities, being previously acquainted with cognitive tasks?)

prove the lack of systematic training of geography students for local studies. Indeed, 60% of students and 58% of teachers are not ready for such work. Probably, they have no idea that important learning skills can be developed in the course of such activities. More than 24% of students and 21% of teachers did not answer at all or chose the No option. Only some students and teachers are better prepared, although they are not sure that in the context of this education system, they will be able to develop skills required for working under difficult field conditions of a tourist trip (16% and 21%).

Only 12% of students and 14% of teachers chose the Yes option for question 7 (Can you use pedagogical technologies contributing to local studies and tourist activities based on a competency-based approach?). These respondents used to go on trips and familiarized themselves with the methods of such work during their higher education study. They were taught a specialized course on an in-depth study of local history and tourism, as well as they were members of a local history club, where they analyzed pedagogical technologies used in the context of local studies and tourist activities. A small number of students and practising teachers (respectively 38% and 44%) know how to use some methods for conducting local studies and tourist activities without realizing that these are pedagogical technologies. At the same time, 50% of students and 42% of teachers do not conduct local studies and tourist activities, in particular with the use of relevant technologies. They explain it primarily by lack of understanding of such a concept as “pedagogical technology”, and ignorance of how tourism can work innovatively under non-standard conditions.

One should pay particular attention to the received answers to question 8 (Do you intend to continue studying local history and tourism, initiate local studies within the framework of continuing professional development?). Most students and practising teachers (64% and 52%) did not intend to continue the independent study of local history and tourism in the future or planned to do so only if necessary. Besides, 22% of students and 38% of teachers did not link their self-study with further training for local studies and tourist activities, even though they thought about conducting such activities with pupils within their future professional activities. Only 14% of students and 10% of teachers do not consider local studies and tourist activities as an element of professional activities of geography teachers since they have not studied such a course and never participated in local studies during tourist trips.

Table 5. Tests papers for identifying the level of students' subject-specific competency

1.	According to O. Barkov, local history is:
A)	a complex of scientific disciplines, which are different in content and research methods but have a single goal, that is, to study local history scientifically and comprehensively;
B)	scientific disciplines, which are different in content and research methods but have a single goal;
C)	a complex of scientific disciplines, which are different in content and research methods but have a single goal;
D)	a complex of scientific disciplines, which are different in content and research methods.
2.	Which are the main functions of local history?
A)	educative, entertaining, instructional;
B)	cognitive, scientific;
C)	cognitive, scientific, instructional, educative;
D)	scientific, instructional.
3.	Who is the founder of Ukrainian scouting?
A)	Petro Franko;
B)	Ivan Franko;
C)	L. S. Rudnytskyi;
D)	P. A. Tutkovskyi.
4.	Where did the Second Congress of the All-Ukrainian Union of Local Historians take place?
A)	in Lviv;
B)	in Kharkiv;
C)	in Kyiv;
D)	in Vinnytsia.
5.	What is NOT an area of local history (according to O. Braslavska)?
A)	geographical local history;
B)	biological local history;
C)	ethnographical local history;
D)	geological local history.
6.	The object of local studies and tourist activities is:
A)	environment;
B)	population, domestic economy;
C)	native land and its history;
D)	all of the above.
9.	The subject of local studies and tourist activities is:
A)	nature;
B)	domestic economy;
C)	territory, ethnic space;
D)	all of the above.

7. Which are the principles of modern local studies and tourist activities?
 - A) ideological focus, scientificity;
 - B) ideological focus, scientificity, aestheticism;
 - C) ideological focus, scientificity, complexity and systematicity, planability and continuity;
 - D) ideological focus, scientificity, complexity and systematicity, aestheticism, planability and continuity;
8. What are the stages of local studies and tourist activities?
 - A) preparatory, final;
 - B) preparatory, field, exploratory;
 - C) preparatory, field, cameral (final);
 - D) all of the above.
9. What are the techniques of independent work with literary sources on local history?
 - A) note-taking and citing;
 - B) abstracting and annotating;
 - C) reviewing and preparing references;
 - D) all of the above.
10. What is a cameral stage of local studies and tourist activities?
 - A) processing the collected materials, describing the area under study, replenishing expositions of local history museums, preparing reports;
 - B) studying the territory of the native region;
 - C) exploring natural conditions of the territory and organizing tourist trips;
 - D) preparing maps of the area under study.

This questionnaire has helped to identify the level of competency in local history in teachers and geography students from different HEIs in Ukraine. The obtained results show that most geography students do not consider it sufficiently important to study local history, insisting that this field is not always included in school education, and there is no such school subject.

The indicators of the level of geography students' educational attainment in terms of local history and tourism include scope (the knowledge about the object and subject of the study), depth (students' awareness of interdisciplinary links in the knowledge acquired within professional and socio-economic courses, natural sciences and humanities), intensity (awareness and memorization of the studied material), practicality (ability to use the acquired knowledge, skills and abilities in practice and under non-standard conditions of tourist trips). These indicators form the basis for determining the completeness and thoroughness of students' competency in local history. The summative assessment was conducted in the form of tests since a test is one of the most technological methods of

automated control with quality parameters embedded in it, which ensures the objectivity of such control.

Homogeneous conditions were created in CG and EG based on similar test tasks to ensure complete objectivity of measurements. The following scale for assessing the level of students' educational attainment is offered: 50 questions of the test are scored with 2 points; the lowest number of points is transformed into a low level (up to 50 points), an average level (from 51 to 79 points), a high level (from 80 to 100 points). To avoid the probability of students' guessing the correct answer, their number was determined based on Chernylevskyi's method, using the following correction formula:

$$\bar{X}_i = R_i - W_i / (k - 1)$$

where $\bar{X}_i$ – the adjusted number of i student's correct answers in case of guessing; R_i i W_i – the number of correct and incorrect answers in the test; k – the number of answer options in the test.

The effectiveness of testing (the level of knowledge about local history and tourism) future geography teachers is calculated using the formula below:

$K_3 = \frac{P}{N}$, where K_3 – the coefficient of knowledge level; P – the number of knowledge elements correctly defined; N – the total number of knowledge elements.

The analysis of the data in Table 5 proves that the respondents (EG and CG students) do not have enough professional knowledge about local history and tourism, often make mistakes in simple questions, do not fully understand the content of questions and only superficially understand such fields as local history and tourism.

The ascertaining stage of the pedagogical experiment shows that the respondents are at low levels of competency in local history, which requires teachers to create relevant pedagogical conditions for developing this competency during the professional training of future geography teachers.

Thus, the ascertaining stage of the pedagogical experiment proves that both groups have students who lack subject-specific knowledge, skills and motivation needed for local studies and tourist activities, as well as do not fully understand the importance of their roles as organizers of local studies and tourist activities. EG and CG students lack or only episodically demonstrate research skills needed for local studies and tourist activities. The reason for this lies in the lack of information about local history in

courses on geography, teacher and field placements, as well as unproductive activities of local history clubs, which should teach students about technological aspects of local history and tourism. The obtained results again confirm the need for changes in training future teachers for local studies and tourist activities, that is, the need to organize such training following a competency-based approach.

Thus, the development level of future geography teachers' competency in local history at the ascertaining stage of the pedagogical experiment has been identified based on summative assessment, that is, a mean value of such criteria as motivation and values, cognition and knowledge, activities and practice.

The ascertaining stage of the pedagogical experiment proves that CG and EG students are mostly at low and average levels of competency in local history (43.7% and 43.9 % in CG; 44.2 % and 43.6% in EG). It can be explained by the fact that professional training of future geography teachers mostly relies on traditional approaches, which result in weak links of the material on local history between specific professional courses, placements, as well as lack of group work activities. Finally, this research proves that there are no clear guidelines for developing competency in local history in future geography teachers, which can boost their motivation and cultivate their values-based attitude towards becoming organizers of local studies and tourist activities, pursuing self-development and using pedagogical technologies in research activities with pupils (see Table 6 and Figure 2).

Table 6. The distribution of CG and EG respondents by development levels of competency in local history (the ascertaining stage)

Group	Level						Total
	High		Average		Low		
	Number	%	Number	%	Number	%	
CG	29	12.4	104	43.9	103	43.7	236
EG	28	12.2	101	43.6	103	44.2	232

Fig. 2. Development levels of competency in local history in geography students at the ascertaining stage

The ascertaining stage of the pedagogical experiment has identified development levels of competency in local history in geography students and teachers. The obtained results prove the need to optimize the training of future geography teachers for local studies and tourist activities.

The formative stage of the pedagogical experiment involves the implementation of the author's model for training future geography teachers for local studies and tourist activities following a competency-based approach, the diagnostics of development levels of this competency and a comparative analysis of the obtained results with the corresponding conclusions. The ethical rights of respondents were respected during all the stages of the pedagogical experiment.

4. Results

The results obtained from the formative stage of the pedagogical experiment are presented in Table 7.

Table 7. The distribution of CG and EG respondents by development levels of competency in local history (the formative stage)

Group	Level						Total
	High		Average		Low		
	Number	%	Number	%	Number	%	
CG	47	23.4	112	45.4	77	31.2	236
EG	104	44.9	82	35.3	46	19.8	232

The number of CG and EG respondents depends on experimental work at different stages.

Figure 3 demonstrates the results obtained from experimental work, namely, development levels of competency in local history in geography students at ascertaining and formative stages of the pedagogical experiment.

Fig. 3. Development levels of competency in local history in geography students at ascertaining and formative stages of the pedagogical experiment (%)

The dynamics of development levels of competency in local history in future geography teachers before and after the formative stage of the pedagogical experience is analyzed based on the determined indicators (see Table 8 and Figure 4).

Table 8. The dynamics of development levels of competency in local history in future geography teachers

Development levels	CG		Dynamics	EG		Dynamics
	Ascertaining stage	Formative stage		Ascertaining stage	Formative stage	
High	12.4 %	23.4 %	+11.0 %	12.2 %	44.9 %	+32.7 %
Average	43.9 %	45.4 %	+1.5 %	43.6 %	35.3 %	-8.2 %
Low	43.7 %	31.2 %	-12.5 %	44.2 %	19.8 %	-24.4 %

Fig. 4. The dynamics of development levels of competency in local history in future geography teachers

According to Fig. 4, the number of students with proper levels of competency in local history, who are ready for local studies and tourist activities based on a competency-based approach, has significantly increased in EG after the formative stage of the pedagogical experiment, compared

with the ascertaining one. Indeed, 104 students (44.9 %) are now at a high level (only 28 students (12.2%) before the formative stage); 101 students (43.5%) are now at an average level (only 82 students (35.3 %) before the formative stage); 46 students (19.8) are now at a low level (103 students (44.2%) before the formative stage. CG has witnessed some minor changes, too: 47 students (23.4 %), unlike 29 students (12,4 %) at the ascertaining stage, are now at a high level; 112 students (45.4%), unlike 104 students (43.9%) at the ascertaining stage, are now at an average level; 77 students (31.2%), unlike 103 students (43.7%) at the ascertaining stage, are now at a low level.

5. Discussion

A statistical analysis, based on the verification of null (H_0) and alternative hypotheses (H_1), proves significant differences in the results of EG and CG (according to mathematical statistics). H_0 is rejected by H_1 , which confirms the assumption about the advantages of the validated methodology for implementing the author's model and pedagogical conditions for training future teachers for local studies and tourist activities. It is advisable to use the statistical method to determine the criterion φ^* (fi), that is the Fisher transformation based on the generalized data obtained from ascertaining and formative stages of the quantitative distribution of students by average and high levels of this competency to verify them.

Concerning CG, calculations should be made based on the results of ascertaining stage (43.9% + 12.4% = 56.3%) and formative stages (23.4% + 45.4 = 68.8%). The empirical value of φ^* can be calculated by the formula 1:

$$\varphi^* = (\varphi_1 - \varphi_2) \cdot \sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}}, \quad (1)$$

where: φ_1 – an angle corresponding to a larger percentage; φ_2 – an angle corresponding to a smaller percentage; n_1 – the research sample size at the stage of check tests (468 students); n_2 – the research sample size at the stage of final tests (446 students). Therefore, $n_1 = 468$; $n_2 = 446$.

Based on the table of percentages, one can calculate the measure of the angle φ : $\varphi_2 = 2.040$ for 56.3%; $\varphi_1 = 2.101$ for 68.8%.

$$\text{Accordingly: } \varphi_{\text{emp}}^* = (1.956 - 1.823) \cdot \sqrt{\frac{468 \cdot 446}{468 + 446}} = 0.093 \cdot \sqrt{224} =$$

$$0.093 \cdot 15.06 = 1.37.$$

Based on the table of levels of statistical significance of φ_{emp}^* , one can determine which level of φ_{emp}^* is equal to 1.37. The research finds that $q =$

0.06; the least empirical value of φ^* in the table is equal to 1.29, according to which the upper bound φ_{crit} is equal to 0.10; φ^*_{emp} is equal to 1.37, being rather close to statistical insignificance.

In CG, the statistical discrepancy between the results of ascertaining and formative stages is slight. Given H_0 , it indicates that a traditional training of geography teachers for local studies and tourist activities is ineffective.

EG presents the following results: $43.5\% + 12.2\% = 55.7\%$ (according to the ascertaining stage), $35.3\% + 44.9\% = 80.2\%$.

Based on the table of percentages, $\varphi_2 = 1.768$ for 55.7% ; $\varphi_1 = 2.395$ for 86.7% .

Accordingly: $\varphi^*_{\text{emp}} = (2.395 - 1.768) \cdot \sqrt{\frac{468 \cdot 446}{468 + 446}} = 0.623 \cdot \sqrt{224} = 0.623 \cdot 15.03 = 9.49$.

Given that $\varphi^*_{\text{emp}} = 9.49 > \varphi_{\text{crit}}$, H_0 is rejected, whereas H_1 is entirely accepted. Based on calculations, $\varphi^*_{\text{emp}} = 9.49$ is in the area of statistical significance.

Thus, $\varphi^*_{\text{emp}} = 9.49$ proves that the author's model for training future geography teachers for local studies and tourist activities following a competency-based approach is quite effective and functional.

Therefore, the experimental data prove the achievement of goals and realization of pedagogical conditions, as well as the effectiveness of the author's model for training future geography teachers for local studies and tourist activities following a competency-based approach.

The difference between the proposed model and the current one consists in the fact that its goals are related to integrated requirements for the results of the educational process, that is, which competencies future geography teachers should have to organize local studies and tourist activities.

Conclusions

The practical value of the obtained results is justified by the development and introduction of the methodology for identifying the development levels of future geography teachers' competency in local history into the educational process of higher education institutions.

The analysis of scientific literature and practical experience helps to identify, justify and experimentally verify pedagogical conditions and develop a relevant model for training future geography teachers for local studies and tourist activities following a competency-based approach, whose

effectiveness has been proved during the pedagogical experiment. The results obtained from ascertaining and formative stages of the pedagogical experiment prove some positive dynamics in the development levels of competency in local history in EG students. Indeed, 104 students (44.9 %) from EG have reached a high level of this competency after the formative stage of the pedagogical experiment (only 28 students (12.2%) before the formative stage of the pedagogical experiment); 82 students (35.3%) from EG have reached an average level of this competency after the formative stage of the pedagogical experiment (101 students (43.6%) before the formative stage of the pedagogical experiment); 46 students (19.8%) have remained at a low level of this competency after the formative stage of the pedagogical experiment (103 students (44.2%) before the formative stage of the pedagogical experiment).

The paper analyzes the current level of competency in local history, which proves students' unwillingness to use different types of local studies and tourist activities. It can be explained by the prevalence of the traditional approach in their training manifested in weak links of local history between individual courses, placements, lack or a formal level of group work, lack of clear guidelines for developing competency in local history in future geography teachers, which can ensure their motivational and values-based attitude towards becoming organizers of local studies and tourist activities, self-development and using pedagogical technologies in research activities with pupils. The reasons behind it are as follows: underdeveloped conceptual principles for training students for local studies and tourist activities; a sporadic character of the material on local history and tourism in the content of most courses of general (fundamental) and professional (scientific and subject-specific) training, programmes of teaching placements; underestimation of educational technologies in the process of local studies and tourist activities.

The quantitative and qualitative analysis of the obtained results proves the effectiveness and expediency of introducing pedagogical conditions for developing competency in local history in future geography teachers into the educational process in HEIs. Further research should consist of studying and analyzing such processes as the update of the content and the use of pedagogical technologies in continuing professional education to develop other teachers' competency in local history.

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