Training of Future Geography Teachers to Local Lore and Tourist Work on the Basis of Competence Approach

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Abstract: Against the background of the renewal of approaches to the development of geography education, the formation of national-patriotic consciousness among students, the introduction of pedagogical technologies into the educational process in order to study the characteristics of their native land, the question arises of the need to modernize the training of future geography teachers in local lore and tourism work. The purpose - to theoretically substantiate and experimentally check pedagogical conditions of preparation of future teachers of geography for local lore and tourist work on the basis of the competence approach. 236 students majoring in "Geography and Biology" with a bachelor's degree formed a control group and 232 - an experimental group. The pedagogical conditions of training of future teachers of geography for local lore and tourist work on the basis of the competence approach are defined and realized: stimulating positive motivation to study local lore material in the disciplines of the cycle of general (fundamental) and professional (scientific-subject) training and disciplines of additional specialization "Local lore and tourism work"; acquisition of knowledge, skills (competencies) for the implementation of local lore and tourism work through the optimization of student groups; intensification of the experience of local lore and tourism work during educational and pedagogical practices. The effectiveness of pedagogical conditions is proved by the results of the formative experiment: the number of students with a high level of local lore competence in the experimental group increased, while in the control group the same indicator did not increase significantly. The results of the study indicate a dynamic positive change in the formation of local lore competence of experimental groups under the influence of the proposed innovations. The international significance of the article lies in the application of recognized in modern pedagogy methods of training future teachers of geography in the authentic Ukrainian region, which has its own local lore and tourism prospects. The latter need to be popularized in Ukraine and the world and have not yet been studied in the context of modern tourism pedagogy.

Keywords: *geographical education, pedagogical technologies, stimulation of positive motivation, optimization of work of student circles, activization of experience, educational and pedagogical practices.*

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Introduction

Now there is a request for the transition of the training of future teachers from a traditional to a competency basis, it requires a qualitative reorientation of the content of all links of the educational process, the use of such methods, forms and means that contribute to the achievement of the proper level of knowledge, skills and abilities by students to cognize their native land, independent research work, strengthening of motivation for learning, development of personal qualities, (Nerubasska, 2020; Melnyk, 2019; Sheremet, 2019; Gerasymova, 2019; Onishchuk, 2020; Maksymchuk, 2020). That is why the leading role in the professional training of future teachers of geography as a searcher, researcher, discoverer of the peculiarities of the territory of the native land is played by the local lore and tourism component.

Against the background of the renewal of approaches to the development of geography education, the formation of national-patriotic consciousness among students, the introduction of pedagogical technologies into the educational process in order to study the characteristics of their native land, the question arises of the need to modernize the training of future geography teachers in local lore and tourism work.

Fundamentally new approaches to political, economic and social progress of the state, insufficient development of local lore and tourism as an effective means of personality formation, acquaintance with the natural and urban environment motivate the expediency of significant changes in the training of future geography teachers for local lore and tourism.

It was found that in domestic and foreign science has accumulated a significant amount of work, which reveals the problem of training future teachers of geography for local lore and tourism work. With all the variety of approaches to training a future teacher, this problem has not been adequately reflected, scientists have considered only certain aspects, in particular: growth of the role of local lore and tourism work of future teachers of geography, improvement of the methodical system of local lore and tourism research at school, constant expansion of the scope of local lore information and organization of tourist actions in education (T. Gerasymova 1965, A. Darinsky 1987, G. Denisyk 1998, J. Zhupansky 1994, F. Zastavny 2007) and others. The emphasis is placed on the fact that in the professional activity of teachers of geography, an important role is played by local lore and tourism work, preparation for which, taking into account the needs of the present, should take place on the basis of a competence-based approach.

In the context of the above studies, we understand local lore and tourism work as the process of forming a sustainable cognitive interest among future teachers of geography, a value attitude to the study of the peculiarities of their native land, obtaining a body of knowledge for performing practical local lore tasks (analyzing sources of local history information, compiling a map of the studied region, exposition of the collected local lore material, report preparation, performance of various duties in the natural conditions of a camping trip, etc.) in the context of a system of orderly joint activities of a teacher and a student aimed at the implementation of cognitive and research actions.

Analytical review of research on the organization of professional training of future teachers proves that according to the specifics of the professional direction of professional activity, it is the teacher-geographer who should conduct local history and tourism work with students, (V. Bedyuk, 1999, T. Vaida, 1998, L. Guzhova, 2000, O. Kostyukova, 2003, G. Lysycharova, 2008) and others. In the research of scientists, the concepts of the native land, local lore and tourism, their interrelationships, forms of conduct, functions are considered, and the principle of local lore is determined as one of the main principles of teaching, which, in our opinion, is an important aspect of the modern training of future geography teachers based on the competence approach.

Generalization of the content of the concepts "region", "native land", "local lore", "tourism", "local history and tourism work", "training of future teachers" made it possible to define the concept of "training of future teachers of geography for local lore and tourism work" pedagogical process aimed at future teachers of geography to acquire the necessary knowledge, skills and abilities in the field of local lore and tourism, the formation of personal qualities that ensure their ability to explore the peculiarities of the native land and use the collected material in further pedagogical activities of local lore and tourism.

Social transformations of the Ukrainian society, changes in the labor market, in particular in the sector of educational services, demand qualitative modifications of conceptual bases of professional training of future teachers of geography. The implementation of these tasks requires not only providing the teacher with a system of professional knowledge, but also the formation of abilities for professional action and relationships, individual cognitive experience and the development of significant qualities in accordance with the professional qualification "Organizer of local lore and tourism". All this actualizes new approaches to professional training, namely the formation of future teachers of geography professional competence.

The problem of the competence approach in education, the formation of professional competence of the specialist was studied by domestic and foreign scientists, (V. Slastyonin, 2002, L. Tarkhan, 2008, O. Timets, 2011, A. Khutorsky, 2003, V. Yagupov, 2002) and others, who prove that the competency approach means a gradual reorientation of the dominant educational paradigm with the predominant translation of knowledge, the formation of skills to create conditions for mastering a set of competencies that mark the graduate's ability to survive and sustainable life in today's multifactorial socio-political, information and communication space.

The result of training of future teachers of geography for local lore and tourism work on the basis of the competence approach is the formation of such a component of professional competence as local lore competence.

We define the local lore competence of future geography teachers as a multifactorial quality, which is the result of acquiring certain competencies and turns out to be in the general ability and readiness for this type of activity with students, based on knowledge and skills; individual practical experience in studying the peculiarities of the native land, where cognitive actions of a research nature play a key role during hiking trips, travels, expeditions; value orientations, integrative personality indicators (communication style, attitude towards oneself and one's activities), acquired in the learning process and focused on independent participation in further pedagogical activities of the local lore and tourism direction.

The personal contribution of the authors of the article to the novelty of the research topic follows from the critical analysis of the scientific literature. Thus, it notes that the main factor that contributes to the personal and professional development of future teachers of geography is its implementation on the basis of different methodological approaches. However, in studies devoted to the problems of training future teachers, the possibilities of the competence-based approach in the purposeful design of local lore and tourism work are inadequately treated, the result of which potentially becomes an increase in the level of formation of the local lore competence of future teachers of geography, have a deep knowledge of the content, organizational forms, methods, technologies of its implementation, which confirms the need for theoretical substantiation and practical solution of this problem.

Based on the study and generalization of theoretical and practical aspects of training future teachers of geography in local history and tourism work on the basis of a competence-based approach, the authors of the

article have identified contradictions that need to be resolved, in particular between:

- the existing system of training future teachers of geography for local lore and tourism work and modern requirements for the content and methods of its implementation;
- intensified potential of pedagogical technologies aimed at optimizing local lore and tourism work, and the low level of their application in the system of higher pedagogical education;
- subject-content and practical orientation of local lore and tourism work in higher education institutions and new trends in vocational education, based on the principles of competence approach.

Accordingly, the purpose is defined - to theoretically substantiate and experimentally check pedagogical conditions of training of future teachers of geography for local lore and tourist work on the basis of the competence approach.

The purpose was achieved by formulating the author's vision of the component composition of local lore competence, which includes the following components: motivational, cognitive and activity, characterized by relevant competencies (motivational and emotional-value - the presence of motivation and understanding of the value of local lore and tourism work, the need to enrich knowledge, which may take the form of cognitive interest to activity, active-cognitive and subject-professional - the presence of knowledge, skills, cognitive abilities and skills necessary to obtain new knowledge, mastery of methods of local lore and tourism, competencies of self-development and research - actions, operations to achieve the aim and master the experience of professional activities).

Materials & methods

The results of the pilot study formed the basis of the ascertaining stage of the experimental work, for which the criteria (motivational-value, cognitive-knowledge, activity-practical) were clarified, which were coordinated with the component composition of local history competence and the corresponding competencies and indicators of the formation of local lore competence of future geography teachers. *The indicators of the motivational-value criterion* are determined - the formation of the student's motivation and attitude to the learning process, the desire to satisfy cognitive needs, a high level of memorization, comprehension and transmission of information of local lore and tourism content; the desire to acquire local lore and tourism knowledge, the desire to creatively carry out local lore and tourism work;

willingness to make a strong-willed effort, a certain emotional stability during many hours of work in the natural conditions of a tourist trip or expedition with students; *cognitive-knowledge* - the level of mastery of local lore knowledge, completeness and effectiveness in the process of performing various types of local lore and tourism work (contacts with the local population in the field of local lore research, orientation of knowledge on future professional activity of the organizer of local lore and tourism work with students; in real natural conditions of a tourist trip; knowledge of ways to perform the tasks of local lore education of students in practice; mastery of local lore terminology, orientation in traditional and new methods of local lore research; sociability, initiative, independence, ability to justify their position, responsibility; *activity-practical* - active activity of future teachers of geography, aimed at deepening knowledge, formation of skills and abilities of organization of local lore and tourist activity during work in field conditions, conducting excursions, organization of museum work, formation of relevant skills and competencies.

According to the developed criteria and indicators the levels of formation of local lore competence of future teachers of geography are characterized: high, medium and low.

To confirm the results of the pilot study, a confirmatory stage of research and experimental work in experimental and control groups was carried out, in the process of which the initial level of formation of local lore competence of future teachers of geography was determined.

The following diagnostic methods were used to determine the levels of formation of local lore competence of future teachers of geography: according to the *motivational-value criterion*, the method of questioning and assessing the levels of motivation of professional activity according to the method "Motivation of professional activity" (developed by K. Zamfir in the modification of A. Rean), which is adapted to study the motivation of local history and tourism; methodology developed by A. Fiedler, which is based on the ranking of personal attitudes to certain values based on their emotional perception; *cognitive-knowledge* - student creative works, test of incomplete sentences, control cognitive local lore tasks, control works in the form of test tasks, development of the educational project on the organization and carrying out of local lore and tourist travel, conversations, supervision; *activity-practical* - the implementation and assessment of essays written by students as a result of their passing pedagogical practices (characteristic of their own experience in the application of local lore and tourism knowledge when performing independent cognitive tasks with students-circle members directly in the conditions of a tourist trip), an assessment of the results of the portfolio

report, based on which lie the cognitive local history and tourist task of educational practices (creative, design, research work, etc., identifying positive changes in one's own possibilities, abilities, other personal qualities).

The model of training of future teachers of geography for local lore and tourist work on the basis of the competence approach which components are the following blocks is developed: target, methodological-structural, content-operational and estimated-effective.

Within the *target block* of the model the purpose (improvement of training of future teachers of geography for local lore and tourist work on the basis of the competence approach), tasks (formation of positive motivation, granting to students of subject knowledge and research local lore and tourist skills, personal qualities (competencies) works).

Methodological-structural unit includes: approaches (activity, system, personal, technological, competence), principles (scientific, visual, problem-based, developmental and educational training, activity and independence, local lore (connection of learning with life), component composition (motivational, cognitive and activity components) , competencies (motivational and emotional-value, active-cognitive and subject-professional, self-development and research), criteria (motivational-value, cognitive-knowledge, activity-practical).

The content-operational block is represented by: stages (initial, main, final), content (disciplines of the cycle of general (fundamental) and professional (scientific-subject) training, local lore and tourism circle (creation of conditional (quasi-professional) situations of future local lore and tourism work), educational and pedagogical practice; forms (individual, group and frontal forms (lectures, practical and laboratory classes, extracurricular activities (portfolio, cognitive local lore tasks, hiking, excursions, observations, quizzes, correspondence trips, field games, local lore competitions, relay races, competitions, etc.), independent work, writing qualifying works); methods (method of educational interest and cognitive activity, practical activity, research method, methods of testing, questionnaires, surveys); pedagogical technologies (case technology, project technology, brainstorming, problem-based learning technology, motivational-informational, cognitive, managerial, game technologies, training technologies).

Estimated-effective block includes: levels (high, medium, low), result (increasing the level of formation of future teachers of geography local lore competence).

The approbation of the model was provided by the developed pedagogical conditions for the training of future teachers of geography in

local lore and tourism work on the basis of a competency-based approach: stimulating positive motivation to study local lore material in the disciplines of the cycle of general (basic) and professional (scientific-subject) training and disciplines of additional specialization "Local lore and tourism work "; acquisition of knowledge, skills (competencies) for the implementation of local lore and tourism work through the optimization of student groups; intensification of the experience of local lore and tourism work during educational and pedagogical practices.

Participants of the study were selected based on geographical (representing different regions of Ukraine) and subject-thematic (students of natural sciences and geography) factors. The realization of pedagogical conditions was carried out during a formative experiment, which was conducted at the natural-geographical faculties of the Uman State Pedagogical University named after Pavlo Tychyna, Poltava National Pedagogical University named after V. Korolenko, Central State Pedagogical University named after Vladimir Vinnichenko, Pereyaslav-Khmelnytsky State Pedagogical University named after H. Skovoroda (468 students (236 - control, 232 - experimental group) specialty "Geography and Biology" educational degree "Bachelor"). Selection of students for experimental and control groups was carried out randomly - by blind division (draw) of academic groups in each of the educational institutions in approximately equal proportions.

The first pedagogical condition provided for the influence on the formation of motivational and value criteria of local lore competence of future teachers of geography during the initial stage of the study. Its implementation involved enriching the content of professional disciplines with local lore and tourism material: in the course "Geology" updated topics "Minerals: chemical composition, structure, diagnostic properties, morphology and classification", "Exogenous processes", "Earth's crust", "Minerals"; "General geography" - the topic "Natural complexes as systems", "Geography of soils with the basics of soil science" - the topic "Problems of soil protection of the native land", "Physical geography of Ukraine" - topics "History of geographical research of Ukraine" and "Relief and geological structure of Ukraine "; "Social and economic geography of Ukraine" - the topic "Resource potential, territorial combinations of natural resources"; topics of abstracts are offered: "Preservation of the resource potential of the native land is the preservation of the future", "Resource provision of the XXI century", "What we have and how we store", "Ways and principles of organizing the preservation of local natural resources", etc. The following forms were used: lecture-discussion, lecture with elements of problem discussion, discussion questions on local lore and tourism,

laboratory and practical classes in the form of a press conference, practical work in the field to clarify the relationship in natural complexes, thematic round table, training, independent cognitive activity of students; active methods: cognitive tasks, group interaction with the distribution of functions of members of the tourist trip, the use of incentive assessment as an objective indicator of individual student achievement in local lore and tourism, analysis of practical situations, modeling and solving non-standard situations, business games, brainstorming, etc.; technologies: case technology in the classroom study of local lore information with the use of text, audiovisual, multimedia educational materials; problem-based learning technology; information and communication technologies (illustration of graphs, figures, tables, etc.), video or animation of geographical processes on the native land).

The second pedagogical condition involved the influence on the formation of cognitive-knowledge criteria during the main stage of the study. The implementation of this condition was ensured by the enrichment of the educational process with such pedagogical technologies (technology of creative learning, problem-based learning, modular technology, brainstorming, project technology, technology of independent work, case technology, training technologies, game technologies), which provided comprehensive training teachers of geography to local lore and tourism work. For realization of the second pedagogical condition the author's competence-oriented program of a local lore and tourist circle for students is developed, educational and methodical maintenance and recommendations concerning use of modern pedagogical technologies in its work are developed.

The third pedagogical condition provided for the influence on the formation of activity-practical criteria of local lore competence of future teachers of geography and was implemented at the final stage of research during educational and pedagogical practices. Optimization of educational practices was carried out through the systematic application of local lore cognitive tasks and the use of contextual learning technology of students, which provided dynamic modeling of the subject content of future professional activities to ensure the transformation of their educational activities into professional activities of geography teachers. Elements of research work on local lore and tourism are introduced into the program of pedagogical practice. To implement the third pedagogical condition, various forms of joint activities and communication with pupils-members of the circle were used (contests, a club of the cheerful and resourceful, olympiads, thematic weeks of local lore content at school, non-traditional lessons, game methods (business, creative, plot-role-playing games) tasks, based on the use of problem-

search methods; local lore evenings, excursions, electives; interactive exercises, problem learning technology, etc.).

Results

Analysis of curricula, programs, individual documents and decisions at the level of natural sciences and departments and departments that have become fundamental for the transition to the implementation of the competency approach in the educational process, in particular in local lore and tourism work showed a lack of local lore and tourism potential in pedagogical practice. There are no accents on the organization, conditions and process of local lore and tourism training of future teachers of geography), professional geographical disciplines and a small number of disciplines, the main purpose of which is the direct training of the organizer of local lore and tourism work. We see the reason for this state in the absence of conceptual provisions for the training of future teachers of geography for local lore and tourism work; episodic in most disciplines of general (fundamental) and professional (scientific-subject) training, programs of pedagogical practices of local lore study of the territory of the native land; underestimation of educational technologies in the process of local lore and tourism work.

A survey of students on their awareness of the content of local lore and tourism material and its capabilities in organizing this activity in institutions of general secondary education, the use of appropriate forms, methods and means for this purpose showed that, in general, students are not ready to apply various types of local lore and tourism work, do not know how to effectively implement it.

So, in the educational process of higher educational institutions there is a need to train future teachers of geography in local lore and tourism work based on a competence-based approach.

The analysis of the current state of training of future geography teachers in local lore and tourism work carried out at the constitutive stage of the work showed the prevalence of a low level of subject knowledge and activity skills in local lore and tourism, motivation and values of the future professional activity of the organizer of local lore and tourism work, the absence or episodic manifestation of research tourist skills, as well as the insufficient formation of personal qualities, which is explained by the fact that most students consider it insufficient for themselves to study the issues of knowing their native land, local lore information is not always used in school education, especially since such a subject is not available in general secondary education. The reasons for this

state are the insignificant filling of professional geographical disciplines, pedagogical and educational practices with local lore material, inefficient work of student local lore and tourism clubs, which provides for the study of technological aspects of local lore and tourism work.

The results obtained confirm the need for changes in the training of future teachers of geography in local history and tourism work, in particular, its implementation on the basis of a competence-based approach.

During the control section, the quantitative values of the indicators of the formation of local lore competence of students of the control and experimental groups were analyzed, which made it possible to establish the corresponding dynamics of their levels (Table 1).

Table 1. *Dynamics of levels of formation of local lore competence of future teachers of geography before and after completion of experiment (%)*

Levels	Statement experiment	Forming experiment	Dynamics	Statement experiment	Forming experiment	Dynamics
	Control group			Experimental group		
High	12,4 %	23,4 %	+11,0 %	12,2 %	44,9 %	+32,7 %
Medium	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 %

The results of the experimental work showed positive changes in the levels of formation of local lore competence of the students of the experimental group: the high level increased by 32.7%, the medium level decreased by 8.2%, the low level by 24.4%. In the control group: high increased by 11.0%, medium - by 1.5%, low decreased by 12.5%.

To determine the statistical reliability and establish the difference between the average values of the levels of formation of local lore competence of future teachers of geography in the control and experimental groups, the Student's t-test was calculated. Fisher's criterion of statistical significance was used to check the probability of the obtained results.

It is established that as a result of experimental work the students of the experimental group showed higher levels of local lore competence of future teachers of geography, and the differences in these levels are not accidental, and are a consequence of the implementation of appropriate pedagogical conditions.

Discussion

First of all, we note that the process of conducting this study is based

on relevant ethical rules. All ethical requirements were considered for the conduct of this study. Further, the authors of the study obtained the consent of the ethical committees of educational institutions, on the basis of which the study was conducted. After that, the participants were informed about the goals and objectives of the study. They were also informed that participation in the study was voluntary and that they had the right to refuse to participate in it at any time.

The scientific novelty of the obtained results is that:

- for the first time, pedagogical conditions were substantiated (stimulation of positive motivation for the study of local lore material in the disciplines of the cycle of general (basic) and professional (scientific-subject) training and disciplines of additional specialization "Local lore and tourism work"; acquisition of knowledge, skills (competencies) for the implementation of local lore and tourism work through the optimization of student groups; activation of experience of local lore and tourist work during educational and pedagogical practices); the model of training of future teachers of geography for local lore and tourist work on the basis of the competence approach is developed, which includes the following blocks: target (aim, task), methodological and structural (approaches, principles, subjectivity of relations of participants of local lore and tourist work, content-procedural (stages, content, forms, methods, technologies), evaluation-result (levels and result);

- the essence of the key concepts of the study "local lore and tourism work", "training of future teachers of geography for local lore and tourism work", "local lore competence of future teachers of geography", component composition (motivational, cognitive and activity components), criteria (motivational and value, cognitive-knowledge, activity-practical), indicators and levels of formation (high, medium, low) of local lore competence of future teachers of geography);

- the content, forms, methods and technologies of preparation of future teachers of geography for local lore and tourist work on the basis of the competence approach have got the further development.

The practical significance of the obtained results lies in the development and implementation in the educational process of higher education institutions of methods for diagnosing the levels of formation of local lore competence of future teachers of geography; updated content of disciplines "General geography", "Physical geography of Ukraine", "Methods of teaching geography", "Regional social and economic geography", "Theory and methods of local lore and tourism work" through the introduction of local lore and tourism material, creating an author's competency-oriented

program of local lore and tourist club for students-geographers; introduction of methodical recommendations for performance of local lore tasks during educational and pedagogical practices.

Research materials can be used in teaching courses related to local lore and tourism training: "Pedagogical local lore", "Methods of pedagogical research", "History of pedagogy"; in the process of preparation of educational and methodical publications, in the work of pupil and student clubs, curators of academic groups, etc.

Conclusions

The analysis of scientific achievements on the problem of training future teachers of geography in local lore and tourism work on the basis of a competence-based approach in philosophical, geographical, psychological and pedagogical literature and educational practice showed that a significant part of the work is devoted to certain issues and directions of organizing this process, in particular: a methodological system for conducting local lore and tourism research at school, expanding the scope of application of local lore information and organizing tourist campaigns in education, considering the concept of a native land, local lore and tourism, their interrelationships, forms of conduct, functions, and also identified the local lore principle as one of the main principles of teaching. Particular attention is paid to the problems of the competence approach in education, the process of formation of local lore competence of future teachers of geography is revealed. However, despite the steady interest in the research topic, the problem of training future teachers of geography for local lore and tourism work on the basis of a competency-based approach is insufficiently developed in the theory and practice of modern vocational education.

The essence of the key concepts of the study has been clarified, in particular: "local lore and tourism work" is understood as the process of forming a stable cognitive interest in future geography teachers, a value attitude towards the study of the peculiarities of the native land, obtaining a set of knowledge to perform practical local lore tasks (analysis of sources of local lore information, mapping of the study region, the exposition of the collected local lore material, report preparation, performance of various duties in natural conditions of a tourist trip, etc.) in the conditions of the system of the ordered joint activity of the teacher and the student directed on realization of cognitive-research actions; "training of future teachers of geography for local lore and tourism" is defined as a pedagogical process aimed at acquiring future teachers of geography the necessary knowledge,

skills and abilities in the field of local lore and tourism, the formation of personal qualities that ensure their ability to explore native land and use collected material. in the further pedagogical activity of local lore and tourist direction; "local lore competence of future teachers of geography" is considered a multifactorial quality that is the result of the acquisition of certain competencies and is manifested in the general ability and readiness for this type of activity with students, which is based on knowledge, skills; experience of studying the peculiarities of the native land, where the key role is played by cognitive actions of a research nature, individual practical experience of studying the peculiarities of the native land during tourist trips, travels, expeditions; value orientations, integrative indicators of personality (style of communication, attitude to oneself and one's activity), acquired in the process of learning and focused on independent successful participation in further pedagogical activity of local lore and tourism direction.

The component composition of local lore competence is revealed, which includes the following components (motivational, cognitive and activity) and corresponding competencies: motivational and emotional-value - the presence of motivation and understanding of the value of local lore and tourism work, proving the need to enrich knowledge to activity; active-cognitive and subject-professional - the presence of knowledge, skills, cognitive abilities and skills necessary for the acquisition of new knowledge, mastery of methods of local lore and tourism work; self-development competence and research competence - actions, operations to achieve the set goal and mastering the experience of professional activity.

The current state of the training of future teachers of geography in local lore and tourism work is analyzed on the basis of a competence-based approach, which showed the students' unwillingness to apply various types of local lore and tourism work, which is explained by the dominance of the traditional approach in their professional training, which is manifested in the weak links of local lore material between individual professional disciplines , practitioners, in the absence or at the formal level of team work, the lack of clear guidelines in the formation of the local lore competence of future teachers of geography, which would provide their motivational and value-based attitude towards obtaining the qualifications of an organizer of local lore and tourism work, self-development and the use of pedagogical technologies in research work with students. The reasons for this state are: undeveloped conceptual provisions for training students for local lore and tourism work; episodic nature of regional tourism material in the content of most disciplines of general (basic) and professional (scientific-subject) training, programs of pedagogical practices; underestimation of educational

technologies in the process of local lore and tourism work.

The criteria of formation of local lore competence of future geography teachers and their indicators are specified: motivational-value (formation of motivation and attitude of the student to the learning process, desire to satisfy cognitive needs, high level of memorization, comprehension and transfer of information of local lore and tourist content; the desire to acquire local lore and tourism knowledge, the desire to creatively carry out local lore and tourism work; willingness to make a strong-willed effort, a certain emotional stability during many hours of work in the natural conditions of a tourist trip or expedition with students), cognitive-knowledge (level of mastering local lore knowledge, completeness and effectiveness in the process of performing various types of local lore and tourism work (contacts with the local population in the field of local lore research, orientation of knowledge on future professional activity of the organizer of local lore and tourism work with students; in real natural conditions of a tourist trip; knowledge of ways to perform the tasks of local lore education of students in practice); mastery of local lore terminology, orientation in traditional and new methods of local lore research; sociability, initiative, independence, ability to justify their position, responsibility), activity-practical (active activity of a student-geographer, aimed at deepening knowledge, formation of skills and abilities of organization of local lore and tourism activities in the field, excursions, museum organization work, the formation of relevant skills and competencies).

Based on the defined criteria and indicators, the levels of formation of local lore competence of future geography teachers are characterized: high, medium and low.

The model of training of future teachers of geography for local lore and tourist work on the basis of the competence approach which covers such blocks and their components is developed: target (purpose, task), methodological and structural (approaches, principles, subjectivity of relations of participants of local lore and tourist work, components local lore competence), content-operational (stages, content, forms, methods, technologies), evaluation-effective (levels, result). The main components of the model interact through feedback mechanisms.

The pedagogical conditions of training of future teachers of geography for local lore and tourist work on the basis of the competence approach are defined and realized: stimulation of positive motivation to study of local lore material in disciplines of a cycle of general (fundamental) and professional (scientific and subject) training and disciplines of additional specialization "Local lore and tourism work"; acquisition of knowledge, skills

(competencies) for the implementation of local lore and tourism work through the optimization of student groups; intensification of the experience of local lore and tourism work during educational and pedagogical practices.

The implementation of the first pedagogical condition was carried out through: updating the content of professional disciplines with local lore and tourism material ("Geology", "General Geography", "Soil Geography with Fundamentals of Soil Science", "Physical Geography of Ukraine", "Social and Economic Geography of Ukraine"), use of such forms: lecture-discussion, lecture with elements of problem discussion, discussion questions on local lore and tourism, laboratory and practical classes in the form of a press conference, practical work in the field to clarify the relationship in natural complexes, thematic round table, training, independent cognitive student activities; methods: cognitive tasks, group interaction with the distribution of functions of members of the tourist campaign, the use of incentive assessment as an objective indicator of individual student achievement in local lore and tourism, analysis of practical situations, modeling and solving unusual situations, business games, brainstorming, etc.; technologies: case technology in the classroom study of local lore information with the use of text, audiovisual, multimedia educational materials; problem-based learning technology; information and communication technologies (illustration of graphs, figures, tables, etc.), video or animation of geographical processes in the native land).

The second pedagogical condition was implemented on the basis of the application of pedagogical technologies (technology of creative learning, problem-based learning, modular technology, case technology, brainstorming, project technology, technology of independent work organization, training technologies, game technologies). The author's competence-oriented program of local lore and tourist club for students-geographers is developed, directed on fixing by students of a technique of local lore researches during tourist actions.

The implementation of the third pedagogical condition was carried out during educational and pedagogical practices. Optimization of educational practices was carried out through the use of local lore cognitive tasks and the use of technology of contextual learning of students, which provided dynamic modeling of the subject content of future professional activities to ensure the transformation of their educational activities into professional activities of geography teachers. Elements of research work on local lore and tourism are introduced into the program of pedagogical practice. To implement the third pedagogical condition, various forms of joint activities and communication with students from the club were used,

during which the student assimilates the content of study in local lore and tourism (contests, a club of the cheerful and resourceful, olympiads, thematic weeks of local history content at school, non-traditional lessons, game methods (business, creative, role-playing games) tasks based on the use of problem-search methods, local lore evenings, excursions, electives; interactive exercises, problem learning technology, etc.).

The effectiveness of pedagogical conditions is proved by the results of the formative experiment: the number of students with a high level of local lore competence in the experimental group increased, while in the control group the same indicator did not increase significantly. The results of the study indicate a dynamic positive change in the formation of local lore competence of experimental groups under the influence of the proposed innovations.

We see the prospect of further research in the direction of modernization of the content and application of pedagogical technologies in the process of continuing professional education for the development of local lore competence of geography teachers.

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