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INCREASING THE PROFESSIONAL COMPETENCIES OF FUTURE GEOGRAPHY TEACHERS IN TOURISM AND LOCAL HISTORY

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ПОВЫШЕНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ БУДУЩИХ УЧИТЕЛЕЙ ГЕОГРАФИИ В ОБЛАСТИ ТУРИЗМА И КРАЕВЕДЕНИЯ

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Abstract. This article examines the significance, concept, and structure of developing tourism and local history competencies among future geography teachers, as well as the role and importance of excursions in the formation of these competencies. The pedagogical principles and conditions for organizing tourism and local history activities are also considered. The social transformation of contemporary Kazakh society is directly associated with the dynamics of the education system. In the 21st century, high demands are placed on the personality and professional level of teachers. A modern teacher should be able to respond flexibly and creatively to rapidly changing socio-economic conditions that influence the nature of pedagogical activity and, above all, should be prepared to focus on the development of the growing child. The professional and personal development of a teacher largely depends on the quality of a student's professional training at university. Professional training of students is a process and a result of mastering a system of professional knowledge by the subjects of education, developing methodological culture, forming basic professional skills, developing important professional and personal qualities, and, on this basis, developing professional value orientations.

Аннотация. Рассматриваются значимость, понятие и структура формирования туристско-краеведческих компетенций у будущих учителей географии, а также роль и значение экскурсий в процессе их становления. Также анализируются педагогические принципы и условия организации туристско-краеведческой деятельности. Социальная трансформация современного казахстанского общества неразрывно связана с динамикой системы образования. В XXI веке к личности и профессиональному уровню педагогов предъявляются высокие требования. Современный учитель должен уметь гибко и творчески реагировать на быстро меняющиеся социально-экономические условия, влияющие на характер педагогической деятельности; прежде всего, он должен быть готов сосредоточиться на развитии ребенка. Профессиональное и личностное становление педагога во многом зависит от качества его профессиональной подготовки в вузе. Профессиональная подготовка студентов представляет собой процесс и результат овладения ими системой профессиональных знаний, развития методологической культуры, формирования базовых

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профессиональных умений, становления значимых профессионально-личностных качеств, а также на этой основе формирования профессиональных ценностных ориентаций.

Keywords: competence; local history; hiking; tourist expedition; tourist competitions.

Ключевые слова: компетентность; краеведение; пеший поход; туристская экспедиция; туристские соревнования.

Preparing future teachers for tourism and local history activities at pedagogical higher education institutions is an important prerequisite for their further professional development. It is aimed at:

1. practical and theoretical understanding of reality and the consistent transition from regional and local levels of knowledge to global levels of knowledge;

2. formation and development of professionally significant qualities, pedagogical abilities, and the foundations of pedagogical mastery.

In the process of preparing future geography teachers for tourism and local history activities, it is important not only for an individual to directly perceive objects and processes of reality — specific natural and industrial systems at the micro- and mesoregional levels — but also to understand their interrelationships and interdependencies, establish connections with theoretical knowledge, and use these objects and phenomena for possible educational and scientific research.

The preparation of university students for tourism and local history activities involves the entire educational process, in which the components of the state educational standard related to the comprehensive study of territories referred to as the “native land” are interconnected and complement one another. This preparation is aimed at organizing tourism and local history activities in general education institutions.According to the concept of modernization of education in Kazakhstan, the main objectives of vocational education are to train qualified specialists of an appropriate level and profile who are competitive in the labor market, competent, responsible, proficient in their profession, capable of navigating related fields of activity, able to work effectively in their profession at the level of international standards, and prepared for continuous professional and social development.

The dynamic nature of social development demonstrates that a person's professional activity cannot be fully predetermined throughout all stages of their professional career. It requires continuous education and constant improvement of professional competence. A competent specialist strives toward the future, anticipates changes, and is oriented toward independent learning. Based on these conditions, the preparation of future geography teachers for tourism and local history activities should be considered from the perspective of the competency-based approach.

Research Methodology

The reliability of the study is ensured by the conformity of its content with the scientific framework; the use of a comprehensive set of research methods; the validity of the data obtained; the systematic and planned stages of the experimental research; the effectiveness of the initial and final indicators; and the integration of the obtained results into the unified pedagogical process of the university, particularly into the educational process of the course “Fundamentals of Organizing and Conducting Tourism and Local History Activities”. The statement “Tourism is local history, but local history is not tourism” reflects the dual nature of local history education at school. Simple visual observations are often conducted during hikes, but not all such activities are directly related to tourism. Genuine local history activities should not necessarily be associated with the physical and sporting requirements of hiking. It is difficult to incorporate search and research activities into the

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strict framework of a sports hike. In many cases, this may lead to the loss of both educational and sporting objectives, while, most importantly, children may suffer from excessive physical loads [8].

Tourism and local history activities are characterized by their multifunctional nature and diversity of forms. This should be reflected both in the overall organization of activities and in their individual forms. It is not without reason that tourism and local history activities with children are considered one of the most comprehensive forms of extracurricular educational work. Schools should seek to use various forms of children's tourism activities, because only in this way is it possible to fully satisfy children's diverse interests, engage them in tourism, and effectively organize tourism and local history activities in schools. Tourism, as a form of active cognitive activity, can be beneficial for every student. For a child, tourism is an engaging activity filled with the experience of discovering an unusual and new way of life. For teachers, tourism provides an opportunity to understand their students' inner worlds more deeply [10].

School tourism is not simply entertainment but a special form of activity situated between recreation and work. Tourism and local history activities at school form an important basis for an active lifestyle. The content of school tourism includes the following forms of activity: currently, the following forms of work with students are used in tourism and local history activities at schools: tourism and local history clubs, tourist competitions, tourism and local history gatherings, archaeological and ethnographic expeditions, hiking trips, excursions, local history competitions, local history games, tourist camps, local history quizzes, intellectual clubs, and amateur performance and tourist song competitions [7, 8].

Analysis and Discussion of Research Results

Tourism and local history clubs are primarily established and operate in schools, cultural and recreational centers, stations for young tourists, vocational schools, technical colleges, and higher education institutions. They are united by a common goal: enabling students to acquire theoretical knowledge and practical skills in tourism and local history activities. The work of these clubs is organized according to the educational and thematic plans and programs of the Central Children's Tourist and Excursion Station, while the use of author-developed programs is also possible.

In addition to tourism and local history clubs, there are sports-oriented tourism clubs, including water, hiking, and skiing clubs. Usually, such clubs are led by professional teachers or athletes with the appropriate qualifications. The typical number of club members is 15–20 students. At the beginning of each academic year, students, together with the teacher, develop an annual lesson plan covering all necessary types of activities. The plan includes theoretical activities (discussions, conferences, presentations, speeches at meetings, and the preparation of scientific, practical, and research papers) as well as practical activities (training hikes, excursions, and participation in city-level gatherings of club members). During educational hikes, students conduct research and carry out community-oriented activities. Tourist competitions are based on overcoming routes with natural and artificial obstacles and completing tasks involving the use of tourist equipment and specialized techniques. The objectives of tourist competitions are to improve participants' tourism skills, assess team capabilities, exchange experience, and promote tourism and a healthy lifestyle.

When preparing and conducting tourist competitions, an organizing committee is established and headed by the head of the organization conducting the competition or their deputy. The responsibilities of the organizing committee include preparing the necessary documentation for the competition (“competition regulations”, instructions, etc.), forming the panel of judges, providing material and technical support, organizing meals and medical services for participants and judges, and preparing and equipping accommodation facilities for participants. The competition itself is conducted by the panel of judges [5, 4].

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Competitions are held at various levels: national, regional, district, city, and local. During tourist competitions, each team completes a certain number of stages involving overcoming various natural and artificial obstacles, performing different methods of movement, providing first aid, and setting up a bivouac. In addition to the main part, the competition program may include various contests, such as amateur performances, cooking competitions, hiking newspapers, and others [4].

Tourism and local history gatherings are organized to assess the level of students' theoretical knowledge and practical skills acquired through educational programs. Usually, such gatherings last one day; however, multi-day gatherings may also be organized when a large number of participants are involved. A tourist expedition is a multi-day journey organized to a relatively unexplored area and carried out in accordance with a research plan developed by the club [2, 3].

A hiking trip is a form of active travel conducted in remote areas for educational, recreational, sporting, or research purposes [7].

An excursion is a tourism service designed to satisfy the spiritual, aesthetic, informational, and other cognitive needs of tourists or excursionists [6].

Local history competitions may be held in full-time or correspondence formats. Full-time competitions are usually conducted in the afternoon and last between one and one and a half hours. Correspondence competitions may be held at any time of the year based on assignments or materials provided by a station for young tourists. Local history games are short-term programs and final activities. They are mainly conducted in person among school teams in order to assess acquired knowledge and develop students' interest in local history activities. Local history quizzes may also be conducted in full-time or correspondence formats. Their purpose is to consolidate knowledge acquired through the studied programs, develop interest in local history activities, and encourage independent exploration of one's native region. Quizzes are usually devoted to the most significant and memorable pages of the history of the region [7].

A tourist camp is mainly organized after the end of the academic year. The duration of the camp is usually 10–14 days. Camps are generally organized in natural settings in order to consolidate knowledge acquired through educational programs and develop skills for appropriate behavior in nature. In addition, such camps aim to develop the ability to work in a team, foster responsibility for assigned tasks, cultivate mutual assistance, and develop strong-willed qualities, among other objectives.

Conclusion

In conclusion, each type of tourism and local history activity has its own criteria for evaluating its outcomes. At the present stage of educational development, the criteria for evaluating tourism and local history activities include the ability to apply acquired knowledge and use it in future life and professional activities. An important criterion for evaluating such activities is the ability to overcome difficulties encountered during their implementation, which serves as an indicator of personal development. Thus, taking into account all elements of the content of tourism, as well as its directions and types, tourism can be regarded as an important component of the educational process both at school and in extracurricular activities for the development of adolescents' personalities. Properly organized school tourism can complement the processes of education and upbringing and significantly improve their quality. Therefore, local history contributes to students' cognitive activity and intellectual development, while tourism ensures technical and tactical training, safety, and comfort in the field. Within the educational process, tourism and local history function as an integrated form of activity — tourism and local history activities.

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