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RELATIONSHIP OF COMPOSITIONS, CRITERIA AND INDICATORS OF REPARATION OF A FUTURE GEOGRAPHY TEACHER TO PROFESSIONAL ACTIVITIES ON THE BASIS OF A COMPETENCE APPROACH

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Abstract

The article defines and substantiates the ratio of components, criteria and indicators of future geography teacher's readiness for professional activity on the basis of competence approach. In order to identify the criteria for the formation of the phenomenon under study, the essence of the terms "criterion", "indicator" and "level" are defined. Based on the analysis and own vision, it was determined that the main criteria for the future geography teacher's preparation for professional activity on the basis of a competent approach are knowledge, skills and values of personality. Auto-psychological, self-organizing, reflexive, self-educational, organizational, leadership and technological components were found to be components of preparedness. Based on the generalization of these criteria and relevant indicators, we have established the level of preparedness of future geography teachers: low, sufficient, medium and high.

Keywords: professional activity, future geography teachers, components, criteria, level, readiness indicators.

Problem statement. The study of the problem of formation of vocational training of future teachers of geography on the basis of the competence approach involves the development of a clear system for measuring the level of its formation. The absence of such a system and the appropriate methodological tools hinders the teachers of the higher vocational school in the evaluation of their work and the objective differentiation of future specialists. In this regard, the analysis of the ratio of components, criteria and indicators of the future geography teacher's readiness for professional activity on the basis of a competent approach is worthy of attention.

Analysis of recent research and publications. Criteria and indicators of future geography teacher's readiness for professional activity on the basis of competence approach are considered in the works of V. Bagrii [1], S. Goncharenko [3], O. Ionova [4], E. Muratova [5], T. Furman [7]. However, in the current context, the study of the components, criteria and indicators of the future geography teacher's readiness for professional activity on the basis of a competent approach has not received due attention, which makes the relevance of our research. The purpose of the study is to determine and justify the correlation of components, criteria and indicators of the future geography teacher's readiness for professional activity on the basis of a competence approach. Outline of the main research material. In order to ensure their effective selection, it is first of all necessary to define the essence of the terms "criterion", "indicator" and "level". Thus, in the psychological and pedagogical literature the concept of "criterion" is considered as:

- "means, evaluation, measure of something" (S. Goncharenko) [3];
- "the basis for evaluating, defining or classifying something; measure";
- "the attribute on which the relevant activity is assessed";
- "the standard by which one can evaluate a real pedagogical phenomenon (process) or compare it with a standard" [1];
- the properties and characteristics of the object under study, which allow you to assess its functioning status and level of development.

The selection and justification of the criteria for evaluating the phenomenon under study should be based on certain requirements, which scientists include: - the wording of the criteria should be as clear, precise and concise as possible, and they should measure what the researcher (O. Ionova) wishes to evaluate [4];

- the criteria should reflect the essential characteristics and qualities of the phenomenon under study and be constant and stable;- the criteria should reflect the trends and patterns of development of the studied object;- the criteria should ensure that relationships can be established between the components and components of the process under study (E. Muratov) [5];

- the criteria should be determined taking into account the systemic vision of the phenomenon under study, its structural and functional components and features of implementation.

In modern research, the concept of "criterion" is closely linked to the concept of "indicator". Thus, according to T. Furman, each criterion is expressed in specific indicators. The term "indicator" is defined as:

- "a sign of something; phenomenon or event on the basis of which it is possible to draw conclusions about the course of any process; quantitative characterization of process properties» [7];

- part of the criterion by which the degree of manifestation or formation of the studied properties is determined;

- typical and specific manifestation of one of the essential aspects of the phenomenon under study, by the presence of which it can be concluded about the level of its formation;

The most common property of the phenomenon under study, which can be observed directly and is measurable (T. Furman) [7, p. 175];

- one of the components of the criterion, which quantitatively or qualitatively expresses one of the sides of the state of the investigated object, process and phenomenon (V. Tanskaya) [6, p. 12].

The term "level" is defined as "the degree of quality, the value achieved in anything; degree of someone's education, culture, training.

Therefore, the level acts as the degree of manifestation of indicators by the relevant criteria. The correlation of components, criteria and indicators of future geography teacher's readiness for professional activity on the basis of competence approach is presented in Table.

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Table 1

**Value of components, criteria and indicators of future geography teacher's preparation
for professional activity on the basis of competence approach**

Component of preparedness	Criteria and metrics
Personally-developmental	
Auto-psychological	Awareness of the future geography teacher about the content and indicators of auto-psychological competence and its impact on the effectiveness of future professional activity;
	The ability of the future teacher of the geography of self-diagnosis, personal self-regulation, and self-improvement;
	The ability of the future geography teacher to count on his own strength;
	The aspiration of the future teacher of geography to acquire psychological knowledge in order to ensure on their basis the realization of his creative potential, self-actualization and self-realization in professional activity;
Self-organizational	Ability of the future geography teacher to self-regulate their own activity and emotional sphere;
	The ability of the future geography teacher to economically allocate their own resources and resources;
	The ability of the future geography teacher to plan their activities and time for professional development;
	The ability of the future geography teacher to carry out self-motivation and self-motivation in professional activity;
	The ability of the future geography teacher to manage him\herself;
	The ability of the future geography teacher to self-control and self-discipline;
	The ability of the future geography teacher to be critical in evaluating the results of their work.
Reflective	The idea of the future geography teacher about the image of his / her self, his / her own actions and relations with colleagues and students;
	The idea of the future geography teacher about the inner world of others and the psychological determinants of their activity and behavior;
	Awareness of the future geography teacher is importance those professional activities for themselves and society;
	Awareness of the future geography teacher on role functions and organization of teamwork;
	Awareness of the future teacher of geography about the processes of actualization of the individual, the realization of his reflective abilities, understanding and overcoming stereotypes of thinking;
	The ability of the future geography teacher to retrospectively review and track the progress of his or her intellectual work;
	Ability of the future geography teacher to identify and analyze the

	mistakes made, to reveal the psychological and pedagogical reasons for their occurrence;
	Ability of the future teacher of geography to self-examination, self-control and self-assessment in pedagogical activity.
Self-educational	Presentation of the future teacher of geography on methods of cognition, possession of methods of self-study;
	Awareness of the future geography teacher about planning, organizing and implementing self-educational activities;
	Critical treatment of any information received;
	Ability of the future geography teacher to work with educational and scientific literature on a specialty;
	ability of the future geography teacher to use information technologies, including resources of the Internet;
	the ability of the future geography teacher to develop self-education programs in accordance with their own needs and requirements of the profession;
	the ability of the future geography teacher to adjust the results obtained during self-education;
	the ability of the future geography teacher to present, substantiate and defend the results of self-education;
	the aspiration of the future geography teacher to satisfy individual and social needs of knowledge of reality;
	the aspiration of the future teacher of geography to reach a high level of professional competence and the desire to confront the uncertainties of professional activity and life;
	the future geography teacher's focus on ongoing activity and self-development;
	the responsibility of the future geography teacher for his / her self-education and its results.

Social-pedagogical	
Organizational	knowledge of the organizational activities of the geography teacher;
	the ability to organize the student team and the relationships within it;
	ability of the future geography teacher to work with the asset of the class and to coordinate its actions;
	ability of the future geography teacher to transfer organizational functions and delegate authority in a timely manner;
	the ability of the future geography teacher to inspire students;
	the ability of the future geography teacher to resolve conflicts that arise in excursions and hikes;
	tolerance of a future geography teacher.
Leadership	high level of confidence and stress resistance of the future geography teacher;
	the ability of the future geography teacher to lead a team of students and, by personal example, inspire students;
	ability of the future geography teacher to establish partnership in the student team on hikes and excursions;
	high level of empathy to support students in the stressful situations

	that may occur in hikes and excursions;
	communication, ability to actively listen and understand non-verbal vocabulary.
Technological	presentation of future geography teacher about algorithms and their role for professional activity;
	understanding the future teacher of geography of the essence and technological approach in teaching geography;
	knowledge of the future teacher of geography of the essence, content and features of technologies and ability to integrate them into their own professional activity and professional development;
	knowledge and skills of the future geography teacher to decompose into components the process of achieving the desired educational result;
	knowledge and ability of the future geography teacher to predict and project his / her own activity in the technological environment, which is in the conditions of constant changes.

Conclusions from this study and perspective. Thus, we define the term "criterion" as a benchmark, a benchmark, an indicator, on the basis of which an assessment of the future geography teacher's readiness for professional activity is based on the competence approach. And, the term "indicator" is defined as a component of the criterion, the manifestation of which allows to determine the formation of its qualitative or quantitative characteristics.

Moreover, each criterion contains a set of key indicators, the manifestation of which reveals the level of preparation of the future teacher of geography for professional activity on the basis of competence approach.

Based on the analysis, own vision and in accordance with the structure of the phenomenon under study, the basic criteria for preparing a future geography teacher for professional activity based on the competence approach are knowledge, skills and values of personality.

Based on the generalization of these criteria and relevant indicators, the level of preparedness of future teachers of geography was set: low, sufficient, medium and high. The prospect of further research is to characterize the levels of preparedness of future geography teachers for each component of professional readiness based on a competency approach.

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