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УДК 373.54

<https://doi.org/10.32405/2411-1317-2020-4-100-108>

FORMING GEOGRAPHICAL COMPETENCE OF STUDENTS IN CONDITIONS OF DISTANCE TEACHING

The article considers topical issues related to the process of forming student's geographical competence, which they will receive by digital technologies through distance learning. Modern man lives in an information society, and for this he must have all the necessary tools, because a person who does not have information technology is deprived of one of the adaptive mechanisms of a dynamic society. Today the problem of education concerns not only the formation of subject competencies in schoolchildren, but also the development of human information culture through the formation of digital competence. The article describes the conducted pedagogical research, which revealed the advantages and disadvantages of distance learning of geography in modern conditions of long-term quarantine caused by covid-19. Among the specific socio-pedagogical problems, the central one of them is the contradiction between the growth rate of knowledge in society and the limited opportunities for their assimilation by the individual. The answer is the content of the article.

Keywords: geographical competence; distance education; modern information and communication technologies of education; search and research activities; teaching methods; digital competence.

Problem statement. The modern information society places new demands on education, which would form a person's life orientation, vital competence, support his mobility in social behaviour, as it will allow the individual to overcome crisis situations, choose his or her path in professional growth. Didactics change the perception of the system of learning caused by digitization. A new, unexplored field of didactic knowledge opens. The technology of the educational process facilitates free access to modern information-computer and interactive learning technologies. Among

pedagogical technologies, information and communication technologies have considerable potential for providing educational activity and self-assessment, which is close to adequate [1].

Today, online communication (chat of interests; social networks – "Instagram", "Facebook", "YouTube", "Pinterest", "Twitter"; other) is becoming not only popular but also accessible. This communication is becoming more technological and requires rapid mastery of ICT products.

Long before the World Pandemic was announced, due to the threat of the covid-19 coronavirus, Ukrainian schools were familiar with the quarantine that was introduced into the schools due to seasonal illnesses. Even then, advanced teachers were introducing distance technologies to ensure that students did not interrupt their studies and stay connected to education at all times.

Distance learning is not a new form of learning, its origins go far back in history when telegraph, telephone, television, radio appeared – information was transmitted at a distance, even the so-called "envelope" educational institutions (Eshko school) appeared, which transmitted forms of education at a distance by improvised means.

As you know, distance learning allows you to: reduce the cost of training (premises, heating, water, electricity, road, etc.); reduce study time (collection, travel time); independent planning of time, place, duration of training; to train a large number of people; improve the quality of learning through the use of modern tools, large-scale electronic libraries, etc. create a unified educational environment, etc.

The analysis of recent research and publications on the problem. Today, a new progressive concept of creating information and information space based on the rapid development of information and communication technologies is a new educational paradigm for distance education. Problems and advantages of development of scientific foundations of distance education are actively researched by scientists of the world. Leading scholars of our time, such as A. Andreiev [2], A. Yehorchny [3], Ye. Polat [4], N. Ponomarenko and O. Finahin [5] and many other scientists made the most significant contribution to the study of distance education among Ukrainian scientists.

Methodology. Being innovative in content and purpose, the concepts, laws, strategies, programs proposed for the education system of Ukraine have long been based on traditional and sometimes even somewhat stereotypical principles of public consciousness. Real markers of positive changes accompanying the development of the information society in Ukraine and the modern renewal of the education system are the Concept of the New Ukrainian School, the Concept of providing applicants for secondary education with E-textbooks and other electronic educational resources "National Educational Electronic Platform", the concept of development of individual directions and components education, etc. The adoption of these concepts by society and the state at the level of common values optimized the further development of ICT in education. In particular, V. Bykov, O. Spirin, A. Pinchuk in the article "Problems and Tasks of the Modern Stage of informatization of Education" they note that today Ukraine has unbalanced indicators or a significant lag behind developed countries in terms of the development of the information society. Noting this, the authors refer to the results of an international study [6] and confirm the legitimacy of the conclusion of experts who considered the state of informatization of education during the round table "Educational policy in the information society" (2016): "The introduction of modern technologies is taking place with a significant delay, the internal and external digital divide is increasing, there is no consolidated state strategy for the development of ICT. All this slows down the pace of creation and exchange of information, knowledge, experience and technologies" [7].

Sharing the opinions of scientists and practicing teachers, we believe that the concepts of ICT in education being introduced in Ukraine should not only indicate the emergence of innovative realities of information technologies in the field of science and education, but also become such new realities. Studied by scientists of different directions (philosophers, education managers, teachers, sociologists, psychologists, etc.), both in the format of methodology and in order to identify trends in changes in the reference sphere of informatization of education should help teachers quickly respond to the challenges of the time in a mobile and effective manner, for example, when introducing a quarantine regime.

Geography lessons at school are especially in need of modern information support and appropriate electronic equipment, because the demonstration of objects of study in real time and observation of them is a sign of the effectiveness of the formation of geographical competence.

Therefore, the **purpose** of the study of scientists from the Department of Geographical and Economic Education of the Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine was to analyze the conceptual aspects of informatization of national education in general and school geographic education in particular. And also, in the process of pedagogical research, identify trends in the introduction of information and communication technologies in the system of general secondary education in a distance mode in the process of forming geographic competence.

Presentation of the main material. Knowing about the different forms of distance learning, let's find out the most used ones.

- Chat sessions – training sessions that are conducted using chat technology, they are conducted in a synchronous manner, all participants have simultaneous access to the chat. In many remote educational establishments there is a chat-school in which the activity of remote teachers and students is organized with the help of chat rooms. Chatting in real-time is one of the prerequisites for distance learning. The topic and issues to be addressed are identified, such as discussion questions, which require the immediate interaction of the students and the teacher. The teacher hypothetically simulates the lesson and prepares it for a minute plan of the lesson. The students are then provided with the materials they need to use to prepare for the class. These materials include problems, questions, tasks that students will prepare for discussion. To summarize the chat session, the reflection form of the activity performed and the homework of understanding the results of the chat, which students send to the teacher later, are thought out in advance. Here are some guidelines for developing a chat session: formulate a chat session topic; record the main problem or task of the chat session; to formulate the main goals of the lesson (the specific result that students are expected to receive); to formulate pedagogical tasks of the lesson, that is, the goals of the chat-lesson, necessary for the achievement of its main educational goals; carry out preliminary analysis of technical, geographical, social and other characteristics of the chat participants, first of all: students' access to the place where the chat sessions will be held; technical readiness and experience of students in this activity; duration of work; to choose the best time to conduct a chat session based on the analysis of information about its participants; determine the optimal number of students participating in a single chat session, the criteria for selecting them, the leaders of the micro groups or sections during the general chat session, if selected; to choose the optimal form of conducting a chat session according to the set goals and objectives (role or business game, round table, defence of creative works, interview, competition, seminar, discussion); to determine the types of activities of the participants of the chat-session, which correspond to the chosen form of its conduct (presentation by the moderator), discussion of the problem, heuristic dialogue; "brainstorming", constructing the definition, chat-presentation, game tasks, individual reflection); determine the stages of a chat session: beginning, culminating, ending; allocate time to each of these steps; to schedule a chat session to be communicated to participants, for example: Registration of chat session participants – 09.50 – 10.00; Introductory keynote address – 10.00 – 10.05; Discussion of the problem – 10.05 – 10.30. To make written preparations for conducting a chat-lesson in the form of the names of the stages of the lesson, individual phrases, replicas during the lesson, without spending unnecessary time on typing during the lesson. Such preparations can be: greetings, introductory words of the presenter; phrases that activate the chat participants; phrases that encourage students to think; stimulating questions for participants on the topic of the lesson; short problem tasks for students during the chat session. Formulate possible meaningful, organizational and disciplinary problems (withdrawal of discussion from the topic of the lesson, non-compliance with the regulations, appearance in the chat of outsiders) that are possible during the lesson, suggest ways of solving them. Identify technical problems (loss of communication

between the student and teacher) that can occur during the class, suggest ways to solve them. To determine the forms of expression of the reflexive activity of the participants in the chat session, to give an exemplary algorithm of their reflexive activity. To formulate concrete possible results of the lesson in relation to the participants of the chat session (record of the chat-discussion of the problem, elaborated inputs of the lesson of the task, answers to the questions asked). Make careful recommendations for chatting with the student and send them in advance. After the lesson, copy the text of the chart that was drawn for further pedagogical analysis.

- Web Classes – Distance Learning, Conferences, Seminars, Business Games, lab work, workshops, web quests, and other forms of telecommunications training and other online training. Web sessions use specialized educational web forums – a form of user work on a particular topic or problem with posts that remain on one of the sites with the program installed on it. Web forums are distinguished from chat sessions by the possibility of longer (multi-day) work and the asynchronous nature of student-teacher interaction. Through cloud technologies that provide distance learning, promote differentiation and individualization, self-learning and self-organization, the formation of information competence of students, optimization of the educational process in geography.

- Teleconference – usually conducted through lists mailing using email. Educational teleconferences are characterized by the achievement of educational goals. There are also forms of distance learning where teaching materials are emailed to students at home. Such a system is based on a method of learning, called "Natural learning process" [8].

Thus, the teacher, working remotely, is obliged: to know the basic principles of functioning of telecommunication systems; to know the features of TV and video conferences, forums; to know the basics of telecommunication etiquette; to have the skills of information "navigation"; be able to work with information resources (databases, electronic maps, information services); be able to create web pages; to have a specific information and educational environment; be able to use the complex of services provided by the digital environment; be able to provide educational material so that it is effective, individual, regardless of place and time, the work of students; to know the facts that stimulate the activity of students online and be able to use them in the distance learning process; to know individual styles of educational and cognitive activity of students; to know features of independent activity of students in the network in the process of distance learning; be able to carry out psychological and pedagogical testing and current activities of students; be able to prevent and resolve conflict situations; to know active teaching methods (cooperation in collaboration, project method, multilevel training, research, search methods, etc.); be able to play role-playing online games; be able to integrate full-time and distance learning; to have a method of formation of critical thinking, students' reflexes; be able to organize and carry out a telecommunications project; actively use the communicative capabilities of computer networks to organize fruitful communication between the participants of the educational process, which is the main advantage of using the educational opportunities of the Internet in the educational process.

In general, distance learning is a democratic simple and free system of learning. It is now actively used by Europeans for further education. The student, by constantly completing practical tasks, acquires stable automated skills. Theoretical knowledge is assimilated without additional effort, organically interwoven into training exercises. The formation of theoretical and practical skills is achieved in the process of systematic study of materials and listening and repetition of the speaker exercises on audio and video media (if available). This is ideally suited, but as it happens in practical application, the more so, the emphasis is on the additionally of such training rather than replacing it with traditional one.

The purpose of modern geographic education is to create a person who possesses spatial and geographical knowledge, cultural and geographical values; personality that connects its future with the geographical environment based on the interaction of society and nature, that is, the formation of a competent, knowledgeable personality with an active public position. Therefore, the educational process today should focus on the achievement of key and subject competencies [9].

The European Parliament and the Council of the European Union are known to have selected eight key competences for lifelong learning in 2006, "fundamental to every person's need for a knowledge-based society" [10]. One of these competencies is called digital competence. In particular, in the A Digital Agenda for Europe 2020, the European Commission stresses the importance of teaching European citizens the using digital technologies, and in particular to attract the attention of new generations. It should be noted that this document defines competence as a combination of knowledge, skills and competences in the relevant context. Whereas, basic knowledge, skills and competencies related to digital competence are defined: confident, critical and responsible use and engagement with digital technologies for education, work and participation in society. This includes information literacy and data literacy, communication and collaboration, digital content creation (including programming), security (including digital wellbeing and cybersecurity competencies), and addressing a variety of issues, including economic, social and personal [11]. Therefore, in addition to subject competencies, professional methodological, the modern teacher must also possess digital competence and form appropriate competences in students. That is, the digitization of education is one of the key conditions for successful development of an informed society. However, the rapid development of the latest information technologies in the world has led to a new socio-economic problem – information inequality. Distance education can solve the problem of disproportion in computer science. The purpose of distance learning was, in fact, a supplemented form of learning and provided for communication between the teacher and the student if they were territorially divided. This has been made possible through modern telecommunications technology and the Internet.

One of the main issues in distance learning is how to organize a process for students and teachers to complete and send assignments, create unique materials and communicate between all participants in the educational process.

Today, children are growing up in the digital world, and it is naturally that they use any digital medium to receive and share information. Therefore, it is not a problem for them to study online remotely; on the contrary, this is a new educational challenge for the child.

The practice of informing general education institutions has caused a number of problems. One of the most acute (in addition to material and organizational) is the problem of "teacher failure" to introduce information technology into the learning process, caused by the contradiction between the collective forms of classroom and personal learning, stimulated by personal means (computer, laptop, smartphone, mainframe, internet, etc.). Another problem is the likely reduction of interpersonal contacts by expanding access to impersonal information. An important range of issues is related to the legal basis of information dissemination in the education system, namely: the rights of students to receive information, protection from the use of information about the student by other persons to his detriment and from unauthorized access to school databases; copyright and, in particular, the use of educational information prohibited for free distribution; protecting information from intentional and unintentional spoofing (such as computer viruses) and more.

The use of digital technology in geography lessons should be introduced not instead of, but along with other modern technologies. The student must be able to independently analyze, compare, describe, and to do this he must learn to communicate. If an activity approach that is not based on the transfer of ready knowledge to students prevails in the learning process, but forms the ability to acquire knowledge independently while working with any information. For this it is necessary to form the skills of students to adapt to life in the information society through the development of information and communication culture by various information means (textbook, manual, educational books, television, radio, newspapers, magazines, reference books, Internet, student and family environment, etc.) [12].

The graduate, who has the skills to receive information from various sources, processes it through logical operations and applies it in real situations.

One of the most revolutionary modern educational technologies is called MOOC (Massive open online course) – a mass open online course that allows you to listen to world-class teachers and receive diplomas for these courses without leaving home. MOOC is a mass open social education. Creating communities to organize colleges online. They make quality education accessible. There are many conflicting opinions regarding the definition of blended learning. Some scientific studies suggest that it is impossible for the Ukrainian school to realize this, however, there are various mixed learning models offered by some researchers and teachers. For example: A personal driver where a teacher manages certain student actions and complements digital tools through rotation as students go through a self-study online cycle and compare class time; Flex – (flexible) Most training programs are provided through a digital platform, and the teacher is available for personal consultation and support; training laboratories where all educational information is provided through a digital platform, but in a specific real place (e.g., an audience) where students conduct research (create a volcano through physical constituents, obtain lava and its eruption, cause tropical rain, etc.); Self-blend – Lyceum students prefer to extend their traditional teaching with an online course, thus completing the entire course of geography through the online platform with the possible instruction from the teacher.

Event education (event-oriented education) can be used for training in geography, for example, in the form of virtual tours, both to production, to museums, and to nature. More and more online geography teacher songs are rap songs about soil formation (to avoid accusations of advertising, I deliberately do not provide a link – search for yourself).

Another powerful educational technology – game training – learn how to play. It has long been proven that learning through play is the best you can think of. The meaning of gamification is to separate the game aspects from the game and apply them in a non-game context: for example, to transform a game of finding objects by a topographic map of their area; explore countries and their capitals through e-games and more.

Geography is not possible without working with mapping sources of information. Pupils systematically perform practical work on contour maps, including electronic ones: application of geographical nomenclature in grades 6-8, industrial centres in grade 9, which allows to consolidate and test knowledge and skills again. Stimulates interest in the ability to read the map using the Imaginary Journey (For example, take a route from Kiev to Paris (France), when students create a route on the outline map with the beginning and end points, mark the geographical objects through which the path runs). This task is more interesting to them than just geographical dictation. Many students are interested in magazine material such as The Tree of Knowledge, GEO, various encyclopaedias, reference books, Golden Globes, Geo channel, Google Maps, etc.

An important place in remote work in the study of geography is the cartographic method. With his help, the teacher creates a mapping image of the territory. One of the elements of this method is the ability to read the map. The privilege of GPS technologies in toponymical research is the ability to visualize. GPS assumes accumulation, analysis, systematization of toponymical information, creates new maps that are in high demand in educational and tourism activities [13].

According to the results of the content analysis, we have concluded that in the world of remote communication, high expectations are placed not only in economics or politics, but above all in education. In the Internet resource «Information and Communication Technology (ICT) and Education» it is noted that the challenges that society faces at the same time provide a unique opportunity for a modern education system. Traditional learning – collecting and remembering information from specific fields of knowledge is outdated – now it has to respond to the challenges of preparing young people for integration and success in society and the economy. Knowledge is now being transformed into new ideas and programs for human life, and new technologies are tools that can be used to improve most sectors of education; information and communication technologies are of paramount importance for future education [14].

Conclusions and prospects for further research. Various studies in recent years show that distance learning is one of the effective means of providing educational opportunities, but most teachers do not use this technology as a learning system, all of which require advanced teacher training in digital content, since the use of digital technology in distance learning is key a factor for the successful formation of geographical competence in students. Following a pedagogical study aimed at exploring partial participation in distance learning, as no one expected it to be ubiquitous and long-lasting, preliminary conclusions were drawn regarding the disadvantages and benefits of distance learning in geography:

- insufficient legislative framework of Ukraine for widespread implementation of distance learning (not only in quarantine conditions);
- insufficient funding to provide the general secondary education facilities and teachers for the implementation of distance learning;
- low funding for the development and implementation of distance technologies in general secondary education (as opposed to higher education);
- prejudice and conservatism about distance learning, both by teachers and school leaders and some education departments;
- lack of a specific methodology for conducting classes, and therefore the use of different, sometimes questionable models, technologies, forms of organization and use of educational subject content, which can lead to complications in the exchange of positive results and achievements, even with the effective transfer of educational geographical information.

In addition, the rapid development of digitization, the globalization of the education market, and the significant advantage of distance learning products and technologies, compared to domestic ones, are the source of a new and complex problem – international competition for educational institutions, organizations and facilities. Given the technical backwardness of Ukraine and the financial crisis of education, it is difficult to compete with foreign institutions providing distance learning services. In addition, bilingual (multilingual) education, which is actively implemented in the educational process, namely fluent in English, gives students the opportunity to feel comfortable in any language environment, and will rather watch quality English-language content than Ukrainian amateur portfolios.

During the research we found that among the specific socio-pedagogical problems the central place is occupied by the contradiction between the rate of increase of knowledge in society and the limited opportunities for their assimilation by the individual. Attempts to resolve this contradiction lead to the rejection of the absolute educational ideal (comprehensively developed personality) and its replacement by a specially defined educational ideal – the maximum development of human competencies (skills) with self-realization. It is necessary to give a person the right to choose areas of study, which leads to the introduction of a fairly early differentiation of education and the creation of continuing education systems. The idea of continuing education can be realized only by preparing the necessary conditions for self-education: creating an organizational and legal framework for access to various sources of information, formation and development of human abilities related to its search, processing, perception, understanding, use. A person who lacks information technology is deprived of one of the adaptive mechanisms in a dynamic society. There is a problem of formation and development of information culture of the individual through the formation of not only subject but also digital competence, which is our further research.

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ФОРМИРОВАНИЕ У УЧАЩИХСЯ ГЕОГРАФИЧЕСКОЙ КОМПЕТЕНТНОСТИ В УСЛОВИЯХ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

В статье рассмотрены актуальные вопросы, связанные с процессом формирования географических компетенций учащихся, которые они будут получать с помощью цифровых технологий путем дистанционного обучения. Современный человек живет в информационном обществе, и для этого он должен иметь все необходимые инструменты, ведь лицо, не владеющее знаниями информационных технологий, лишено одного из адаптивных механизмов динамического общества. Сегодня проблема образования касается не только формирования предметных компетенций у школьников, но и совершенствования информационной грамотности через формирование цифровой компетентности. В статье описано проведенное педагогическое исследование, которое выявило преимущества и недостатки дистанционного обучения географии в современных условиях длительного карантина, вызванного Covid-19. Среди специфических социально-

педагогических проблем центральное место занимает противоречие между темпами роста знаний в обществе и ограниченными возможностями их усвоения индивидом. Ответ на него дает содержание статьи.

Ключевые слова: географическая компетентность; дистанционное обучение; современные информационно-коммуникативные технологии обучения; поисково-исследовательская деятельность; методы обучения, цифровая компетентность.

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ФОРМУВАННЯ В УЧНІВ ГЕОГРАФІЧНОЇ КОМПЕТЕНТНОСТІ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

У статті розглянуто актуальні питання, пов'язані з процесом формування географічних компетентностей в учнів, які вони отримуватимуть за допомогою цифрових технологій шляхом дистанційного навчання. Сучасна людина живе в інформаційному суспільстві, і для цього вона повинна мати усі необхідні інструменти, адже особа, яка не володіє знаннями інформаційних технологій, позбавлена одного з адаптивних механізмів динамічного суспільства. Сьогодні проблема освіти стосується не лише формування предметних компетентностей у школярів, а й удосконалення інформаційної грамотності через формування цифрової компетентності. У статті описано проведене педагогічне дослідження, яке виявило переваги та недоліки дистанційного навчання географії в сучасних умовах довготривалого карантину, викликаного Covid-19. Серед специфічних соціально-педагогічних проблем центральне місце посідає суперечність між темпами зростання знань у суспільстві та обмеженими можливостями їх засвоєння індивідом. Відповідь на нього дає зміст статті.

Ключові слова: географічна компетентність; дистанційне навчання; сучасні інформаційно-комунікативні технології навчання; пошуково-дослідницька діяльність; методи навчання, цифрова компетентність.