

PROFESSIONAL COMPETENCE OF FUTURE GEOGRAPHY TEACHERS IN VIRTUAL EDUCATION

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ABSTRACT

The article examines the current state of methodical training of future geography teachers in the context of virtual education and the fact that the educational system is being reformed as the most important link of the national model of personnel training. Scientific research of preparing future geography teachers for innovative pedagogical activities was also studied.

Keywords: Virtual, education, competence, innovation, method.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

One of the urgent tasks in the education system today is to introduce new reforms in the general education system and to ensure participation of qualified specialists in it. Because worthy representatives of the future generation will gain knowledge precisely from the general education system. This is precisely why the demand for professional competence of the personnel who teach them is even greater.

Professional skills of a teacher are one of the most important factors in ensuring quality and efficiency of the lifelong education system. Today, it has become a sort of requirement of the time for him to be equipped with up-to-date innovative teaching technologies and to be able to effectively use ICT.

A teacher's professional skills are among the key factors influencing the quality and effectiveness of continuous education. In today's context, educators are expected to master innovative pedagogical technologies and to use information and communication technologies (ICT) effectively. As outlined in the National Program for Personnel Training, there is a clear need to "...develop advanced teaching technologies, modern educational and methodological resources, and ensure the didactic integrity of the educational process". After all, the National Personnel Training Program also indicated the need to "...create advanced teaching technologies, modern educational and methodological complexes and to ensure didactic aspect of the educational and upbringing process." ¹

In our country's modern conditions, training of highly qualified scientific and teaching personnel is considered one of the urgent issues. As we know, adoption of the Resolution of the President of the Republic of Uzbekistan No.304 dated February 16, 2017 "On Further Improvement of the System of Post-Graduate Education", the relevance of this issue has increased even more.

Technology of improving teaching practice of future geography teachers based on Innovative approach is one of the important tasks facing higher education institutions. Today, one of the

¹ National Program for Personnel Training. A Harmonious Generation - the Foundation for Development of Uzbekistan. - Tashkent: Sharq, 1997.-64 p.

urgent issues in our country's education system is to improve the educational system based on innovative technologies, strengthen its national foundation and approximate training of socially active and qualified competitive personnel to world standards.

The methodological training of future geography teachers based on an innovative approach is a crucial task for higher education institutions. A key focus of Uzbekistan's education system today is the improvement of teacher training programs through the integration of modern technologies, the strengthening of national educational values, and the development of socially active, professionally competent, and competitive specialists who meet international standards.

Qualitative improvements and high performance in education largely depend on alignment with global educational trends and the extent to which the professional competencies acquired by pre-service geography teachers are applied in their future careers.

Qualitative changes and high efficiency in the field of education depend on their compliance with global educational requirements and the extent to which the competencies acquired by future geography teachers are put into practice in their future work activities.

Conception of Development of the Higher Education System in the Republic of Uzbekistan sets the task of determining the priority areas of systematic reform of higher education, raising a process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities, independent thinking on a qualitatively new level; modernizing higher education, developing the social sphere and economic sectors based on advanced educational technologies.[²]

Today, the current state of methodological training of future geography teachers in the context of virtual education, which is being reformed as the most important link in the national model of personnel training, has not only created opportunities for scientific research into the preparation of future geography teachers for innovative pedagogical activities, but also made it a relevant theoretical and practical task.

Currently, the state of methodological training for future geography teachers—particularly in the context of virtual education—reflects not only the ongoing reform of the education system as a central element of the national model for personnel training, but also the emergence of new opportunities and challenges. Specifically, it has created fertile ground for scientific research into preparing future geography teachers for innovative pedagogical activity, transforming this issue into both a theoretical and practical priority.

The integration of innovative educational technologies into the learning process demands that future teachers be specifically prepared for innovative pedagogical practices. This calls for a comprehensive methodological analysis of the educational process implemented at pedagogical universities, with an emphasis on the creation of an innovative learning environment. Such an environment should support the pedagogical, psychological, scientific, and methodological preparation of pre-service geography teachers. It is also essential to develop a scientific and methodological framework for improving the effectiveness of this training and for establishing appropriate socio-pedagogical and didactic conditions.

² Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019 "On Approval of the Conception for Development of the Higher Education System of the Republic of Uzbekistan until 2030".

The implementation of innovative technologies in shaping the scientific and methodological readiness of prospective teachers—particularly subject-area specialists—serves as a foundation for increasing the overall effectiveness of teacher training. This process involves the design and implementation of pedagogical conditions, content, forms, methods, and tools aimed at preparing geography teachers for innovative pedagogical activity in virtual learning environments.

Preparing future geography teachers for innovative teaching practice is understood as a comprehensive process that includes their scientific, theoretical, psychological, pedagogical, and methodological development, along with political, spiritual, and moral maturity. A key condition for improving the quality of the education system lies in the depth of knowledge acquired by future specialists, the formation of their scientific worldview, and the mastery of skills specific to their professional field. From this perspective, the development and application of scientific and methodological foundations for training geography teachers in innovative pedagogical activity represents an urgent and timely challenge.

To this end, the professional development of future geography teachers is achieved through the identification and effective application of appropriate teaching forms, methods, and tools as part of a coherent methodological system.

In the course of the research, a structured system was developed to enhance the level of preparedness of geography teachers for professional pedagogical activity. This system included the definition of pedagogical, didactic, and methodological conditions—along with relevant content, tools, and forms—for its implementation. Furthermore, the components, levels, and indicators for improving teachers' readiness, as well as the influencing factors, were identified and theoretically and methodologically substantiated.

Therefore, improving the methodological preparation of future geography teachers through the use of innovative technologies requires that their readiness for innovative pedagogical practice be defined as a primary objective.

In this context, the formation of methodological training for future geography teachers must take into account their scientific-theoretical, pedagogical-psychological, and scientific-methodological preparation. These elements are integral components of professional-pedagogical training and must be addressed in a coherent and continuous manner, closely linked to the teacher's personal development.

The use of innovative educational technologies in the educational process requires specific training of teachers and preparation for innovative teaching activities.

This need requires a methodological analysis of the educational process organized in higher educational institutions that train pedagogical personnel, in particular, creation of innovative environment in teaching courses that form the basis for pedagogical, psychological, scientific and methodological preparation of future geography teachers, and development of scientific and methodological foundations for increasing the effectiveness of this process by creating socio-pedagogical and didactic conditions.

It should be emphasized that professional and pedagogical training is understood as a complex process encompassing scientific-theoretical, psychological-pedagogical, and scientific-methodological preparation, along with ideological, political, and moral-spiritual maturity.

These components are interdependent and complementary, forming an integrated whole. The knowledge, competencies, and skills acquired through each component are applied systematically in the teacher's professional practice. For this reason, scientific and methodological training occupies a leading role within the overall structure of professional-pedagogical preparation.

Consequently, there is a growing need to direct the scientific-theoretical, psychological-pedagogical, and scientific-methodological development of future geography teachers toward innovative pedagogical activities. The aim is to shape educators as creative professionals who can recognize, evaluate, and effectively apply innovations in pursuit of educational objectives.

The integration of innovative technologies into the process of scientific and methodological preparation—particularly for subject-specific teachers—serves as a powerful catalyst for increasing the efficiency and effectiveness of teacher training programs.

The core objective of innovative pedagogy is to actively engage learners in the educational process and to ensure the comprehensive assimilation of knowledge.

The successful implementation of these objectives directly depends on the level of teachers' professional and pedagogical training. This, in turn, contributes to elevating the social status of geography as a subject and ensures more effective outcomes in the training of qualified personnel.

Introduction of innovative technologies into the process of forming scientific and methodological readiness of teaching personnel, in particular, subject teachers, for innovative teaching activities, will be the basis for increasing effectiveness of this process.³

Moreover, to form methodological competence of future geography teachers it is also necessary to set a priority goal of increasing effectiveness of the educational process through the use of innovative technologies, and ultimately preparing them for innovative teaching activities.

In the context of innovative technologies, development of the methodological competence of future geography teachers requires taking into account their scientific-theoretical, pedagogical-psychological, scientific-methodical skills, which are components of professional and pedagogical preparation, as well as their individuality and connection with their development as a person.

The process of preparing future geography teachers for innovative pedagogical activities considers development and provision of pedagogical conditions, content, form, methods and tools for.

Preparing a future geography teacher for innovative teaching activity means comprehensively understanding his or her scientific, theoretical, psychological, pedagogical, scientific-methodological level of preparation, as well as the level of political and spiritual-moral maturity.

The main condition for improving the education system is largely determined by the level of knowledge, formation of a scientific worldview, and acquisition of skills and qualifications specific

³Abilova Gulbahar Jalgasboevna. "Information and Communication Technologies in Education". International Scientific and Practical Online Conference "Innovative Approaches to Professional Activity of a Modern Teacher", Namangan, 2020-10-05.

to the profession of specialists being trained in educational institutions.

From this point of view, development and provision of the scientific and methodological foundations for preparing future geography teachers for innovative pedagogical activities is urgent.⁴

To this end, professional training of future geography teachers is achieved through identification of forms, methods and means of teaching, as well as their successful use as a methodological system.

During the research, a system for increasing the level of preparation of future geography teachers for professional teaching activity was developed; the content, means and forms of pedagogical, didactic, methodological conditions for its implementation were also determined.

Also, the components, levels, indicators of increasing the level of preparation of geography teachers for professional pedagogical activity, as well as the factors influencing them, were identified and substantiated from a theoretical and methodological point of view.^[5]

At this point, it is worth saying that a teacher's professional and pedagogical training is understood as a development set of his scientific and theoretical, psychological and pedagogical, scientific and methodological, ideological and political, spiritual and moral characteristics.

The components of professional and pedagogical training complement each other, require each other, and are formed in an integral way. The knowledge, skills, and abilities acquired by the teacher in these components are used on a methodological level in teaching activities.

Therefore, scientific and methodological training of a teacher occupies a leading position among the components of professional and pedagogical training.

This, in turn, necessitates orientation of future geography teacher's scientific-theoretical, psychological-pedagogical, and scientific-methodological training towards innovative activities, forming him or her as a creative person who can accept, evaluate, and correctly and effectively apply pedagogical innovations to achieve educational goals.

Introduction of innovative technologies into the process of forming the scientific and methodological readiness of pedagogical personnel, in particular, subject teachers, for innovative pedagogical activities, paves the way for increasing effectiveness of this process.

In particular, geography teaching methodology course prepares the ground for formation of methodological training of future geography teachers and creation of appropriate pedagogical conditions for increasing this preparation process, including the use of innovative technologies in lectures and laboratory sessions, provision of educational tasks to be completed by students in laboratory sessions, and creation of opportunities for creative implementation of students' knowledge and skills in independent learning.

Implementation of the innovative technologies in the educational process organized in higher

⁴ Kh.Tajibaeva "Methodological preparation of children's geography lessons in virtual education" republican scientific-theoretical conference, 2024-04-24.

⁵ Inoyatov U. Training of Teaching Personnel in Modern Conditions: Problems and Tasks. – T.: "Pedagogical Education" journal, 2012. (Issue 2), pp. 16-21.,16-21-p.

educational institutions of pedagogy provides for the following didactic goals:

- focusing educational process on the individual, increasing the effectiveness of his acquisition of knowledge, skills and qualifications established by the State Educational Standard;
- increasing professional and teacher training, methodological competence of teaching personnel, preparing them for innovative pedagogical activities;
- ensuring active participation of future teachers in training based on the innovative technologies and creating a basis for their acquisition of the necessary methodological knowledge, skills and qualifications for the use of innovative technologies by turning them into subjects of the educational process.

The main essence of innovative technology in education is to engage students and achieve complete mastery of knowledge.

A successful solution of the above-stated tasks directly depends on the level of professional and pedagogical training of the teachers. This process, in its turn, increases social prestige of geography and provides effective results in personnel training.

In conclusion, it is worth saying that independent, holistic study of the problem of professional formation of future geography teachers requires a broad and in-depth study of this issue as a pressing pedagogical problem.

The professional development of future geography teachers must be approached comprehensively and holistically. As an urgent and multidimensional pedagogical issue, it requires in-depth and extensive research.

Accordingly, the identification and effective application of teaching forms, methods, and tools—as an integrated methodological system—will foster the preparation of future geography teachers for innovative pedagogical activities. Under current conditions, the growing importance of the teaching profession and the rising demand for qualified specialists underscore the necessity of modernizing professional and pedagogical training in alignment with contemporary requirements. This process of improving teacher preparedness for both pedagogical and innovative activity in higher education is grounded in the broader framework of the modernization of the national continuous education system.

To this end, by identifying the forms, methods, and tools of teaching and successfully using them as a methodological system, future geography teachers will be prepared for innovative teaching activities.

In modern conditions, the growing status of the pedagogical sphere and the growing demand for qualified specialists in this area determine the need to modernize their professional and pedagogical training in accordance with the requirements of the times in the integrated system of higher pedagogical education.

The process of improving the preparation of future teachers for teaching and innovative activities in higher education is based on the general rules of modernization of the system of lifelong education.

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