

PREPARING FUTURE TEACHERS OF GEOGRAPHY FOR THE IMPLEMENTATION OF A CULTURAL APPROACH IN THE SCHOOL COURSE OF GEOGRAPHY**Shestakova Kristina**

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Abstract. The cultural approach in teaching geography is an important topic, as it plans the development of a multifaceted personality, which has various components of culture, behavior and attitude to the whole world around. The future teacher of geography should be prepared to use teaching methods, depending on the nature of the cognitive activity of students, while being able to combine work with a map, audiovisual aids, paintings, digital material and other sources of knowledge is one of the teaching methods. Also, in the formation of geographical culture, the future teacher must master such geographical methods as: cartographic, observation, geographical description, comparative statistical, historical geographical, quantitative and statistical methods.

Keywords: cultural approach, geographical culture, future geography teacher, geographical and pedagogical methods.

In the education system, the culturological approach is associated with the formation of the teacher's worldview and understanding the interaction of three elements: personality - education - culture. The essence of the culturological approach in education is due to the actions of humanization and humanitarization. The humanitarian paradigm of education, according to scientists, is aimed at shaping a person in culture, at revealing the real and deep in him [2].

The culturological approach in geographical education evaluates the geographical environment from the point of view of culture, providing an assessment of human actions in relation to nature and society, and also determines the scale of spirituality and the level of humanistic properties of the individual. Based on this, we can say that socio-economic and natural objects are defined as a single entity that is directly inscribed in human life. The culturological approach in geographical education is carried out through the harmony between nature and society [7].

Cultural content in geographical education is manifested in the following:

1) value context, which is formed when Russian scientists-geographers and travelers get acquainted with the spiritual world, which can help to form in teenagers a love for the big and small Motherland;

2) normativity, aimed at identifying geographical norms, customs and ideals that can help preserve and renew the environment around;

3) factuality, which provides for an orientation towards an emotional-figurative study of geographical material;

4) interdisciplinarity, emphasizing that geography integrates ecology, economics, sociology, and local history. Due to which the same objects of material and spiritual culture can be considered in several aspects;

5) appraisal, expressed in emotional-volitional reactions (good-bad, good-evil) in relation to nature and society. It is necessary to create in students the concept of what can and should be done for nature and the environment, and what is not worth it;

6) historicity, which makes it possible to realize the regularity in the formation of geographical knowledge about the essence of phenomena and processes, the history of the relationship between society and nature.

The basis of the culturological approach is the system of values of geographical education. Man, time and environment (space) are system-forming values [7].

Geography is only one of the classical and basic sciences, which is considered both natural and social. The role and significance of geography also lies in the fact that it creates a modern picture of the world. A more important task of teaching geography is the formation of a geographical picture of the world as an integral element of the general culture of man.

As characteristics of the formation of the geographical culture of students, the following can be noted:

- attitude to the surrounding geographical environment, the desire to improve its elements as the basis for the existence of society;
- understanding of the geographical picture of the world, the distinctive features of its change and formation;
- creative use of cartographic skills, the ability to emphasize geographical parameters in the surrounding geographical environment;
- the ability to solve extraordinary geographic problems;
- the ability to predict the features of the development of the geographical environment [4].

Thus, it can be noted that a significant feature of the formation of geographical culture is the connection of its functioning with the personality, consciousness, high-class activity of the future specialist and interaction with objects and subjects of geographical space.

Methods for the formation of geographical culture in adolescents are implemented using different sources of knowledge. Working with these sources forms the methods of forming a geographical culture as part of a particular method. The future teacher of geography should be prepared to use teaching methods, depending on the nature of the cognitive activity of students, while being able to combine work with a map, audiovisual aids, paintings, digital material and other sources of knowledge is one of the teaching methods. And also, in the formation of geographical culture, the future teacher must master such geographical methods as: cartographic, observation, geographical description, comparative statistical, historical and geographical, quantitative and statistical methods.

The use of the geographical description method enables students to carry out the following actions: identify, describe and explain significant features of objects and phenomena; make a geographical description of the territories.

The use of the historical-geographical method contributes to the mastery of the ability to explain, establish cause-and-effect relationships, and predict.

The special pedagogical value of the comparative geographical method lies in the fact that it helps to more correctly detect and understand the diversity of geographical types of human activity in various natural and socio-economic conditions [3].

In geography lessons, teenagers master the methods of the cartographic method. Understanding the content of the map in educational geographical knowledge allows you to establish the causes of the relationship between phenomena, draw conclusions, generalize, predict.

Quantitative methods are used to explain, evaluate and study various kinds of digital indicators and individual processes. The basis of quantitative methods is statistical methods. Their use in the process of practical activity creates the ability to apply statistical materials to search, interpret and demonstrate various geographical information (observation, comparison, grouping, classification); use geographical knowledge to explain and evaluate various phenomena and processes [3].

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