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**PECULIARITIES OF THE FORMATION OF PROFESSIONAL
SKILLS IN TEACHING OF FUTURE TEACHERS OF GEOGRAPHY IN
THE HIGHER EDUCATION INSTITUTIONS IN UKRAINE**

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Abstract: The proposals and the conditions of the modern labor market make it necessary to strengthen the employment opportunities for graduates of higher education institutions. This encourages the improvement of the content and nature of knowledge, abilities and skills that have increased the level of students' competitiveness in future professional activities. The ideas of domestic and European geographers regarding the future of geographical education are discussed in this paper.

Key words: employment of the geographers, geography knowledge, professional skills, competence.

Modern global and dynamic changes in the world economy and the rapid development of science and technology absolutely mitigate certain needs of society and determine the formation of other ones. The problem of creating conditions for the formation of a personality, which must be capable and ready for successful activities under socio-economic conditions changing, independent and conscious solution of complex life tasks generated by information, economic, social, political, cultural and religious processes of our time is gained ground.

The development and functioning of the of higher education in Ukraine under such conditions brings up to date the formation of such environment that will promote the full mastery of the system of knowledge, skills, abilities, the development of mental processes (cognitive, emotional and motivational) by students that will raise their level of education, professionalism and competitiveness of future specialists in the domestic and global labor markets.

In regards these problems the students of Geography specialties are not an exception. This task is considered to be even more significant than for students of other fields of study. The employment of geographers is a difficult task. Such multifaceted science and discipline as geography can prepare graduates for a wide range of jobs, but at the same time there is no clear profile of a geographer's career. An exception is the teaching and the work of meteorologists, cartographers or GIS specialists. Therefore, geographers should constantly monitor the employment opportunities and properly adjust curricula and programs.

In this regard, the ability of university graduates to apply the acquired knowledge and skills in various fields of activity becomes especially important. As a result of one of the surveys carried out in the EU countries, it was found that, according to employers, university graduates have a significant store of subject knowledge, but at the same time the lack of professional competencies and skills [2, p. 218].

The written and oral communication skills, critical and independent thinking, decision-making based on limited information, information literacy (search, management, evaluation), clear formulation of questions and answers, the use and application of qualitative and quantitative methods analysis, clear argumentation, creativity, use and interpretation of the results of geospatial analysis, mapping and use of geoinformation technologies, conflict resolution, cross communication, knowledge dissemination, including through computer presentations are the most common among the named necessary skills and business qualities [4, p. 70].

Taking into consideration the topics and problems, the most important knowledge for the modern geographer is the following: the climate change and the

natural, economic, social and political consequences caused by that one; social justice and social inequality; the problems of poverty and development inequality; the connections in a spatial context; the interdependence of a man and the nature, the consequences of human activities for the natural environment; the knowledge of other cultures, cross understanding; the globalization and its positive and negative consequences [1, p. 372]. The most widespread opinions among geographers are the necessity of comprehensive awareness of graduate students on the issues of sustainable development and understanding of the relationship between global and local, which is the relationship between global changes and local development.

An increased focus on the development of professional skills and competencies can strengthen the place of geography in the higher education. Here it should not go without mention the geographic information systems (GIS), which are used in various fields of activity. In many respects, the growth of the power and the influence of geography on other sciences are explained by the development of geographic information systems. No discipline can claim a monopoly of ownership of GIS, but their relationship to geography is strongest as it means collecting, storing, processing and presenting of the spatial information. New directions for the use of GIS are appearing more often that promote the growth of the employment opportunities for graduates [4, p. 71].

Another important issue raised by geographers all over the world nowadays is the introduction and the use of new techniques, methods and technologies of teaching that will help students acquire the skills and the abilities necessary for their future work. Most of the innovations offered by methodologists today are aimed at increasing independence, creativity, constant search for ways to improve the level of knowledge and skills of students during classroom studies, educational field and pedagogical practice, independent and search and research work [5, p. 232].

Recently, project-oriented training has become popular in Ukraine, which provides for the acquisition of knowledge, the development of research methods, the formation of skills, abilities and competencies within the framework of a pre-selected geographical topic and organizational structure. This method promotes the formation

of skills to work in a team, present and defend results, prepare reports, evaluate the work of other performers, find a way out from difficult situations, etc.

The method of problem learning is also popular. Essentially, in the process of studying new material, the teacher creates a situation when students cannot solve the proposed educational task with the help of their existing knowledge, but must receive new ones, master new methods of educational work on their own.

All of the above requires changes in curricula, textbooks and learning and teaching support material. And it becomes necessary to use such methods and technologies of professional training, which would ensure not only the achievement of a certain level of knowledge and skills of geography students, but would develop the ability to perform problematic tasks, independent educational and search work as well.

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