

DOI: [10.26565/2075-1893-2021-34-08](https://doi.org/10.26565/2075-1893-2021-34-08)

UDC 911: 371.3

Hanna Shynkarenko*

Master of Geography, Department of Physical Geography and Cartography

e-mail: annasinkarenko5@gmail.com; ORCID ID: <https://orcid.org/0000-0002-7740-3137>

Alexander Zhemerov*

Candidate of Sciences (Geography), Full Professor of the Department of Physical Geography and Cartography

e-mail: zhemerov.alexander@gmail.com; ORCID ID: <https://orcid.org/0000-0002-4840-4122>

* V.N. Karazin Kharkiv National University, 4 Svobody Sq., Kharkiv, 61022, Ukraine

Methods of teaching geography in profile 10th grades

Introduction. The study of geography in modern conditions is very important for the development of youth and the nation as a whole. There is a growing need in the society to study geographical science at a level higher than the standard one. At present, there is an opportunity to study geography in senior classes in depth at the profile level.

The purpose of this article is to highlight the methods of teaching geography for students of specialized 10th grade.

Main material. The authors consider the method of teaching profile level geography for 10th grade students. The article analyzes curriculum, the main tasks and nature of geography study, singles out directions of practical activity in different kinds of work, as well as the teacher's work in different employment conditions.

Practical activities for the 10th grades of the profile level have a fairly large workload in hours, so most work should be done independently to demonstrate the results and knowledge to the teacher and the class.

During the study, the authors made a list of requirements for the study of geography, including approaches, types, technologies, methods of teaching students. The article analyzes practical works on the course of profile geography in the 10th grade and the main forms of conducting lessons during the study.

Conclusions. The curriculum in geography is aimed at developing students in various fields. Teachers need to adapt quickly to the latest conditions in teaching geography and help students learn about the world. The curriculum of the profile level for the 10th grade contains a rather large workload for geography teachers and students, so it is aimed at effective study of the course and a large amount of work done. The basic requirements for the study of geography, levels of mental activity, types of learning and different methods of cognitive activity in teaching geography were analyzed in the course of study. During the analysis of two practical works, the authors have singled out basic knowledge and skills that students consolidate and develop during the task. Each student develops research skills and the ability to achieve the expected result while completing the task.

Keywords: *methods of teaching geography, profile level, teaching competencies, practical activities, forms of teaching organization.*

Introduction. Geography is one of the oldest sciences of mankind which helps learn as much as possible about the environment and people themselves. As a subject, geography is able to interest students and draw their attention to the expansion of their own worldview, forming a certain general idea of the planet Earth and the planet of people. The study of geography teaches students the principles of patriotism and love for their homeland, provides basic knowledge of orienteering, understanding of the geopolitical situation in the world.

Initial prerequisites. One of the fundamental questions of geographical education today is the willingness to answer questions not yet asked by students. The procedure for teaching mandatory knowledge and skills still exists. In such conditions it is difficult to develop in students creative directions and individual character of thinking. In order to increase geographical knowledge and skills, students need to be encouraged to have an interest in learning geography. Mastering geographical knowledge while learning can be more effective when they are able to use the acquired knowledge in practice, in real life, in the future, and use it outside the educational establishment.

The quality of geographical education is one of the main problems of today. Each teacher in educational institutions determines his own list of professional tricks and techniques to eliminate difficulties that arise when working with children. To identify problems in each institution, you can monitor students' achievements, the work of the Centre for External Evaluation, the quality of education, analysis of EET results, Olympiads in geography, competition-defense of research papers of students of the Small Academy of Sciences.

The purpose of this article is to highlight the methods of teaching geography for students of the profile 10th grade.

Presentation of the main material of the study. Nowadays, the students can apply the theoretical knowledge at the lesson in the course of practical work and research. After all, practical activities provide students with the opportunity to study hard, implement research activities, analyze and justify relationships in nature, work out creative projects.

Practical activity is a type of educational activity during which students consolidate their theoretical knowledge by performing a given task according to a certain pattern, instruction or algorithm. The result of the completed task will be a practical consolidation of knowledge. Providing an opportunity to combine theoretical and practical blocks of knowledge acquisition at the lessons, we reveal the formation of a correct geographical picture of the world. Practical activities include practical work and research of students..

Practical work is a special type of cognition of educational material, in the process of which the student independently consolidates theoretical knowledge, performing various types of tasks, aimed at conducting an experimental research.

Research is a process of studying educational material directly through a scientific approach to the development of research abilities in students [3].

The curriculum of the course «Geography: Regions and Countries» for specialized 10th grade aims to improve students' perception of the world while studying geography, consolidating the concept of geography as a constructive science and generalizing geographical understanding in different approaches. The curriculum is based on sociologization, humanization, greening, economization, development of students' interest in social activities, the study of geographical science.

The main objectives of the course «Geography: Regions and Countries» for the profile school are:

- to improve the geographical, economic and social education of high school students by studying economic, geopolitical, environmental, social and economic issues;
- to improve and streamline previously acquired students' knowledge of geography at the best level of education;
- to determine the main role of geographical knowledge and skills against the background of modern socio-economic problems;
- to develop economic bases in students and the form geographical knowledge, aimed at understanding the geopolitical situation of the modern world;
- to form the concept of the spatial relationship of the economy and the inhabitants of regions and countries in the world;
- to demonstrate systematization of the world economy, develop the worldview on the nature, essence and function of the international geographical division of labor;
- to acquaint students with modern ecological and economic problems of society, their essence and origin;
- to acquaint students with world experience and basic principles of nature management, preservation of environment, sustainable development;
- to form skills in using statistical methods of analysis, possession of statistical geographical data; ability to use maps correctly and read them freely, solve practical problems and tasks;
- the relationship of different ethnic groups and populations to each other in a multicultural, tolerant perception;
- desire to preserve the cultural heritage of its people and contribute to its multiplication;
- readiness of high school students for conscious social life using the acquired knowledge in school life, education of patriotism and active position of the citizen of the state;
- to apply the acquired skills in comparing geographical and economic events and processes independently, using different sources of information;
- to develop creative abilities, express one's opinion and solve problematic issues, defend one's opinion while solving one or another geographical problem, support different opinions.

The course identifies key relevant issues of geographical science and related sciences. The curriculum is based on the principles of continuity and gradation of school lessons in geography, integration of internal and interdisciplinary relationships, humanization and change of educational material, depending on its practical significance. The curriculum reflects the geographical content of the school set by the state standard of primary and secondary education. It is designed to take into account causal relationships and interactions between laws and geographic models, processes, and phenomena. The profile level course is designed for 175 hours (5 hours per week), divided into parts. The educational section includes topics that emphasize the main content of educational material. The curriculum focuses on the main trends and models of geographical development, characteristics of socio-economic, political and socio-cultural growth of the regions and major countries of the world and Ukraine. The knowledge of components controls the assimilation of geographical nomenclature.

In the 10th grade, high school students study the course «Regions and Countries of the World» as a continuation of the geographical education at the profile level of the school. The aim is to show global and regional phenomena and current processes both in the world as a whole and in subregions, countries and their regions.

The list of countries to be studied in the curriculum is approximate. The teacher has the right to add to the course of geography the countries that are aimed at the interests of the institution, taking into account possible international relations, foreign policy priorities of Ukraine and given the changing political and economic situation in the world.

The students should study some topics individually. It is necessary to make them interested in practical activities, encourage them to use basic concepts, patterns, complex characteristics of the selected areas, develop skills and abilities of independent work, information analysis and development of forecasting and design skills. Practical activities of high school students are an important element in the study of geography. Educational activities are aimed at solving various problems provided by the curriculum (environmental, geographical, socio-economic), comparing information, analysis, work on research, simulation of contradictory situations and their solutions, solving problems, developing experiments, projects, creative work. The tasks of this type of work can be different: motivational, generalizing, controlling, etc. The curriculum allocates 25 practical works and 65 elective studies for the profile level of the 10th grade course. The time recommended for practical activities is quite limited, the activity is aimed at students' independent work and more focused tasks during the lessons.

The teacher can show a creative approach to the implementation of its content, choosing topics, including

the content of the example from the life of his native land (region, city). Given the level of preparation, interests and abilities of students, the teacher can provide a methodologically sound opportunity to study the content of the material, regarding the effective changes. The allocated time to study each topic is approximate, and it can be changed during a certain period of study. The teacher can vary time between sections and topics, using reserve time for in-depth study of individual material, conduct classes to summarize and organize knowledge after completing major topics, organizing excursions and discussing issues that arise during the study.

When teaching the course, it is desirable to use a number of specific approaches to learning: personality-oriented, practice-oriented, activity-oriented, competency-based to fully understand the content of the program. Understanding of the content develops not only specialized geographical knowledge, but also general skills and competencies, as well as key competencies: mathematical, social, digital information, ability to solve various problems, communication in native and foreign languages [1].

Work with maps and statistics for the analysis of causal relationships, full understanding of socio-economic problems is very important in the study of geography. It is more effective to combine geographical education at the profile level with modern technologies - information, design, problem solving, etc.

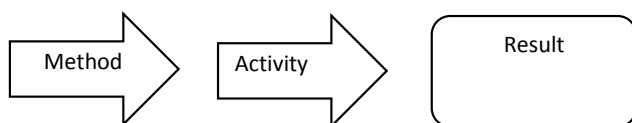
However, the system of geographical education in the modern world is changing: we use different materials, other approaches - innovative and technological, different versions of programs and textbooks. In this case, each teacher tries to guide students to develop creative character, individuality, personality. The main requirement for teachers is to organize teaching and the educational process at the highest level, to do effective research in the world around them. Application of educational technologies will increase the activity of students in each lesson and leave a positive impression of learning. The student wants to get the most information and interest in theory from each geography lesson. Therefore, the task of the teacher is to maintain his passion for learning and prevent his disappointment. The student's interest in the subject is a significant step towards the first progress in teaching and education. It is also the main indicator for the teacher as a creator. In general, the concept of «technology in education» has been used for a long time in all disciplines, not only at schools but also at higher education institutions.

The main requirements for the study of geography in modern school are the need to teach students to think, develop their creative skills and abilities. To do this, you need to provide:

- dialectical nature of learning: cognition, reproduction, application;
- collective work of teacher and student;
- teacher leadership;

- thoughtful organization of the process and management;
- understanding of educational material and integral natural processes and patterns;
- improved skills of development and education of students while teaching geography;
- synthesis of different types of teacher activities.

The above requirements characterize the technology of studying geography. First, they establish the balance of teaching geography methods and communication between teacher and student, involving knowledge, reproduction, application and creativity. This can be shown as follows:



There are different levels of mental activity, including cognition, reproduction of application and development of creative abilities. Different levels of knowledge include: knowledge-acquaintance, knowledge-copy, knowledge-skills and knowledge-transformation.

In modern education, effective absorption of information includes the following methods: explanatory-illustrative, problem-based, programmable, computer. Each of them is quite similar to learning technologies, so it is worth understanding them.

Explanatory-illustrative method refers to the traditional technology of teaching, provided that the teacher gives a significant part of the material to the student without his independent activity. The basis of this approach is a combination of explanation and clarity. As students listen to information, they are able to memorize and reproduce it. This method belongs to the ancient types, as it was used in the early days of teaching geography. Of course, over a long period, it has only been improved and modernized for use in all conditions.

Explanatory-illustrative type of education clearly has a list of advantages over other types, in particular: saves lesson time, saves students and teachers' energy, helps students learn information faster and better navigate the material. The teacher, in turn, conducts the lesson calmly and easily and manages the learning process. However, one of the main disadvantages of this type of learning is lack of a student's independence, so he/she has no possibility to work individually and develop creatively. At present, the explanatory-illustrative type of education still predominates in schools.

The problem approach in teaching geography occupies a special place in the study of the subject due to the large number of research questions. This technology began in the early XX century in institutions in different regions in the world. Problem-based learning involves training in creating problem situations, effectively developed independence of creativity. As a result of

solving the problem, there prevails a creative level of geographical knowledge and skills in cognition of the material. A problem situation is a certain psychological state of a student that arises when he cannot answer questions using his acquired knowledge, methods and intellectual development. In this case, he is able to actively apply all the acquired knowledge and skills to respond to the «why?».

Researchers in the psychological and pedagogical literature distinguish between different levels of problems:

- a) the teacher independently considers the proposed problem (task) with interested perception of students with the help of a problem statement;
- b) the teacher gives the students a problem to solve, and they try to solve it on their own or accompanied by the teacher. Students develop creative abilities by solving problems without a specific algorithm or template;
- c) the student independently puts forward a problem, and the teacher, in turn, helps to solve it;
- d) the student independently puts the problem and solves it.

The teacher decides what task can be set for each student, knowing their level of knowledge. Only one level is enough to complete the problem. It is necessary to alternate levels for each student to fully develop creative abilities.

Levels of problem-based learning are aimed at developing research skills. The authors believe that problem-based learning develops the ability to solve non-standard problems using the acquired geographical knowledge. Problem-based learning is slowly but confidently being implemented in the learning process. The lack of methodological material creates inconvenience for teachers in the application of this type of educational activity. Students' lack of practice in such matters distract them, making it difficult to perform creative tasks and work using imagination and knowledge. Problem-based learning still opens up unlimited space for the student to realize their own thoughts, develop thinking, activate attention. On the other hand, it encourages the student's independence and related qualities. Problem-based learning consolidates geographical knowledge, independence and character formation in the course of learning, as well as sustainable knowledge, skills and abilities.

Programmed learning of geography is the implementation of sequential actions system that ends with the planned result. Its main purpose is to improve management of a learning geography process. Programmed learning is considered the standard of teaching geography to students. Many teachers and methodologists have been creating methodological developments for many years to systematize the educational process and work out programs that are considered the norm for the presentation of geographical material.

The main difference between programmed learning and a traditional form is that programmed learning involves not only the assimilation of educational material, as in a traditional one, but also the process of assimilation and control of knowledge. Curriculum is the material basis of programmed learning (PN). It is based on five main features of PL and includes not only educational material, but also its mastering and control:

1) presence of the purpose and a certain algorithm of practical activities;

2) construction of an algorithm for consistent presentation of educational material, ensuring implementation of each point of the algorithm in a timely manner and in full;

3) self-check of the final result of each step;

4) use of interactive technologies, gadgets and computers in teaching;

5) independent individual learning of students.

Forming a curriculum for teachers is quite difficult work. Programmed learning is rarely used in practice due to the lack of certain developments.

Computer learning was caused by the need to use technical means in the learning process in the middle of the twentieth century. The main advantage of using gadgets and computers in the learning process is the variety of information that teachers and students can receive while using it. The main purpose of this type of education is to direct students to the immediate use and search for information in an informatized environment. The curriculum includes:

– mastering the computer as a software-controlled device for storing and processing information in order to guarantee students a certain amount of computer literacy;

– study of different ways to use the computer in the learning process to implement training programs and possibly their development.

Computerization of educational activities causes organizational changes in the lesson, increases the independence of student activity; improves search and research skills, increases the volume of practical activities. Thus, computerization greatly influences on the learning process in which the teacher and the student reveal abilities and creative skills at the same level while learning [2].

The main learning technologies include:

1. Explanatory and illustrative learning.

2. Problem-based learning.

3. Game technologies.

4. Technology of programmed learning.

5. Group technologies.

6. Technology of suggestive learning.

7. Technology of organizing the student's independent work in class.

8. Technology of project methods.

The basis of an explanatory-illustrative technology is the art of the teacher to convey information to students in different ways and ensure its assimilation.

Problem-based learning aims to solve problems for students on their own or with the help of a teacher. It encourages the development of self-expression and creativity.

Game technologies are designed to teach geography to younger students using a variety of methods (conversation, speech, interest, project development). At high school, while teaching geography using this technology, the teacher has more motivation for role-playing, word games, solving geographical problems, business games. Thus, game technology encourages the study of geography of students of different ages.

The technology of programmed learning is aimed at the development of curricula, plans, manuals, textbooks, based on gradual, step-by-step planning.

Group technologies are aimed at properly organized work of students in groups to better communicate with them in terms of learning and information exchange.

The technology of suggestive learning is aimed at the teacher's psychotherapeutic skills. It focuses on emotional suggestion in a state of relaxation and involuntary memorization, which is quite a heavy burden on the teacher.

The technology of the student's independent work at the lesson is properly organized by the teacher's work with, aimed at independent implementation of the task.

The basis of the project method technology is the result of the didactic goal in the course of solving certain tasks on the chosen topic. Its aim is to develop students' interest in the task, individualize each student and expand their worldview. The project method develops creative abilities, research skills when using search methods and problem situations.

During his activity, each teacher uses the following methods for teaching geography: explanatory-illustrative, reproductive, method of problem presentation of material, research, part-search (according to the classification of M.M. Skatkin, I.E. Lerner).

These methods of teaching geography consolidate reproductive and productive activities in students that take place both with the support of the teacher and without his help.

There are different methods of cognitive activity in teaching geography.

1. Informative-receptive (explanatory-illustrative) method is aimed at the teacher to present information, and students to listen and memorize.

2. The reproductive method is aimed at students using previously received information applying algorithms or templates from the teacher. Most often, the teacher organizes independent work for each student on topics already familiar to them.

3. Partial search method of learning is often called heuristic; it is aimed at developing students' creative abilities to quickly solve an unknown problem directly under the guidance of a teacher.

4. Research method is aimed at solving previously unknown problems on their own, without the help of

a teacher. Students must solve the problem themselves and find different solutions.

5. Method of problem statement focuses on finding solutions to problems, their proof. The teacher independently forms a problem and tells students in detail how to solve it to expand the students' knowledge [1].

In the profile 10 class to solve the practical work №1 «Creating a thematic map of the conditional area using different methods of cartographic representation» most often use the research method and technology of independent organization of students. This work is aimed at developing creative abilities and performing tasks in practice. The task develops knowledge of the regions of the world, teaches to distinguish them; the student can show the states and their borders on the map; distinguishes elements of the map; can recognize different types of cards.

During this work students have the opportunity to show the ability to find and sort information, work properly with maps and be able to create maps independently, depending on the situation to correctly display information on the map, determines the appropriateness of cartographic images in a particular situation.

The teachers most often use the research method and technology of independent organization of students in the profile 10 class to solve the practical work №1 "Creating a thematic map of the conditional area using different methods of cartographic representation". This work is aimed at developing creative abilities and performing tasks in practice. The task develops knowledge of the regions in the world, teaches to distinguish them; the student can show the countries and their borders on the map; distinguishes elements of the map; can recognize different types of maps.

During this work, students show the ability to find and sort out the information, work properly with maps and create maps independently, depending on the situation to correctly display information on the map, determine the appropriateness of cartographic images in a particular situation.

Students can show the ability to understand and read maps, to use correctly one or another cartographic image. They must have some understanding of the additional data and concepts that they can use to create maps and with which they can obtain properly processed data and cartographic images.

The student is aware of the role of regional studies in the present, consolidates the acquired knowledge in practice and can distinguish and apply different methods of cartographic representation. The student learns to work with different types of data and process them. The tenth-grader shows the skills of creating and demonstrating maps. This type of work develops students' creativity, ability to work with information, process it and analyze it.

The student can defend this type of work in writing (provide the work in print and answer several questions

in writing) or in the form of project development and presentation of this project to the audience in the form of a speech, answering questions from the audience.

For example, to do practical work №4 "Collection of statistics and assessment of labor potential (quantity, dynamics, quality and price of labor) in one or more European countries" students can work in pairs or individually on a task, choosing certain regions. In modern conditions, students find a variety of tasks.

In the course of the work, the student names the main indicators related to different sectors of the economy, the components that determine the place of the country in the region and in the world; distinguishes the factors of direction of international specialization of countries; can show countries and their borders on the map, the largest cities, important centers of industrial centers, secondary sector industries, world cities, ports, airports, the center of the country; analyzes the population structure of different countries; evaluates, ranks, compares different types of data.

The student independently characterizes the main features of the population distribution of countries, demographic and urbanization processes that determine it. Skillfully working with information, he can analyze it, systematize, compare, project future results, use different types of material (graphic, illustrative, statistical).

The work consolidates already known material and the ability to use it, develops students' creative abilities for possible use in the future.

Every teacher tries to do practical activities in different forms of work organization:

1. Individual form is focused on independent performance of the task by the student, designed for the range of his knowledge and skills. This form of work allows you to learn about the individual characteristics of each student and provides a high level of knowledge acquisition of the student. The main disadvantage is the difficulty in organizing training within the lesson.

2. Frontal form - the task is performed simultaneously by the whole class under the supervision of the teacher. It is aimed at mastering a large amount of information, forming a certain baggage of knowledge. There is no connection between students and the teacher, the teacher cannot assess all the possibilities of the student, and thus there is a low level of knowledge acquisition.

3. Collective form is aimed at interaction between students and teachers. In the course of such work, there is a sense of cooperation and knowledge, students feel the connection and develop communication skills between teacher and class, so students remember more.

4. Group form is aimed at organizing the work process in groups. Each group has its own task. In this way, students expand their range of opportunities, develop more independence, learn to cooperate with each other and with the teacher, working together, forming the stability of their knowledge and skills. However, this form of work is aimed at early preparation of teachers and students, the teacher does not constantly monitor

the entire information received by students, so it is necessary to constantly monitor and adjust the outcome of the work [1].

Conclusions. The study of geography in modern conditions is very important for the society. Thus, when students choose a geographical profile in high school, they find different areas to study and develop the worldview through the qualified content of geography. The curriculum of the profile level for the 10th grade gives large workload for geography teachers and students, being aimed at effective study and a large amount of work done. The teacher has the opportunity to independently publish certain tasks for students to develop their creative abilities, independent work and communication with the outside world.

The article analyzes basic requirements for the study of geography, levels of mental activity, types of

learning, including: explanatory-illustrative, problem-based, programmable, computer-based. There are different methods of cognitive activity in teaching geography: informative-receptive, reproductive, partial-search, research method. The authors identified a list of basic learning technologies for different classes. The article describes two practical works on the geography curriculum, the basic knowledge and skills that students consolidate and develop during the task. Each student tries to develop research skills and the ability to achieve the expected result while completing the task. Students can perform work not only independently, but also in the frontal form of practical activities, collective and group, which gives them the opportunity to improve their level of public speaking and information skills in different learning conditions.

REFERENCES:

1. Dovgan, G. D. (2005). Interactive technologies in geography lessons: [Teaching method. aid.]. – Kharkiv: Osnova, 126. – (Library of the journal Geography"; Issue 5 (17) (in Ukrainian).
2. Korneev, V. P. (2004). Technologies of teaching geography. – Kharkiv: Osnova, 112 (in Ukrainian).
3. Mashkina, V., Pyrozhenko, D. (2017). Research as a practical component of school geography // Coll. Science. work. – Kharkiv: Leader, 40-45 (in Ukrainian).

Шинкаренко Ганна Едуардівна – магістр кафедри фізичної географії та картографії факультету геології, географії, рекреації і туризму Харківського національного університету імені В.Н. Каразіна; e-mail: annasinkarenko5@gmail.com; ORCID ID: <https://orcid.org/0000-0002-7740-3137>

Жемеров Олександр Олегович – кандидат географічних наук, професор кафедри фізичної географії та картографії факультету геології, географії, рекреації і туризму Харківського національного університету імені В.Н. Каразіна; e-mail: zhemerov.alexander@gmail.com; ORCID ID: <https://orcid.org/0000-0002-4840-4122>

МЕТОДИКА ВИКЛАДАННЯ ГЕОГРАФІЇ У ПРОФІЛЬНИХ 10-х КЛАСАХ

Вступ. Вивчення географії в умовах сучасності досить важливе для розвитку молоді й нації в цілому. У суспільства виникає все більше необхідності для вивчення географічної науки на рівні вищому, ніж рівень стандарту. Зараз у старших класах є можливість вивчати географію поглиблено, на профільному рівні.

Метою даної статті є висвітлення методики викладання географії для учнів профільних 10-х класів.

Основний матеріал. Розглянуто методику викладання географії профільного рівня для учнів 10-го класу. Проаналізовано навчальну програму, основні завдання і характер вивчення географії, виокремлено напрями практичної діяльності під час вивчення географічної науки. Визначено основні напрями реалізація практичної діяльності в різних видах роботи та діяльність учителя в різних умовах заняття. Практична діяльність для 10-х класів профільного рівня має досить велике навантаження у годинах, тому більша частина робіт направлена на самостійність виконання, на демонстрацію вчителю й класу готових результатів і отриманих знань. Було створено перелік вимог до вивчення географії, виокремлено перелік підходів, видів, технологій, методів навчання учнів. Проаналізовано практичні роботи з курсу профільної географії у 10 класі й визначено основні форми проведення уроків в ході навчання.

Висновки. Навчальна програма з географії спрямована на розвиток учнів з різних напрямів. Вчителі повинні швидко підлаштовуватися під новітні умови викладання географії і допомагати учням у пізнанні світу. Навчальна програма профільного рівня для 10-го класу містить в собі досить велике навантаження на вчителя географії й учнів, тому направлена на ефективне вивчення курсу та великий обсяг виконаної роботи. Було проаналізовано основні вимоги до вивчення географії, рівні розумової діяльності, види навчання й різні методи пізнавальної діяльності при навчанні географії. У ході аналізу двох практичних робіт було виокремлено: основні знання й навички, які учні закріплюють та розвивають в ході виконання завдання. Кожен учень під час виконання отриманого завдання розвиває дослідницькі навички й уміння йти до очікуваного результату.

Ключові слова: *методика навчання географії, профільний рівень, компетентності навчання, практична діяльність, форми організації навчання.*

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ:

1. Довгань Г.Д. Інтерактивні технології на уроках географії: Навч.-метод. посіб. / Г.Д. Довгань. – Харків: Основа, 2005. – 126 с. – (Б-ка журн. «Географія»; Вип.5 (17).
2. Корнеєв В.П. Технології навчання географії / В.П. Корнеєв. – Харків: Основа, 2004. – 112 с.
3. Машкіна В. Дослідження як практична складова шкільної географії / В. Машкіна, Д. Пироженко // Зб. наук. праць. – Харків: Лідер, 2017. – С. 40–45.