



REQUIREMENTS FOR TEACHERS IN ORGANIZING GEOGRAPHY EDUCATION BASED ON STUDENT-CENTERED EDUCATIONAL TECHNOLOGIES

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Abstract. This article focuses on the requirements placed on teachers when organizing geography education based on learner-centered educational technologies; it highlights the role and significance of the teacher's activities, professional knowledge, and pedagogical skills within a learner-centered educational environment. Furthermore, it discusses the role of the modern teacher in fostering students' personal development and in helping them continuously gain experience to expand the sources of their own ability development.

Keywords: learner-centered education, individual style, geography education, creative ability, teacher's activity, theoretical knowledge, modern trends, cognitive activity, learner's experience.

School geography contributes to the formation of students' scientific worldview; specifically, it helps define the relationship between humans and nature, as well as an individual's life agenda, ideals, beliefs, interests, and values. Ultimately, it shapes the way a person conducts themselves. In the context of modern natural sciences, the teaching of geography fosters the development of students' scientific worldviews, broadens their interest in philosophical issues, and cultivates a desire to understand and perceive the world. Indeed, unlike other subjects, geography education in general education schools employs a systematic approach to help students gain a deeper understanding of the environment, nature, and the phenomena and processes within them, playing a vital role in personal growth and development. Geography education specifically encourages students to adopt a healthy lifestyle and to protect the environment and natural resources.

Further improving the country's education system, implementing advanced international practices, and achieving high results depend largely on the pedagogical skills, potential, knowledge, and practical expertise of teachers in general education



schools. Therefore, teachers play a significant role in shaping students as individuals. A modern teacher primarily organizes their lessons based on person-centered approaches. Scholar E.N. Stepanov, who has proposed insights on this subject, suggests that the implementation of a person-centered approach in pedagogical practice-specifically, creating conditions that maximally foster the development of the learner's individuality (personality)-is possible only if the following are selected as the targeted objectives of the educational activities:

- when a system of scientific knowledge is formed in learners, and they master methods of human activity by activating and socializing their own subjective experiences;
- when learners are assisted in mastering their own individual style and pace of learning, and when their individual cognitive processes and interests are revealed and developed;
- supporting young people in forming a positive "self-concept," developing creative abilities, and acquiring skills and competencies in self-awareness and self-management.

Below, we analyze the modern requirements placed on teachers when implementing a person-centered approach, drawing on the literature of researchers who have studied person-centered teaching. Specifically, I.S. Yakimanskaya notes that when organizing person-centered education, the teacher must:

- structure the process of identifying learners' subjective experiences and utilize them when imparting, reinforcing, and assessing knowledge;
- organize and support reflection among learners, focusing not only on the result but also on the process of achieving it; - going beyond mere examples to utilize working methods proposed by the learners (identifying, discussing, and evaluating them during the lesson);
- conducting the lesson effectively and flexibly, adapting to the various learning situations that arise;
- diversifying didactic materials to accommodate the learners' selective approach to the content;
- varying the presentation and format of the curriculum material to be mastered;
- positively acknowledging the learners' desire to acquire knowledge, regardless of their actual level of mastery;
- organizing and facilitating dialogues and polylogues, ensuring the active participation of all learners.



Based on the foregoing, it is worth noting that in a learner-centered educational environment, the teacher's activity, professional knowledge, and pedagogical skills play a pivotal role; to ensure educational effectiveness, the teacher must:

- stay informed about their subject and its latest advancements;
- skillfully employ interactive teaching methods and technologies in the educational process;
- independently utilize electronic educational information resources;
- present learning materials in a way that aligns with the students' real-life needs;
- develop the students' level of competence;
- encourage students to embrace innovation and creativity;
- facilitate their development as active participants in social life;
- foster the capacity to feel a sense of involvement in societal events and phenomena and to participate actively in them.

According to S.M. Gorbovsky, a learner-centered educational environment cannot exist unless the teacher studies the students and assesses their developmental aspects—such as psychological traits, motivation, activity characteristics, and individual qualities. The teacher outlines the requirements for the lesson, methodological guidelines, and the stages of implementing the curriculum, and presents lesson plans aimed at developing the students' educational and cognitive competencies.

When organizing instruction based on learner-centered educational technologies, the teacher should focus on the following tasks:

- respecting the student as an individual;
- staying informed about the latest advancements in the subject matter;
- continuously improving their professional qualifications;
- effectively utilizing interactive methods and technologies in the educational process;
- making effective use of electronic information resources that foster the development of students' cognitive and retention abilities;
- linking theoretical knowledge with practical application;
- adopting an approach to each student that takes their individual characteristics into account;
- possessing fundamental pedagogical and psychological knowledge;
- encouraging students to innovate and generate new ideas;
- creating a supportive psychological environment for learning;
- facilitating students' engagement in interactive activities;



- fostering a sense of involvement in and connection to societal events and developments;
- being proficient in optimal, modern methods for assessing the knowledge acquired by students;
- prioritizing democratic principles within the educational process, among others.

Thus, a teacher is not merely a conveyor of knowledge but plays a crucial role in the personal development of students. To effectively nurture students into well-rounded individuals, a modern teacher should embody the following qualities:

- responsibility;
- patriotism;
- kindness towards students;
- the ability to collaborate with students;
- the ability to navigate and resolve problematic situations;
- social engagement;
- mental and physical well-being;
- professional competence;
- the ability to inspire and lead students toward their goals, among others.

Based on the above points, it can be concluded that implementing learner-centered instruction requires a high level of skill, deep knowledge, and expertise from the subject teacher; furthermore, it is advisable to adhere to the following principles of learner-centered education:

- recognizing the status of the students;
- students actively participate as educational stakeholders who share their subjective experiences and engage in self-assessment;
- the subjective experience of each student is taken into account during the educational and developmental processes;
- As students gain experience on an ongoing basis, their personal development expands the scope for cultivating their abilities.

To implement a student-centered approach in the educational process, the teacher is required to create the following pedagogical conditions: respecting each student; supporting students' achievements; identifying and addressing the reasons why some students may be struggling without undermining their standing within the group; and helping students showcase their capabilities.

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