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### USE OF PROGRAMMED LEARNING TECHNOLOGY IN THE FORMATION OF GEOGRAPHICAL COMPETENCIES OF SECONDARY SCHOOL STUDENTS

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#### Annotation

This article provides suggestions and recommendations for the use of programmed learning technology in the formation of geographical competencies of secondary school students.

**Keywords:** programmed learning technology, creative abilities, geographical competence, computer technologies, distance learning.

Today, due to the introduction of modern teaching aids into education, it is necessary to increase the effectiveness of teaching subjects and introduce new approaches to the formation and development of students' competencies [1].

Therefore, the revision of educational theories requires the introduction of new opportunities in them, that is, educational technologies aimed at increasing the creative abilities of students and developing their cognitive thinking. At the present stage of the development of pedagogical science, one of the technologies required for the system of continuous education is the technology of programmed learning.

Programmed learning technology is learning according to a pre-designed program by ensuring the actions of the teacher and the student (or a learning machine replacing them). That is, it is a technology aimed at the formation and development of the student's competencies through personality orientation [2].

Programmed learning technology allows students to independently master and apply the acquired knowledge in the performance of educational tasks" [3]. "In turn, knowing the correctness of the tasks, students will be able to make sure that they have mastered the educational information. Consequently, programmed learning allows increasing student motivation and completely eliminating a negative attitude towards learning, that is, failure due to misunderstanding, significant gaps in



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knowledge"[2]. Programmed learning allows for the timely improvement and correction of educational information provided in geography, as well as the solution of the posed geographical problem.

Thus, it is advisable to use programmed learning technology to increase the effectiveness of teaching geography. Because today the development of programmed educational ideas is connected with the achievements of digital technologies. This geography defines the general requirements for managing the educational process. The implementation of these requirements in the curricula is based on the data of pedagogical and psychological sciences, which study the specifics of the educational and upbringing process in geography. However, in developing this type of training, some specialists rely only on the achievements of psychological science (unilateral psychological direction), while others rely only on the experience of digital technologies (unilateral cybernetics) [4]. In teaching practice, this is usually an empirical approach, in which the development of curricula is based on practical experience. In this case, separate information is obtained only from cybernetics and psychology [5].

Based on the analysis presented, it can be said that programmed learning technology can be considered as an attempt to formalize the process of geographical education and upbringing, maximizing the elimination of the subjective factor of direct communication between the teacher and the student. Currently, it is believed that this approach has not justified itself. Its application showed that it is impossible to fully automate the process of geography education and upbringing, the role of the teacher and the student's communication in the educational process remain a priority. At the same time, the development of computer technologies and distance learning increases the role of the theory of programmed learning in educational practice.

Therefore, it is necessary to use programmed educational technologies to increase the effectiveness of teaching geography in general education schools and the formation of students' geographical competencies.



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