



**ORGANIZATION OF THE SUBJECT "GEOGRAPHY" IN GENERAL
SECONDARY SCHOOLS BASED ON A COMPETENTIAL APPROACH**

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Annotation

This article presents the advantages of the competency-based approach. This article also provides proposals and recommendations for organizing geography in general education schools based on a competency-based approach.

Keywords: competency-based approach, creative, critical, intellectual, digital technology.

In general education schools, geography requires the use of a competency-based approach as a methodological guide for modernizing the educational process. The competency-based approach defines new teaching methods and technologies that contribute to the development of independence, initiative, creativity, and critical thinking in students, directing them towards specific, effective results[1]. Also, the introduction of a competency-based approach to teaching is considered by modern pedagogy as an important factor in improving the quality and foundation of education [2]. The competency-based approach consists of increasing the student's success in professional and personal activities and adequately assessing their capabilities in a given situation [3].

In modern psychological, pedagogical, sociological, and philosophical literature, the competency-based approach is defined as the leading methodological guide for the development of modern education. However, the terminology of the competency-based approach is still developing, and as a result, there are different interpretations of its main categories. Analysis of scientific points of view allows us to identify the main feature of competence: this is, first of all, a personally determined quality manifested in our perception, that is, in our activities, behavior, in solutions to emerging situations and problems, and as a result, in the final result.



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E.F.Zeyer emphasizes that the priority direction of the competency-based approach consists of: learning; self-awareness; independent determination of one's destiny; development of individuality [4].

In this regard, according to A.G.Bermus, the competency-based approach combines intersecting competencies, additional and meta-subject structures, both traditional knowledge and various generalized intellectual, creative, ideological, methodological, communicative, and other skills [5]. According to O.N. Griban, success can be achieved only if the new educational paradigm is aimed at the formation of a need for constant replenishment, updating of knowledge, improvement of skills and abilities, their consolidation, and transformation into competencies. In his opinion, the competency-based approach is the acquisition by the student of knowledge oriented towards specific practice and the development of certain socially and professionally important qualities. As a result, the learner will have the opportunity to ensure success in life [6]. According to Y.I. Kuzminov, to individualize educational trajectories and increase student independence, it is necessary to introduce competency-based education. In their opinion, this approach implies the content of education, which is not limited only to the knowledge-oriented component, but also implies the acquisition of certain skills that the teacher uses in practice. In their opinion, the competency-based approach emphasizes, first of all, the ability to solve problems arising in various, including new, situations, rather than having knowledge. Important features of the competency-based approach are procedural and practical orientation. Procedurality means that the competency-based approach is aimed not at conveying knowledge from the teacher to the student, but at integrating it into the student's assimilation activity and further improving the socio-cultural experience [7].

Based on the above analysis, it can be said that one of the important issues in increasing the effectiveness of teaching geography in today's digital environment is the use of competency-based approaches. The use of digital technologies in the application of this approach is one of the important issues for the process of geography education and upbringing in general education schools.



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