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MODEL OF FORMATION OF INFORMATION CULTURE OF THE FUTURE GEOGRAPHY TEACHER ON THE BASIS OF GEOFORMATION TECHNOLOGIES

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As a result of the theoretical analysis of the scientific and pedagogical literature on the problems of information training of future geography teachers, it became clear that it is necessary to develop a clear technology for the formation of IQ of future geography teachers on the basis of geoinformation technologies.

Modeling as a method is now widely used in various fields.

Since pedagogical objects are structural and dynamic formations, their modeling should be based primarily on the methodology of a systematic and active approach.

Our task is to form in future geography teachers the optimal information culture required for their future professional activities.

In the early 80s and 90s, the process of informatization, which covered almost all fields of knowledge, also covered the science of geography. It is impossible to form an information culture of a specialist geographer without the widespread introduction of ICT in the study of geography.

The problem of modeling the information culture of a specialist geographer, in particular its aspects, such as the use of information modeling to determine the completeness of information culture of students, theoretical and practical models of teaching geography students in computer science and mathematics, as well as teaching geography at school and university The use of ICT belongs to TB.

The system of geographical education must also undergo significant changes to train geographers who are able to manage the use of geoinformation technologies in their professional activities, which will comprehensively introduce ICT into the system of vocational training of students of geographical specialties.

The model describing the level of information culture is an organic component of the theoretical model of future geography teachers based on the model of its activity.

The process of informatization of society, in particular, informatization of education, imposes on the specialist-geographer the task of applying geoinformation technologies.

The basis of specialist-geographer IQ is the integration of knowledge. Methods and tools of computer science, the basic system of its concepts (information, object, model, system, structure, approach to the object, design, modeling) are the basis of professional knowledge, skills and abilities. Mastering the content of computer science and information technology courses in the professional training of geography students allows them to acquire special knowledge, skills and abilities that form the basis of IQ of the future specialist:

- Ability to independently acquire the necessary knowledge based on the control of the educational process and the active use of modern information technologies;
- Ability to independently perform various forms of data processing activities;
- Focus on the capabilities of computer software and hardware;
- Choosing the optimal communication method for different situations;
- Ability to use e-mail and search for the necessary information on the INTERNET;
- Ability to interpret and transmit information;
- Compliance with sanitary and hygienic standards for the use of computer technology.

In our opinion, from this point of view, continuity and continuity in the organization of educational activities, the study of specialization disciplines is ensured. Adequacy and lack of dubbing of the material, the combination of special, professional and computer competencies, helps to develop geoinformation thinking and increases the components of the transfer of knowledge, skills and abilities of the future specialist. A model for shaping the information culture of a future geography teacher. (Figure 1).

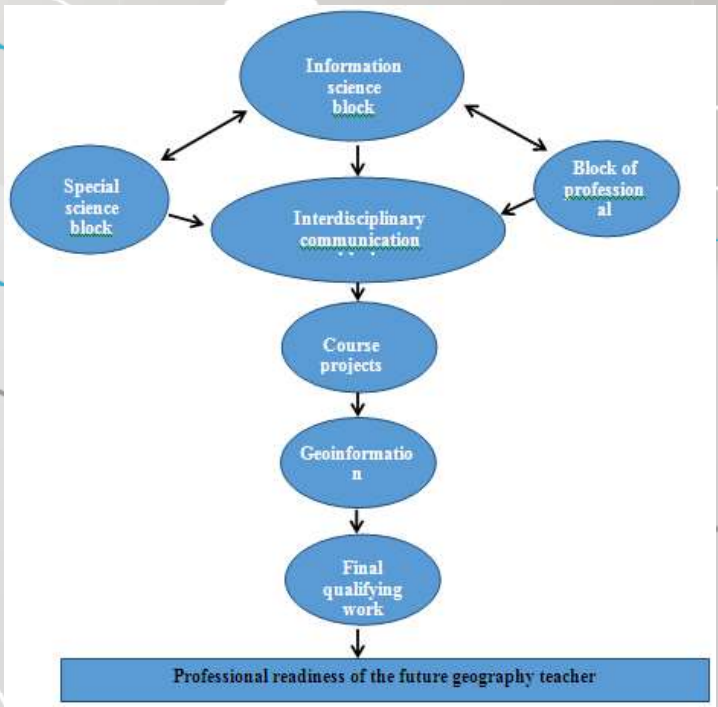

Figure 1. A model for shaping the information culture of a future geography teacher

Current state educational standards in the training of future geography teachers do not sufficiently allow the implementation of computer-oriented, disciplinary-integrated technologies in the training of specialists in geography. However, changing the content of the curriculum alone will in no way lead to an increase in the level of professional preparation of students on their own. Appropriate methodological and information developments, innovative teaching technologies using geoinformation technologies and general principles of organizing the pedagogical process at each stage of training are necessary.

By the information culture of future geography teachers, we mean the knowledge of geoinformation technologies, the ability to apply them in their professional activities and the rational organization of their work on the use of these technologies in the educational process.

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