

INCREASING THE QUALIFICATION OF A GEOGRAPHY TEACHER IN MODERN CONDITIONS

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Keywords: advanced training, professionalism of a geography teacher, qualification.

The modern education system is in constant systemic transformation and the search for constructive models and advanced training programs for teachers. Raising the qualifications of a geography teacher in modern conditions is associated with the teacher's understanding of these changes.

The training of geography teachers in a higher educational institution begins with the basic foundations of pedagogy and psychology and ends with the traditional blocks of geographical science, namely: geography, geography of continents and oceans, physical geography, social and economic geography, political geography, etc.

The purpose of the study is to review and analyze current advanced training courses for teachers of geography in Leningrad region.

Material and methods. The material of the study is the advanced training programs for geography teachers, which were developed by educational institutions of higher professional education and institutions for the development of education in Leningrad region of the Russian Federation. The following methods were used in the study: system method (system approach), component analysis method, comparative and descriptive methods.

Findings and their discussion. It is important for a geography teacher to know the theoretical basis of geographical science, but the teacher's knowledge of geographical nomenclature is of great importance. Just as a history teacher should be able to operate well with the facts and dates of history, so a geography teacher should know and be able to show various objects on a geographical map [1, 3].

The process of advanced training of a geography teacher in modern conditions can be considered from two sides. Firstly, advanced training of a geography teacher as a systematic assessment of professional activity implies certification for obtaining the first or highest certification category. Secondly, a geography teacher should pass advanced training courses.

The main bases for advanced training of education staff in Leningrad Region are:

1. Leningrad Regional Institute for the Development of Education (LOIRO);
2. Institute of Professional Retraining and Advanced Training of Leningrad State University A.S. Pushkin (Department of Theory and Methods of Continuous Professional Education);
3. Department of support of additional education of the Russian State Pedagogical University. A.I. Herzen.

The Leningrad Regional Institute for the Development of Education offers a range of advanced training courses [4]. For teachers, advanced training courses are offered on the basis of the requirements of the Federal State Educational Standard. This approach is constructive, since the Federal State Educational Standard directs the entire system

towards quality education. For geography teachers, LOIRO offers advanced training courses:

1. "OGE in geography: a methodology for checking and evaluating tasks with a detailed answer" (36 hours);
2. "Actual issues of preparing schoolchildren for participation in the All-Russian Olympiad for schoolchildren in geography" (18 hours);
3. "Actual issues of teaching geography on the basis of the Federal State Educational Standards of the OO" (144 hours);
4. "Implementation of the requirements of the updated FSES IEO, FSES LLC in the work of a teacher (geography)" (36 hours);
5. "Improvement of analytical activities based on the results of external evaluation procedures in biology and geography" (35 hours) [4].

Institute of Professional Retraining and Advanced Training of Leningrad State University A.S. Pushkin does not offer advanced training programs specifically for teachers of geography, but the system of further vocational education at Leningrad State University n.a. A.S. Pushkin performs a unique function of an operational, tactical and strategic resource for the development of the education system of the Leningrad region [2].

The Institute for Professional Retraining and Advanced Training offers various programs for 16, 36, 72, 144 or more hours. Geography teachers may be interested in continuing education programs:

1. "Updating the content of education at school in the context of the implementation of the Federal State Educational Standard" (72 hours);
2. "Designing additional educational programs of a new generation" (72 hours);
3. "Integrated education of students with disabilities in a general education school" (72 hours) [5].

The system of additional education RSPU n.a. A.I. Herzen offers only one advanced training program for geography teachers. It is "The content of geographical education in a secondary school in the context of the implementation of the Federal State Educational Standard" (72 hours) [6].

It is worth emphasizing that we have considered only professional development programs directly for geography teachers. Of course, teachers should not stop at courses of a narrow geographical direction. It is necessary to approach professional development in a systematic way, so that as a result, the process of passing courses will be beneficial. Geography teachers should be motivated to systematically improve their professional qualifications, both in the workplace and in organizations of additional professional education.

Conclusion. The process of improving the professional qualifications of a geography teacher should be a systematic process aimed at results. The result should be equated in this case with the development of the professionalism of a geography teacher in modern conditions.

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AGGRESSION, DEPRESSIVE STATES, ANXIETY CAUSED BY EARLY ADULTHOOD

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Keywords: aggression, depressive states, anxiety, positive influence, mental disorder, suicidal behavior, computer games.

Aggression, depression, dependence on computer games are actual problems in modern society. However, their relationship with suicidal behavior has not yet been revealed. This fact could not but attract the attention of psychologists. A fairly large percentage (10–14% according to various sources) are seriously interested in them, devoting a lot of time to this activity, often to the detriment of work, study, etc. [1]. Interest in the problem is caused by a strong increase in the number of people who show aggression in everyday normal life and many of them seem to be playing computer games. Studies in all countries of the world show that depression, like cardiovascular diseases, is becoming the most common ailment of our time [2]. Scientific research, long-term experience of scientists aims to show that computer games require comprehensive study. Unfortunately, some researchers are trying to award all the troubles and problems of modern society to computer games [3]. Thus, despite the large number of scientific developments, articles on this topic, the problem of diagnosing manifestations of aggression, depressive states and anxiety within the age period from 20 to 35 years remains urgent.

The purpose of this work is to identify aggression, depression, dependence on computer games as indicators of suicidal risk.

Material and methods. Theoretical (review and analytical analysis) and empirical (comparative and systematic analysis of the obtained research data) methods were used.

Findings and their discussion. Suicidal behavior has been studied by Belarusian and foreign researchers, such as A.G. Ambrumova, M.V. Zotov, B.S. Polozhiy, E.A. Panchenko, E.N. Krivulin. In modern Russian scientific and practical psychology, suicide is considered as a connection of social, biological and psychological factors. The founder of the sociological concept E. Durkheim believed that the basis of suicidal behavior was the decline and instability of social integration [5]. From the point of view of A.G. Ambrumova, suicidal behavior is a consequence of socio-psychological