

PREPARING FUTURE GEOGRAPHY TEACHERS FOR CONTINUOUS PROFESSIONAL DEVELOPMENT: CHALLENGES AND PROSPECTS

ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ГЕОГРАФІЇ
ДО БЕЗПЕРЕРВНОГО ПРОФЕСІЙНОГО РОЗВИТКУ:
ВИКЛИКИ ТА ПЕРСПЕКТИВИ

The article discusses the challenges and prospects of preparing future geography teachers for continuous professional development, which is extremely relevant in the current conditions of rapid socio-technological changes and reform of the educational system of Ukraine. The relevance of the topic is due to the need to adapt teacher education to the latest requirements that ensure the improvement of the quality of the educational process, the formation of professional mobility and competitiveness of graduates of pedagogical universities. The aim of the study is to identify effective strategies for shaping the readiness of future geography teachers for continuous professional development, the ability to adapt to change and introduce innovations into educational practice. The article highlights the role of continuing professional development as a key component of modern teacher training in the context of the transformation of the education system. The author analyses in detail the legal framework regulating the professional development of teachers: the Laws of Ukraine 'On Education', 'On Higher Education', 'On Professional Development of Employees', CMU Resolution No. 800, and the Concept of the New Ukrainian School.

The main directions of professional development are systematised: advanced training, development of professional competences, use of ICT and GIS, introduction of innovative educational technologies, support of individual educational trajectories. The importance of developing future teachers' readiness for self-study, critical thinking, communication, teamwork and the ability to act in conditions of uncertainty is emphasised. Particular attention is paid to the training of geography teachers as an example of the implementation of a systematic approach to professional development: integration of theory and practice, participation in pedagogical projects, scientific and practical conferences, seminars and internships. It is substantiated that an effective system of continuous professional development is a guarantee of the quality of education and the formation of highly qualified specialists capable of meeting modern challenges.

Key words: continuing professional development, future geography teachers, theory and methods of professional education, Secondary education (Geography), system of training future geography teachers, legislation.

У статті розглядаються виклики та перспективи підготовки майбутніх учителів

географії до безперервного професійного розвитку, що є вкрай актуальним у сучасних умовах швидких соціально-технологічних змін і реформування освітньої системи України. Актуальність теми обумовлена необхідністю адаптації педагогічної освіти до новітніх вимог, які забезпечують підвищення якості освітнього процесу, формування професійної мобільності та конкурентоспроможності випускників педагогічних ЗВО. Метою дослідження є визначення ефективних стратегій формування готовності майбутніх учителів географії до безперервного професійного розвитку, здатності адаптуватися до змін та впроваджувати інновації в освітню практику. У статті висвітлено роль безперервного професійного розвитку як ключового компонента сучасної педагогічної підготовки в умовах трансформації системи освіти. Детально проаналізовано нормативно-правове підґрунтя, що регулює професійне зростання педагогів: закони України «Про освіту», «Про вищу освіту», «Про професійний розвиток працівників», Постанова КМУ № 800, Концепція «Нова українська школа» та інші нормативно-правові документи.

Систематизовано основні напрями реалізації професійного розвитку: підвищення кваліфікації, розвиток професійних компетентностей, використання інформаційно-комунікаційні технології та геоінформаційні системи, впровадження інноваційних освітніх технологій, підтримка індивідуальних освітніх траєкторій. Наголошено на важливості формування у майбутніх педагогів готовності до самонавчання, критичного мислення, комунікації, командної взаємодії та здатності діяти в умовах невизначеності. Особливу увагу приділено підготовці вчителів географії як прикладу реалізації системного підходу до професійного розвитку: інтеграції теорії та практики, участі в педагогічних проєктах, науково-практичних конференціях, семінарах і стажуваннях. Обґрунтовано, що ефективна система безперервного професійного розвитку є запорукою якості освіти та формування висококваліфікованих фахівців, здатних відповідати сучасним викликам.

Ключові слова: безперервний професійний розвиток, майбутні учителі географії, теорія і методика професійної освіти, Середня освіта (Географія), система підготовки майбутніх учителів географії, законодавство.

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Nosachenko V.M.,

Candidate of Pedagogical Sciences,
Associate Professor at the Ecology,
Geography and Teaching Methods
Department
Hryhorii Skovoroda University
in Pereiaslav

The formulation of the problem in general terms and its connection with the home scientific or practical tasks. Preparing future geography teachers for continuous professional development is a complex and multifaceted process that requires a systematic approach and deep reflection. In modern conditions, when the higher education system of

Ukraine is constantly changing under the influence of social, economic, and technological changes, it becomes obvious that traditional approaches to the professional training of future teachers can no longer meet the requirements of the labour market. Future teachers must be ready to continuously expand their knowledge and improve their competencies

throughout their professional careers, which is in line with the principle of lifelong learning. Today, more than three dozen higher education institutions in Ukraine train future geography teachers at the first (bachelor's) level of higher education, the vast majority of which do not sufficiently form the readiness of graduates for continuous professional development.

The system of preparing future geography teachers for continuing professional development is a multifaceted and dynamic process that requires not only a carefully planned structure but also adaptation to the constantly changing requirements of the educational environment. The system should be designed to ensure a consistent transition from the formation of basic theoretical knowledge and the development of practical skills to the formation of future geography teachers' readiness to adapt to work effectively in a rapidly changing environment. At the same time, this should involve a holistic integration of different stages of training, including theoretical, methodological and practical training of future geography teachers, formation and activation of competencies aimed at continuous lifelong development in higher education students.

Analysis of recent research and publications.

One of the main tasks of the system of preparing future geography teachers for continuous professional development is to develop the ability of higher education students to adapt to new challenges, including the introduction of innovative technologies in the educational process, changes in regulations and educational standards, as well as social and economic realities that determine the functioning of modern education [4; 5; 13; 14]. It is important that future geography teachers not only possess fundamental theoretical knowledge of geography but also be ready to effectively use the latest innovative pedagogical teaching technologies, interactive methods of teaching geography, digital technologies, critical thinking, and other innovative strategies aimed at improving the effectiveness of teaching geography to students of general secondary education [1; 2; 15].

Formulation of the article's objectives. In this context, special attention should be paid to the scientific study of the training system, which will identify the key factors of effective training of future geography teachers. Such an approach will allow to take into account various aspects of the professional development of future teachers, as well as to develop effective teaching methods that will ensure not only the acquisition of the necessary knowledge but also the formation of the ability of higher education students majoring in Secondary Education (Geography) to continuous professional development. The scientific understanding and research of this training system will allow us to identify the strengths and weaknesses of existing educational models and, based on the results obtained, to improve the preparation of future

geography teachers for continuous professional development throughout their careers.

Presentation of the main research material.

Taking into account the rapid and dynamic development of higher education, the importance of continuous professional development of future geography teachers becomes obvious to ensure the quality of teaching in educational and professional programs of Secondary Education (Geography). Therefore, the system of preparing future geography teachers for continuing professional development should focus not only on knowledge and skills but also on the motivation for continuous learning, which will become the basis for effective professional activity of future geography teachers in a rapidly changing society. Therefore, the existence of an effective system of training future geography teachers for continuing professional development will identify key methodological aspects, principles and approaches, components and pedagogical conditions that will ensure the effectiveness of such training, as well as develop recommendations for improving existing models and adapt educational and professional programs of the specialty Secondary Education (Geography) to the principles of lifelong learning [7; 8; 9].

Continuing professional development is an important component of the training of future geography teachers in Ukraine and is enshrined in several legal acts regulating the educational process. The system of continuous professional development covers all stages of teachers' professional activity, from initial training in higher education institutions to continuous professional development throughout their careers. The system is aimed at maintaining a high level of professional competence of teachers, ensuring their ability to respond effectively to changes in the educational environment and challenges arising from changing social and economic conditions and rapid technological development.

Ukraine's legislative framework for continuing professional development defines clear principles and mechanisms for the professional development of teachers aimed at maintaining the quality of education at all stages of education and employment. It includes a variety of legal acts, including the Law of Ukraine "On Education", the Law of Ukraine "On Higher Education", and the Law of Ukraine "On Professional Development of Employees". The regulations define the specifics of the state policy in the field of professional development of employees, requirements for the level of qualification of teachers, the mandatory systematic professional development, and establish organisational forms of continuous professional development.

The main goal of continuous professional development is to ensure continuous updating of knowledge and development of teachers' skills following the modern requirements of the educational process.

Teaching requires constant adaptation to the needs of students, new approaches to teaching and the application of innovations in the educational process. Therefore, an important component of the continuous professional development of teachers is the development of critical thinking, the ability to learn independently, self-development and self-improvement during their teaching career, as well as the use of the latest information and communication technologies to improve the educational process. In this context, the continuous professional development of geography teachers is a prerequisite for the effective performance of their professional duties.

Thanks to a systematic approach to CPD, including a clear organisation of learning, teachers have the opportunity to continuously improve their pedagogical and professional skills, which directly affects the quality of teaching and ensures compliance with the requirements of modern education. In summary, the system of continuous professional development in Ukraine is a powerful tool for creating qualified and competitive teachers who are ready to meet the challenges of the modern educational environment.

The Law of Ukraine "On Education" of 05.09.2017 No. 2145-VIII is one of the basic legal acts regulating the issue of continuous professional development of teachers. According to part 10 of Article 18 of the Law of Ukraine "On Education" "Continuing professional development is a continuous process of training and improvement of professional competencies of specialists after obtaining higher and/or postgraduate education, which allows a specialist to maintain or improve the standards of professional activity and lasts throughout the entire period of his/her professional activity" [11].

The law lays down the fundamental principles of the functioning of the Ukrainian educational system, including the mandatory in-service training of teachers. Article 59 of the law clearly states that teachers are obliged to continuously improve their qualifications, which is a prerequisite for maintaining their professional competence at the proper level [11]. Professional development of teachers is a continuous process and involves regular improvement of knowledge, skills and competencies. Also, according to the article, teachers have a wide range of ways to improve their qualifications, including studying under educational programs, internships, participation in training, webinars, seminars, workshops, etc., which allows each employee to choose the forms and methods of education that best suit their professional goals. At the same time, educational institutions are obliged to provide organisational support in the process of professional development and promote the professional development of their employees by providing the necessary conditions and access to resources. Teachers can undergo in-service training both in educational institutions that have the appropriate licences or

accreditation and in other educational entities, including individuals and legal entities, which creates conditions for a more flexible and individual approach to training [11].

In addition, the Law of Ukraine "On Education" stipulates that the professional development of teaching staff should be systematic and regular. This provision helps to ensure their ability to adapt to new challenges, including the introduction of new educational standards and information, digital and interactive technologies. The law also allows teachers to choose different forms of in-service training that best meet their professional needs and the specifics of their work [11].

An important feature of this law is its integration with other legal acts regulating the professional development of teachers. The Law of Ukraine "On Education" serves as a basis for further regulations, such as the Resolution of the Cabinet of Ministers of Ukraine of 21 August 2019 No. 800 "On Approval of the Procedure for Professional Development of Teachers", which defines in detail the procedures and requirements for professional development.

Thus, the Law of Ukraine "On Education" is a key document that lays the foundation for the continuous professional development of teachers, creating the legal prerequisites for their continuous improvement and compliance with the modern requirements of the educational system.

The Law of Ukraine "On Higher Education" dated 01.07.2014 No. 1556-VII is the fundamental document that sets the requirements for the training of teaching staff in higher education institutions of Ukraine. According to this regulatory document, general principles and standards of higher education, including the training of future teachers, are defined in accordance with the current needs of society and the educational sphere [10].

The law emphasises the need to create conditions for the continuous professional development of students, which prepares them for further professional activities. This includes regular updating of educational programs, research activities, participation in international educational projects, and cooperation with employers to ensure that knowledge and skills are up-to-date. Based on the provisions of the Law and taking into account the quality assurance practices of higher education, we understand that educational programs should include components aimed at developing professional competencies such as critical thinking, research skills, the ability to adapt to change and the willingness to continuously learn throughout professional life [10].

At the same time, according to Article 58, academic, research and teaching staff are obliged to ensure that the disciplines of the relevant educational program are taught at a high scientific, theoretical and methodological level, and to improve their

professional level and pedagogical skills. In turn, higher education institutions are obliged to provide training based on modern scientific achievements and advanced educational technologies. This approach includes the introduction of innovative pedagogical methods, active use of information and communication technologies in the educational process, as well as the integration of interdisciplinary knowledge, which contributes to the formation of an integrated approach to training [10].

Higher education institutions must create conditions for the development of individual educational trajectories of higher education students. According to paragraph 11 of Part 1, Article 1, "Individual educational trajectory of a higher education student is a personal way of realising the personal potential of a higher education student based on the choice of educational programs, educational entities that implement them, forms and duration of education, and educational components by the student. In higher education, an individual educational trajectory includes, in particular, the sequence of obtaining educational qualifications, academic mobility, recognition of learning outcomes obtained through non-formal and informal education, etc. An individual educational trajectory is formed by a higher education student taking into account his or her abilities, interests, needs, motivation, capabilities and experience" [10]. This norm contributes not only to improving the quality of future teachers' training but also to developing their ability to learn independently and critically analyse the information received.

To ensure high-quality education and training of competitive professionals, the Law also obliges higher education institutions to continuously monitor and evaluate learning outcomes, including analysis of student and graduate achievements and employer feedback. In turn, this allows for the adjustment of educational programs and curricula in accordance with current labour market requirements and the promotion of continuous professional development of higher education students, including future teachers. We establish that the Law of Ukraine "On Higher Education" provides a comprehensive approach to the training of future teachers, combining the requirements for the quality of education with the need to constantly update knowledge and skills, which is the basis for their successful professional activity and continuous development.

The Resolution of the Cabinet of Ministers of Ukraine of 21 August 2019 No. 800 "On Approval of the Procedure for In-Service Training of Teachers" defines in detail the procedures and requirements for in-service training, determines the procedure for in-service training of teachers, regulating important aspects of this process that are essential to ensure a high level of professional training of teachers. In particular, the document states that teachers should undergo in-service training at least once every five

years [3]. This interval ensures regular updating of knowledge and skills, which allows teachers to keep abreast of the latest educational technologies and teaching methods, as well as to respond to modern challenges that arise in the educational process.

The content, forms and scope of in-service training are determined by the educational institution, which makes it possible to adapt in-service training programs to the specifics of each individual teacher and take into account the peculiarities of the institution where they work [3]. For geography teachers, this may mean participating in specialised training on the latest pedagogical technologies in geography education, mastering innovative teaching methods, developing skills in working with geographic information systems and improving cartographic competence, participating in international educational projects in geography or ecology aimed at expanding knowledge about global physical, geographical, economic, social, and environmental processes.

Additionally, the resolution stipulates that in-service training can be carried out through various forms of in-service training, or a combination of them: training under an in-service training program, including participation in seminars, workshops, trainings, webinars, master classes, etc. The provision is important because it allows teachers to choose the most convenient and effective in-service training format for them that meets their professional needs and interests [3].

Thus, the resolution creates a legal basis for ensuring the continuous professional development of teachers, including geography teachers, which is an important component of their professional growth and adaptation to the modern requirements of the educational environment.

The New Ukrainian School Concept, approved by the Cabinet of Ministers of Ukraine on 14 December 2016, No. 988-r (On Approval of the Concept of Implementation of the State Policy in the Field of Reforming General Secondary Education "New Ukrainian School" for the Period up to 2029), is a fundamental document that defines the strategic directions of development of Ukrainian education, including in the context of training and professional development of teaching staff. One of the key elements of this concept is the emphasis on the continuous professional development of teachers, which reflects new approaches to teacher education and is aimed at ensuring their readiness to work in the context of modern educational reform [12].

The purpose of the NUS Concept is to ensure a fundamental and systemic reform of general secondary education in the following areas: introduction of a new principle of partnership pedagogy based on cooperation between students, teachers and parents; increasing teacher motivation by raising their salaries, providing academic freedom and encouraging

professional growth; introduction of the principle of child-centredness (focus on the needs of the student); improving the process of education; creating a modern educational environment that will provide the necessary conditions for We see the realisation of the Concept's goal, among other things, through the readiness of future teachers for continuous professional development [12].

The Concept also defines the need to provide incentives for teachers to grow personally and professionally and to provide them with academic freedom, as well as financial incentives, in particular by raising the levels in the Unified Tariff Scale [12]. Future teachers should not only be well-trained in their subject areas but also have modern pedagogical technologies and innovative methods that will allow them to teach effectively and adapt to changes in educational programs and teaching methods. In addition, the New Ukrainian School concept emphasises that teachers should be prepared for continuous professional development throughout their lives. The process of continuing professional development should be continuous and integrated into daily pedagogical practice, and continuous professional development will allow teachers to respond in a timely manner to the challenges of modern education, including changes in educational standards, integration of new educational technologies and approaches to teaching, and the needs of different categories of students.

The document also focuses on the fact that "reforming the pedagogy of general secondary education involves a transition to a pedagogy of partnership between student, teacher and parents, which requires thorough training of teachers in new teaching methods and technologies, including information and communication technologies" [12].

The concept is the transition to a competency-based approach to teaching. The training of future teachers should be aimed not only at acquiring knowledge but also at developing practical skills and competencies necessary for professional activity in a constantly changing environment. The competency-based approach includes the development of critical thinking, teamwork skills, creativity and the ability to apply the acquired knowledge in practice [6].

In addition, the concept emphasises the importance of continuous professional development of teachers throughout their careers. It provides for the creation of conditions for continuous professional development, which should be carried out not only in the form of traditional courses and seminars but also through participation in professional communities, international projects, and academic mobility programs. In-service training should be flexible and individualised, allowing future teachers to choose the forms of training that best suit their professional needs and interests [6].

The concept places special emphasis on the need to involve practitioners in the teacher training process, as well as close cooperation between higher and secondary education institutions, which will help to ensure that teacher training meets the real needs of the educational system, and future teachers will be able to apply theoretical knowledge in the real conditions of the educational process. Based on this, MES Order No. 776 "On Approval of the Concept of Teacher Education Development" is aimed at improving the system of teacher education, which will be able to prepare highly qualified, competent and motivated teachers ready for continuous professional development and effective work in a modern school.

The current legal framework provides a legal basis for ensuring effective in-service professional development of teachers, including geography teachers. They guarantee support for teachers, access to the necessary resources and opportunities for continuous improvement of their professional competencies in line with modern educational requirements.

Thus, Ukraine's legislative framework for the continuing professional development of teachers is comprehensive and multifaceted, covering various aspects of the training of future geography teachers. The laws of Ukraine and other regulations provide conditions for continuous improvement of teachers' professional competence, which is a guarantee of quality education and successful professional activity in the context of dynamic changes in society and education.

The development of higher education in Ukraine in the context of training future geography teachers for continuous professional development is an important stage in the modernization of the education system, aimed at ensuring high quality of the educational process and training qualified specialists capable of adaptation and effective activity in conditions of rapid change. The features of this development can be considered through a number of main aspects that affect the formation of teachers' readiness for continuous improvement.

First of all, it is important to increase the importance of continuous professional development in teacher training. In the traditional system of higher education, the emphasis was on initial professional training, while now more attention is paid to the development of practical skills and the formation of professional autonomy of teachers, which includes the development of the ability to independent learning, critical thinking skills and the use of innovative pedagogical technologies in teaching.

It is also worth noting that in the context of constant changes in the field of education, associated with technological innovations, new approaches to learning and socio-economic transformations, the system of training future teachers must be flexible. It must include elements of constant updating of

knowledge and skills, allowing teachers to adapt to new requirements. The integration of modern information and communication technologies into the educational process, the development of distance learning and new methods of interaction with students require constant reflection and professional growth of the teacher.

A feature of the development of higher education is also the emphasis on pedagogical autonomy and self-development of future teachers. The educational system should contribute to the formation of future teachers of geography with the ability to self-education and professional self-improvement through participation in professional associations, scientific communities, forums, seminars, and training. The development of self-analysis and reflection skills is one of the important components of teacher training, which allows maintaining a high level of qualification throughout their careers.

An important aspect of the development of professional training of future geography teachers is close interaction between higher education institutions, specialized scientific institutes (Institute of Pedagogy of the National Academy of Sciences of Ukraine), scientific and methodological centres, as well as directly general secondary education institutions and other institutions that provide real practice for future geography teachers. Therefore, the partnership between higher education institutions, general secondary education, and practical educational institutions should be focused on improving training programs and creating conditions for the implementation of continuous professional development of teachers.

In conclusion, the modern context of professional training of future geography teachers requires the system of training future teachers for continuous professional development to have a comprehensive approach that ensures not only the formation of basic professional knowledge and skills but also the active involvement of teachers in the process of continuous learning, self-development and self-improvement. This will allow preparing teachers who are able to work effectively in conditions of rapid change, apply the latest pedagogical technologies in teaching geography, and meet the requirements of the modern educational process.

Methodological principles of training future geography teachers for continuous professional development are one of the key areas of modern pedagogical science. Today's challenges of globalization, digitalization and rapid socio-economic changes require educators not only a high level of professional knowledge but also the ability to constantly improve professionally throughout their lives. In this context, the issues of training future teachers for continuous professional development are becoming particularly relevant.

The concept of a "pedagogical system" plays a central role in understanding the processes that ensure high-quality training of pedagogical personnel. According to research by domestic and foreign scientists, the pedagogical system includes a set of interrelated components, among which the educational process, pedagogical conditions, and scientific and methodological support occupy a key place. The pedagogical system is aimed at forming the readiness of future geography teachers for the continuous professional development. The system of training future geography teachers is an integrative structure that combines educational, scientific, and research and educational components. An important aspect of this system is its focus on the development of the personality of a teacher capable of innovative activity and continuous professional development.

In turn, the system of continuing education should provide the possibility of continuous professional development throughout life. This approach is based on the principles of continuity, continuity and innovation, which will allow adapting the educational process to changes in professional activity. An important aspect is providing opportunities for independent acquisition of new knowledge and competencies that meet the requirements of modern society.

Thus, the system of training future geography teachers as an object of scientific research includes a wide range of methodological approaches that ensure the formation of readiness for continuous professional development. The importance of this issue is emphasized by both modern scientists and legislative documents that establish the main directions of the development of higher education in Ukraine.

For effective training of future geography teachers for continuous professional development, it is necessary to develop a system that takes into account the following aspects: theoretical and methodological component, which includes methodological approaches, psychological and didactic theories that help determine learning and self-development strategies; diagnostic component (monitoring the formation of readiness of future geography teachers for continuous professional development allows identifying the needs and progress of participants in the educational process); content and didactic component, which includes the principles of structuring the content of general pedagogical training, which contribute to the formation of competencies of future geography teachers; methodological component (modelling of a complex of professional and pedagogical tasks aimed at forming the readiness of future geography teachers for the continuous professional development) and technological component (development of an author's technology for ensuring the readiness of future geography teachers for the continuous professional

development). This system will help to ensure a high level of training for future geography teachers, which meets the modern requirements of the educational environment and will contribute to their professional growth and success in educational activities.

The system of training future geography teachers for continuous professional development is that the modern educational context requires teachers to constantly improve themselves and adapt to changes. In particular, in geographical education, this is especially important, since geography is a discipline that constantly interacts with changes in the natural, social, economic, and technological spheres.

In the modern educational context, the system of training future geography teachers faces a number of challenges arising from rapid changes in society and requirements for education professionals. In particular, the integration of new pedagogical approaches, adaptation to digital technologies, and the growing demand for the development of critical thinking, and self-development pose new challenges to the teacher education system that requires rapid and effective adaptation.

The challenges faced by teachers make it necessary to review approaches to training future geography teachers since traditional teaching models are not always able to meet the needs of the time. One of the main challenges is the rapid transformation of the educational environment, which requires the constant integration of new knowledge and technologies into pedagogical activity. Teachers must be ready to work with new educational platforms, effectively use distance learning platforms, apply modern teaching methods and technologies, and constantly update and improve professional competencies.

Another important challenge is the need to develop teachers' readiness for continuous professional development. In particular, it is important to form in future geography teachers the skills of independent work, the ability to self-education and self-analysis of their pedagogical activities, which is the basis for effective professional development in changing conditions.

It is advisable to consider the key factors that influence the preparation of future geography teachers for continuous professional development, as well as to suggest ways to overcome existing challenges that will help improve the system of their training in the conditions of modern educational realities.

In the context of modern challenges, it is important to find out what factors determine the effectiveness of the system of training future geography teachers for continuous professional development. One of such a factor is the rapid integration of the latest technologies into the educational process. Teachers must be able not only to use modern digital tools for teaching geography but also to constantly adapt to new platforms and methodologies that are emerging.

The introduction of information and communication technologies into pedagogical practice is no longer only a key task that allows students to study in an environment convenient for them, but also a necessity and an important component of continuous professional development.

Another important factor is the need to form critical thinking in future geography teachers. In the context of globalization, a constantly changing information space and the dynamics of social processes, a future teacher must have the ability not only to receive information but also to critically analyse it, evaluate its reliability and apply it to solve educational problems. At the same time, this process requires the introduction of new methodological approaches, in particular, interactive forms of learning, which allow future geography teachers to actively participate in the educational process and develop their own professional skills. No less important is the factor related to the organizational and methodological aspects of the geography teacher training system. In conditions where teaching staff must continuously update their knowledge and skills, it is important to create conditions for their professional growth by organizing additional forms of learning, such as master classes, training, online courses, etc. It is also necessary to improve the process of internship and practice of students, ensuring their integration into the real pedagogical process, where they will be able to apply theoretical knowledge in practice and receive feedback from experienced mentors.

Another significant problem is the need to create conditions for constant motivation for professional development among future geography teachers. This can be achieved by stimulating interest in innovations in the field of geographical education and science, encouraging participation in professional forums, and conferences, as well as by providing the opportunity to participate in research projects that allow future geography teachers to feel the significance and prospects of their profession.

In general, for the successful preparation of future geography teachers for continuous professional development, it is necessary to take into account not only the internal aspects of the educational process but also external challenges associated with the development of education and pedagogical science as a whole. Further will examine in more detail how teacher education can be adapted to these challenges by creating effective strategies and methodologies for developing a competent and flexible teacher, ready for constant self-improvement and continuous professional development.

Universities play a key role in preparing future geography teachers for continuous professional development. Universities perform fundamental functions in this process: providing quality education, developing professional competencies, creating

an educational environment to support continuous professional development, developing creativity and innovative thinking, developing independence and self-education, providing support at different stages of their careers, and engaging in research and development.

The first mission of universities is to provide quality education that will allow future teachers to obtain the necessary knowledge, skills and competencies to work in a modern educational environment. Universities should form professional competencies in students that will allow them to work effectively as geography teachers and ensure their further professional development. Universities should support the continuous professional development of future geography teachers. Such support is seen through the expansion of the individual educational trajectory of higher education students majoring in Secondary Education (Geography), expanding the base of elective educational components, providing access to courses, seminars, conferences and other events that will help future geography teachers develop and improve their professional activities. Higher education institutions should develop creativity and innovative thinking in higher education students, which will allow them to develop new teaching methods and use new technologies in practice. Universities should also develop in higher education students the ability to self-study and develop, which will allow them to continue their professional development after graduation. Such abilities are developed by forming self-education skills and providing opportunities to work with new technologies and teaching methods. Universities should provide support to future geography teachers at different stages of professional training, as well as support to teachers in the process of professional activity. Such support can be achieved through consultation, participation in joint educational, methodological or scientific activities, preparation for interviews and development of professional skills. Finally, universities can involve future geography teachers in research and development, which will contribute to the development of their professional competencies and help them become more qualified teachers.

Conclusions. Therefore, the role of universities in preparing future geography teachers for continuous professional development is to provide quality education, form professional competencies, support continuous professional development, develop creativity and innovative thinking, develop independence and self-education, provide support at different stages of their careers and involve them in research and development.

In conclusion, ensuring the continuous professional development of future geography teachers requires a comprehensive and multifaceted approach. It is essential to foster sustained motivation for

professional growth by promoting interest in innovations, encouraging participation in academic forums, and involving students in meaningful research projects. Universities play a central role in this process by providing high-quality education, cultivating professional competencies, and supporting individual educational trajectories. Through the development of creativity, self-education skills, and innovative thinking, higher education institutions prepare future teachers not only to meet current educational demands but also to adapt to future challenges. By offering consistent support throughout both academic and professional stages, and engaging students in research and development, universities significantly contribute to shaping competent, flexible, and self-motivated geography teachers committed to lifelong learning.

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