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Tourism Local Lore in the Modern System of Education

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Abstract: This article covers the main approaches to implementing tourism local lore in the course of education. The problem is relevant due to the demand for competent specialists who are capable to form contemporary children`s competence in the course of education. Therefore, the theoretical-methodological analysis of the researchers of the problem identified, who became the rationale for the main results of the research to be determined, is provided in this paper. It is also ascertained that it is necessary to form a structured part of the professional competence of a rising geography teacher – local lore competence. There is some dependence of the level of qualification of rising teachers on an accurately planned process of formation of not only knowledge, skills and capabilities, but also personal traits of students formed at a higher educational institution. The concepts of native land, local lore and tourism, their correlation, conduction forms, functions are studied in the researches of scholars and according to the results of this theoretical research. In addition, the local lore principle is set as competency-based learning. The method of analysis, scientific, descriptive and research methods are used for studying tourism local lore in the contemporary system of education. Analysing the role of tourism local lore proves the demand for searching and gaining knowledge about a native land, optimising the study of major subjects, forming an individual cognitive experience of students-geographers. Such conclusions are the results of this research.

Keywords: *role of tourism local lore; native land; tourism; primary and secondary general school; training of students-geographers; individual cognitive experience.*

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Introduction

The modern system of education is being dramatically changed and is therefore made flexible, open, driving to the development through the values common to humanity. Under these conditions, an educator is to have a high level of mobility, capability to adapt to the quickly changing differentiated and specialised system of education.

Tourism local lore is significant in the context of education, as one can apply the research method and identify theoretical assumptions about the historical, cultural, geographical or tourist context of the significance of a land. The important element of tourism local lore is a competent approach in the context of research in any field. For the purpose of research activities to be implemented, it is thus required to inculcate education technologies forming educational competences for studying a native land.

The relevance of the problem was a cause for theoretical approaches of scholars, whose assertions have become a rationale for identifying the main scope of this research. The problem of training of rising educators was the focus of attention of a number of scholars, whose works were dedicated to its various aspects (Gerasymova et al.„ 2019; Maksymchuk et al., 2020a; Maksymchuk et al., 2020b; Timets, 2011; Zhupanskyi, 1994). The training of rising geography educators was a subject in a number of researchers (Timets. 2011). Various aspects of the professional training of rising geography teachers have become an object of exploration of contemporary scholars: S. Kobernik (2013), V. Oboznyi (2004) (tourism local lore practice at a pedagogical higher educational institution) and others.

The problems of the tourism local lore training of an individual were studied by Ya. Zhupanskyi (1994), G. L. Popovych (2015) and others. *V. Oboznyi* (1997, p. 3) *names the tourism local lore training as one of the most important means for creating a culture-forming environment in the educational-teaching process that opens a pupil and a student the outside world with the whole versatility of complex relationships of nature, society and individual, meets the needs for self-cognition, self-realisation, assists in forming personality traits and value system.*

The authors consider the following arguments of the scholars who substantiated the problem of tourism local lore at general secondary and higher educational institutions to be progressive: organisation of local lore activities of pupils in the course of studying general school geography (Petko, 2007); formation of the environmental literacy of students at pedagogical higher educational institutions through the tourism local lore activities (Vaida, 1998); local lore training for teachers (Oboznyi, 1997); methods for forming the tourism local lore knowledge of rising geography

teachers (Popovych, 2015); stimulation of social-communicative activities of adolescents in the course of the tourism local lore activities (Petko, 2007).

The Laws of Ukraine 'On Education' (Verkhovna Rada Ukrainy, 1999; 2017), 'On Higher Education' (Verkhovna Rada Ukrainy, 2014), 'On Tourism' (Verkhovna Rada Ukrainy, 1995), 'Public Program for Development of Tourism and Resorts' accentuate the requirement of fundamentalisation, consistency, availability, openness, humanistic orientation of the contemporary education and studies of peculiar features of a native land in particular.

The fundamental premise of the research is the potency of tourism local lore in the course of implementing the competency-based approach of education standards. It is necessary to analyse the subject, object and functions of local lore and tourism for specifying the role of tourism local lore in the contemporary education. Added to this is the fact that local lore was treated as 'a complex of courses different in the purport and methods of research, the subject matter of which is scientific and extensive learning of a land (Petko, 2007) as a method of learning from the general to the concrete, identifying the general and the specific, a method that is usually based on the interdisciplinary scientific evidence. Furthermore, it is accentuated that it is incorrect and of little promise to restrict local lore to the research microlevel, to associate it mainly with the civic movement and amateurism.

The researchers consider that tourism local lore to be accepted by a wide range of scholars, local lore specialists and tourism experts is a novation in the training of tourism specialists (travel managers) (Sovgira, 1999).

Studying the problem of geographical local lore approaches, it is arguable that the local lore development originates in the works of education specialists. The pedagogical works concentrate on the cognition process to start with perceptions, learning a native land by gradually proceeding to learning the world in general (Delors, 1996). A child will be interested and learn easily if 'to start learning not with the word interpretation of things, but their real observation. Only after learning the thing itself, you should clear up the situation more profoundly.' It is this that serves as a keynote of the work of contemporary geographers, ecologists and everyone concerned with the nature studies: 'Work from the close to the far one, from the known to the unknown, from the certain to the abstract' (Rozhi, 2016).

The local lore experts, V. Oboznyi (1997), O. Timets (2011), consider *the local lore principle*, by interlinking tourism local lore with geography, as establishment of relationships of geographical knowledge and knowledge obtained by pupils and students while studying the environment and

completing general educational tasks in conjunction with the organisation of learning of properties of a native land, its preservation and improvement. As the scholars believe, such activities are carried out according to the tasks set by a teacher, but providing a high degree of independence in the pre-designed learning of the outside world.

Recognising the local lore principle, scholars, local lore specialists-researchers characterise it as a specified position outlining the general strategy for completing educational objectives on the basis of the general and specific (Rozhi, 2016). The profound analysis of literature sources makes it possible to conclude that local lore is associated with several subject areas (natural, historic, economic, social sciences, etc.) according to its spectrum breadth, and they are one of the main didactic principles of education and upbringing allowing to select the subject matter, methods and forms of the educational process according to a territory.

Taking into consideration the pedagogical expediency of knowledge about the personal closest surrounding and skills to align the study material with it, in the native land studies, the educationalist proposed to form geographic skills from composing simple plans of a classroom, building, yard to layouts of a street, village, city, their suburbs, a river that 'should bring a child from its closest suburbs to the great Motherland with its flow. It is to be proper already for the fourth study year to start studying the Motherland geography, and one can anticipate that such education is to go more vividly and better than it is now when a child is taught geography on subjects that she or he cannot understand.'

Recognising the essential role of local lore in education, the entire study course is requisite to form through using local specific materials, i.e. on the basis of the regional studies approach, regional principle (Rozhi, 2016). In line with the tasks determined, researcher O. Timets (2011) renders local lore by considering the demand for a synthetic learning of some comparatively small theory singled out according to an administrative, political or economic attribute.

Hence, there is no general consensus regarding the local lore pedagogical status (subject of study, teaching method, principle, approach) in the works of the prominent educationalists. The focus is however made on the importance of tourism local lore activities with pupils to be carried out by a competent teacher. The foreground objective of contemporary geography is related to forming the complex knowledge about the Earth as an object of spatial organisation of human life and activities, outlining the modern geographical worldview through the lens of the development of the geographical environment (Popovych, 2015). Presently, it is highly important

to study the natural-territorial and industrial-territorial complexes and their components for the efficient use of the natural environment, its resources for the purpose of the maximum satisfaction of human needs. It means, it is significant to search for an optimal combination of the nature-resources, demographic, industrial and social potential in a specific territory, which is to harmonise the human-nature relationships. The analysis of the researchers of the subject determined is a reason for identifying the scope of tourism local lore activities in the context of education.

The purpose of this paper is to study and theoretically substantiate the potency of tourism local lore in the system of education.

Theoretical Principles of the Training for Tourism Local Lore Specialists

In the context of this research, the training of specialists for performing various tourism local lore activities should be measured out. From the authors` perspective, it is requisite to train geography teachers for performing tourism local lore activities with pupils at general secondary institutions; specialists in children-youth`s tourism, who are not only teachers of geography, but teachers of physical education as well, should be trained for carrying out tourist events at non-scholastic establishments; specialists in sport-recreational tourism should be trained for sporting competitions for different social groups; training sports-recreational tourism is needed for recreational campaigns; travel agents should be trained for completing domestic and international tourism tasks for the purpose of economic benefits.

Training students of the natural-geographical faculties for local lore activities with pupils is interpreted as a process that assists in forming the consistent characteristics that covers: local lore focus, positive motivation, personality traits requisite for the profession, local lore knowledge, expertise and skills, introspection of results of the personal work, which provides for the high performance of local lore activities (Abulalrub & Stensaker, 2017). It should be noticed that it is one of the researches where the introspection of the goal, process and its result are analysed, which may serve as a basis for the training of rising geography teachers for the type of activities outlined. In this context, *'training rising geography teachers for tourism local lore activities'* is a pedagogical process oriented at rising geography teachers` obtaining requisite knowledge, expertise and skills in the field of local lore and tourism, forming personality traits that provide for their capability to study the native land specifics and to use the information gathered in their further pedagogical tourism local lore activities. The very teacher of humanitarian

and natural subjects should be trained for realising the local lore education and upbringing of pupils. This training is performed when students study at a higher educational institution; its level depends on a level of the graduate`s knowledge of their native land and skills to study it (Buchberqer, 1994).

Tourism local lore is characterised as an aspect of general local lore oriented at the complex exploring of a specific territory for tourism. In one respect, it is an organic component of general local lore, whereas being a component of tourism from a different angle; it is a link of these two scientific subject areas. Tourism local lore, like general local lore, exists in three forms: national (scientific, academic), public and school. The focus of research of tourism local lore is natural, historical-cultural, socioeconomic conditions and resources, tourism infrastructure facilities, also various aspects of tourism-excursion activities. The focus of research of tourism local lore is the territorial system of tourism-excursion services (for example, of a touristic area, touristic region, touristic centre, etc.) Various scientists become engaged in tourism local lore studies: geographers, economists, historians, archaeologists, ethnographers, tourism experts and others, supplying tourism local lore with techniques of various scientific researches.

Tourism local lore applies a wide range of cross-disciplinary research methods, which provide for a high level of complex exploration of a territory for tourism (Fullan et al., 1999). Considering the potent arsenal of research methods and approaches, tourism local lore faces important tasks: initiation of the massive tourism regional processes, study, preservation and introduction of natural and historical-cultural resources into the tourism-excursion circulation, their certification; production of innovative programs of tourism-excursion services for different categories of consumers; creation of tourism local lore cadastres of territories; infrastructural arrangement and marking of travel regional routes and paths; systematic scientific researches in tourism local lore problems, arrangement of scientific practical and methodical conferences and seminars; preparation of high quality tourism local lore outlets for tourists and excursionists (travel guides, local lore analytical reviews, guide maps and pictures, etc.); training of tourism local lore specialists (most particularly, guides, agents, instructors on types of tourism and other tourist assistance categories); formation of a positive tourism reputation of Ukraine and its particular regions (Popovych, 2015, p. 117).

The scientific-methodical provisions of this subject of study are represented by a number of textbooks, for instance, 'Tourism Local Lore', (Pankova, 2007), where the theoretical and methodological fundamentals of tourism local lore are substantiated, its evolvement retrospective as scientific

trend and subject of study is presented, and research methods and organisation forms are outlined.

The analytical review of the arranging of the professional training of rising teachers shows that a teacher-geographer should perform most of tourism local lore activities with students, as per the specifics of the specialised professional activities. This viewpoint is evidenced in the works of a number of scholars and educationalists at different times, and in the contemporary national circulars (Cheetham & Chivers, 1996).

Role of Tourism Local Lore in the Contemporary Education

Local lore is at the intersection of history, geography, biology, environmental studies and other sciences, i.e. it is a complex science with such differentiated local lore aspects:

– geographic local lore – analysis of hydrological, geological, meteorological specifics of a native land, natural-territorial complexes and other geographic properties within a certain locality;

– biological local lore – learning particular representatives of the local flora and fauna, their properties, meaning in the economic activities, forestry, learning the methods of nature observations, experiments, collections, botanic and zoological materials;

– ethnographic local lore – studying ethnic groups and masses that are in a native land, history of their settlement and growth, spiritual culture, people`s religion, national customs and traditions, and, above all, their holding and continuation of their existence;

– folklore-art local lore called to preserve the best folk artistic works, folk music, verses, legends, stories, to render them to future generations by means of amateur art activities of pupils, students, by fostering folklore-ethnography ensembles, arranging the gatherings of young people and folk games, giving an incentive to the youth`s creative writing;

– economic local lore – analysing localities (economic-geographical aspects), looking into industrial enterprises (historic-geographic development, factors influencing their origin, raw material and fuel, labour resources securing), learning agricultural enterprises (economic-geographical characteristics of economy), studying crop farming, husbandry and other industries;

– ecological local lore purposed for advancing the awareness of every human being of an aggravated ecological problem, forming the responsibility for preserving, multiplying and reasonably using the natural resources;

– historical local lore – to illustrate the historical knowledge in terms of the native land history, to render the information about a specific historical fact, event, general history of a land to future generations;

– museum studies – scientifically systemised composing and presentation of natural-historic collections, landmarks and memorials that could serve as primary sources for learning a particular scientific discipline. This versatility of the native land exploration is typical for general local lore and tourism, which is instrumental in the scientific justification, designing of various forms of rendering the knowledge about the past and present of the human society, environment of a particular territory to next generations (McClelland, 1973).

In the course of this research, it is established that the local lore target of research is a native land, and the subject of research is temporal, natural and social relationships influencing the development of a particular territory. The central concept clarifying the local lore principle is a native land, the boundaries of which are dynamic and constantly expanding in the course of an individual`s life. Learning the said concept as local lore target of research, one should consider a territory of an administrative unit, which is studied through the local lore literature, history and economics, graphic maps as well as direct observations and explorations in walking tours, excursions, field practice. O. Timets (2011) outlines boundaries of native land broadly and highlights that it is a particular part of a country, town or village, another settlement, where a human being has been living for a long time, a geographic or historic object, which has become native for a human being. Herewith, all the facts, phenomena and processes studied can be found in the land as a single package, i.e. in all their cause-effect relationships.

Thus, *native land* is an outline of a certain territory varied due to different factors, which is studied while living there and in the course of special excursions, walking tours, trips arranged by pupils and students. It is assumed that boundaries of a native land frequently have a marker 'extension' for the borders of its region or country.

In terms of the search, it is proposed to study the native land aspects through the prism of emotions and value-based attitude, when a certain territory is analysed from the perspective of multiple value (life sphere, aesthetic feelings, local lore motives). That said, the important factor for the formation of value systems of future teachers-geographers is exploration of a native land. Individualising of universal human values at the level of local lore takes place in conjunction with the understanding of rising geography teachers of their land: 'homeland', 'outland', 'house', 'place that I love', 'space', 'territory', where the requisite aspect in a forming emotions and

value-based attitude is students-geographers` learning of a minor Homeland, personal attitude to the environment. For rising geography teachers, boundaries of a native land expand in the course of local lore activities – from a locality to borders of its region, country. As it is necessary to advance knowledge about a native land, arrangement of tourist campaigns with pupils and students, the problem of preparation of students for tourism local lore activities is outstanding nowadays.

Substantiating the need to learn native land, S. Popovych (2015, p. 113) promulgates the idea about the primary nature of local lore by ascertaining, 'domestic tourism was being born with the help of excursions in the ground of local lore. Trip as a complex of new impressions and ideas about the outside world, an efficacious recreation and relaxation method was integral to it. Contrary to local lore experts, who for trip was just one of the methods to study and describe a land, tours, travels, walking trip and excursion were prioritised for tourists.' V. Oboznyi (2004) said, 'the exclusively important role is played by that educational-upbringing set of knowledge that combines the concept of local lore (comprehensive exploration of a locality, as inhabited and specifying the concept 'native land') and tourism as a tool that assists in implementing the aspect of local lore and folk studies, actively influences the process of a forming healthy lifestyle and human moral values.' The scholar speaks of tourism as a method of local lore activities providing for the efficacious realisation of functions of a teacher. Therefore, according to the scholars` view advocated, there is a robust relationship of local lore and tourism. Local lore educational activities are dramatic, as the principle of learning and acquiring certain competences is based on the human natural desire to learn the environment, studying a land where a trainee realises their interest in learning, satisfying needs in the context of professional development, personality self-assertion based on establishment of particular facts following from the research.

Tourism as Traditional Type of Human Activities

Tourism is one of the traditional human activities. In the late XX century, it stood out for its vigorous growth dynamics, tendency to prevail in the structure of social institutes, an intensified meaning of its typical socioeconomic, communicative, cultural-informational and integration functions. In the course of the formation and development of tourism, its aspects, types in conjunction with various criteria, for example, depending on a permanent place of residence of tourists and a travel destination – domestic (inland), foreign (incoming), international (outland), planned and

individual tourism; according to a travel purpose – exploring, sport-recreational, congress (business) tourism, etc.; according to transports – railway, water, air, road tourism, etc. It should be accentuated that the cognitive functions are somewhat typical for all the kinds of tourism, as travelling is always acquisition of new knowledge about a native land, Homeland, other countries and peoples in the world (Innel, 1998). Since tourism began to exist independently, it has never lost its relation to regional studies, as they were bound with the common cognitive functions. Only their mutual role was changing significantly. If journeys, travels and walking trips depended on the main objectives of local lore in the previous historical periods, served only as a method to obtain some local lore knowledge, local lore started to service for tourism, to fill trips and excursions with a cognitive purport in the recent and present times when tourism became a part of everyday life of most people and acquired a status of an autonomous social industry (Hutmacher, 1996). Hence, tourism is an efficacious method for obtaining local lore knowledge, is also an active form of popularisation of national scientific achievements, familiarisation of the broad tourism-excursion community with them (Popovych, 2015, pp. 113-114).

Tourism is concurrently an organic component of education and national-patriotic upbringing of a person provided that they should cognise beginning from their native one to the unfamiliar, from the close to the far, from the national to the global. From this perspective, school tourism should be based on the local content; one should use such forms and methods that are suitable to the present logistics available for an actual implementation by teachers. A, Panchuk (2017, p. 159) identifies *child and youth tourism* as 'a type of tourism activities aimed at catering recreational, sport and cognitive needs of children and youth outside their permanent residence and study. It is dedicated to educate the youngsters through tourism local lore, to form a fully developed individual.'

Due to the interdisciplinary nature of tourism, it has several functions: recreational, educational, teaching, cognitive, environmental, ethnical, political, economical, religious, cultural, leisure, city-forming, etc. The main functions of the contemporary tourism are of pedagogical significance: pedagogical (every tourist trip gives a young person a certain experience of patient coping with nuisance, cultivates love and respect to people, to a native land, teaches to respect traditions, beliefs, philosophies of other peoples); developmental (cognition development, forming the worldview, balanced self-understanding, acquiring communication skills and techniques); cognitive (learning the world, gaining experience, forming every traveller`s worldview; travelling around a native land, young local lore

specialists gain knowledge about geographical, historical, ecological and other features of the environment, learn to preserve them for the next generations that assists in developing science, culture, art and other industries of the human society); socialising (acquiring skills in interacting with other people, learning the team conduct rules); recreational (tours and travels are good for improving physical and mental health of young explorers by giving them new impressions).

Therefore, advocating the expert views, it is considered to be appropriate to combine local lore and tourism as two education units with a dominating role of explorations of local lore, economics and history, the objectives of which are accomplished through tourism local lore.

Tourism local lore activities are 'a process of formation of moral, willing qualities of local lore experts, their physical endurance, personal enrichment in history, culture, economy, nature of a native land', which can be attained in touristic walking trips, journeys, local lore excursions.

The crucial functions of tourism local lore are educational, cognitive, upbringing, developmental, practical, valeological, communicative, environment-oriented, etc. This is precisely why it is necessary to identify the role of various forms and methods, techniques of tourism local lore in the tourism local lore cycle of the teaching and educational process of a higher educational institution when analysing the problem of application of various forms and methods, techniques of tourism local lore. The researcher understands a tourism local lore cycle as unity of periods of preparing, conducting and reflecting on a tour in terms of the practical training. Each cycle component is to have a pedagogical load, to be distinguished with its typical forms and methods of organisation of the pedagogical process. When a tour is being prepared and reflected on, such forms and methods, techniques that are used at educational institutions prevail. As such, all the methods, techniques existing in the education and teaching practice are applied, and yet considering their specifics.

The school tourism local lore is in-class and out-of-school activities of pupils guided by a teacher and focused on learning a native land (Giddens, 1991). The level of such activities depends on competence of a teacher, their motivational-emotional attuning to catholically explore a native land together with pupils. Setting a positive emotional background foregoes completing practical tasks of local lore. It is highly accentuated in the scientific theory of cognition, which is a methodological fundamental of the process of formation of the specialist`s competence. In tourism local lore, cognition is therefore understood as an active and creative process of reproduction of connections and laws of an objective world, as a need to

learn and transform ambits of a native land according to social progress circumstances of a nation. Recognising local lore as one of the ways to develop cognitive processes of an individual, it should be ascertained that tourism local lore 'opens the outside world with its versatility of complex relations of nature, society and personality for pupils and students, caters needs for self-exploration, self-realisation, assists in forming personal qualities and system of values, and also in developing cognition interests.'

It is believed that tourism local lore is educational-exploring activities of rising geography teachers that furthers their willing and emotional attuning to learn specifics of a certain territory and to strive for arduous learning of local lore and obtainment of practical skills.

Subject to the terms and criteria of education efficacy, methodical paradigms of cognitive processes that give reasons for tourism local lore should be singled out (Rozhi, 2016):

– activating – focused on increasing the degree of cognition of an individual by including problematic situations, reliance on cognitive needs and cognitive motivation in the educational process; a key psychological element in terms of this paradigm – 'cognition interest';

– forming – entails the establishment of cognitive activities by purposively managing the process of acquisition of knowledge and skills, through the generation of knowledge and skills with pre-set qualities; a key psychological element – 'mental activity';

– developmental – focused on restructuring the educational activities both at the level of content and its organisation for particular new psychological occurrences that directly transform an individual into a subject of educational activities; consequently, self-consistency increases in resolving various cognitive and practical tasks; a key psychological element – 'activity methods';

– willing – focused on personal inner proactivity, independent choice of intensiveness and costs for education, educational means; it incites the impromptu and eclectic approach to the teaching subject matter and form; a key psychological element in terms of this paradigm is 'inner proactivity and free individual choice';

– enriching – oriented towards the actualisation and expansion of personal psychological resources, considering real psychological mechanisms of the individual`s intellectual development; a key psychological element – 'individual cognitive experience'.

V. Oboznyi (1997) builds the cognitive aspect into the tourism local lore training of teachers, its functions, structure and levels, understanding it as a process and result of the professional becoming of a specialist who

becomes capable to transform them into the pedagogical information and use it in their professional activities after learning about the regional cultural abundance.

In the course of tourism local lore, students acquire qualities that they need not only for their education, but also for their further professional activities, learn to be active, orderly, independent and responsible. It proves that the tourism local lore training of rising geography teachers is significant as for implementing it with pupils and students as for giving them the extensive geographic knowledge. A student-geographer, facilitator of tourism local lore activities, is the main actor and main source of effort, who was academically, ideologically, physically and technically trained at higher educational institutions. A rising geography teacher is taught, educated, recreated and professionally formed in the course of tourism local lore. Efficiency depends on forms of tourism local lore activities. Various activity forms provide for a complex nature of tourism local lore, as much room is embedded in them for sport, scientific, social-creative activities. *The regulation 'On Organisation of Tourism, Local Lore and Excursion Activities" provides a list of 18 forms of such activities as arrangement of excursions, walks, multi-day trips, expeditions, participation of the youth in activities of dormitories, sections, clubs, where quizzes, contests, competitions with the use of the local lore information are arranged. As the researchers believe, the most efficient forms are tourist camps, training camps, seminars, consultations, readiness reviews;* tourism local lore study groups, associations and clubs, excursions, travels, walking trips at weekends, multi-day travels and walking trips, tourism local lore *expeditions, tourist gatherings and competitions, etc.,* (Popovych, 2015, p. 118). The role of tourism local lore activities of rising geography teachers is growing, as the contemporary higher education pays a special attention to it, the methodical system of tourism local lore at school is changing, the application of information of local lore is expanded, and tourist campaigns are arranged in the education.

Tourism local lore is formation of a stable cognitive interest of rising geography teachers, values-based attitude to the studying of aspects of a native land, obtainment of accumulated knowledge for performing practical tasks of local lore (analysing sources of information on local lore, drafting a map of a region explored, exposing a collected content on local lore, drafting a report, performing different duties in walking trips, etc.) in terms of the system of structured common affairs of a teacher and a student, designed to implement cognitive-exploring activities.

Thus, it is determined in the context of the research that tourism forms competences promoting skills to find right solutions in various cases, to use the experience of previous ages for achieving goals, to have a good

sense of direction in the nature for finding a way, an exit and others; tourism is one of the efficient factors for implementing educational standards in a contemporary context.

Conclusions

In the research completed, the scholars` main theoretical approaches to the significance of tourism local lore activities for forming students` key competences have been analysed. It has been identified that tourism local lore activities promote the growth of knowledge and skills that form the idea about the cultural, historical and geographical context of the research activities.

The significance of the pedagogical approach to the implementation of educational standards has been determined in the course of the research. *There is some dependence of the level of qualification of future teachers on an accurately planned process of formation of not only knowledge, skills and capabilities, but also personal traits of students formed at a higher educational institution. The concepts of native land, local lore and tourism, their correlation, conduction forms, functions have been studied in the researches of scholars and according to the results of this theoretical research. It has also been determined that the local lore principle is one of the main principle of teaching and is, in the authors` opinion, an important aspect of the contemporary training of geography teachers following the principles of the competency-based approach. Analysing the role of tourism local lore proves the demand for searching for and gaining the knowledge about the native land, optimising the study of major subjects and courses of the additional specialisation 'Tourism Local Lore', forming an individual cognitive experience of students-geographers.*

Tourism local lore is important for the proper professional training of students-geographers. Considering the present needs, tourism local lore education should be based on the fundamentals of the competency-based approach. Notwithstanding an enduring interest in the problem of professional training of future educators, there is no need of any supplementary theoretical and practical developments. It is also ascertained that it is requisite to establish a structural segment of the professional competence of a rising geography teacher – local lore competence.

The conceptual and categorial apparatus of this research has been clarified in the research. The local lore competence has been presented as quality characteristics of an individual that is formed in the professional training of a rising geography teacher, where a key role pertains to exploring cognitive activities for giving a rising geography teacher some individual practical experience in learning a native land, its specifics in walking trips, tours, expeditions. In the course of the research, the core of the concept

'formation of local lore competence of students-geographers' has been explained and rendered as an organised complex process characterising the student`s activities in a specific educational situation, where an actor (student) is engaged, there is a subject of their cognitive activities (native land), a goal present that describes the result of tourism local lore activities, series of steps of a student in relation to the subject (studying its peculiarities), artefact (level of expertise and skills gained in exploring a particular territory), drive of activities, experience of a student (knowledge, skills, expertise), result of how skills, knowledge gained, expertise is formed and personal qualities of a facilitator of tourism local lore activities are developed.

Hence, the research has become relevant for the conclusions to be made about the efficiency of tourism local lore activities in the system of education. These activities assist in forming competences requisite for socialising in the modern society.

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