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# EXTRA-CURRICULAR WORK AT THE GEOGRAPHY LESSONS

***Halyna Khodan, Kristina Melnychuk***
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The importance of extracurricular work at the Geography lessons is analysed, as the component of school educational work. The methods of realization of extracurricular work in Geography are lighted up.

**Key words.** Geography, methods, extracurricular work, educational process, after-classes activities.

**Introduction.** Time passes quickly, the society develops, and, thus, democratic processes in the state suggest new public requirements to the education. Modern school has become very progressive. It is a school of self-realization and self-actualization of personality [Kucher T. V., 1990].

The education is effective in case of close relationships with studies, knowledge gaining and according to the certain system.

Extracurricular and out-of-school works are one of the directions of Geography education, where teacher attracts students who show the personal interests to his subject.

Geography may involve the wide variety of topics that are impossible to be covered within the educational process, though they are of an increased interest for students.

Extracurricular work is a necessary part of the school educational work. The main objective of the school educational work is to facilitate independent actions and activity of students, increase their cultural worldview, develop students’ skills, increase intellectual capabilities and deepen knowledge, master practical competencies and skills and organization of leisure and smart entertainments of students [Apraksyna O.A., 2007].Improvements and increase of efficiency of teacher’s work with students envisage close unity of all the components of educational process.

Young tourists-researchers proceed to explore native land in the process of excursions, hikes, and trips that are all forms of extracurricular work. In such a way students extend a world view, fasten and deepen the knowledge obtained at the lessons, form the high moral qualities of citizens of Ukraine. Moreover, that is a great opportunity to acquaint children with the history of Motherland, natural treasures, folk customs, and traditions.

Geography lessons enable to generate the intercommunication between a man (by society) and nature, facilitate the establishment of the best moral qualities of child: patriotism, friendship, mutual help, humaneness, sensitiveness, ability to surmount obstacles and obtain the planned aim, aspiration to profit to society, do the payment in the matter of maintenance and improvement of natural surroundings. Extracurricular, tourist-excursion work of group is in general the universal form of educator’s work from patriotic education of student's, because it can provide for and combine the elements of all the parties of educational process and labour for the most result.

Besides, Geography lessons provide an opportunity for every child to develop his/her skills, fantasy, and taste. The latter means that, at least, for a moment a student can imagine himself a traveler or a member of a scientific expedition and visit certain natural zones or landscapes of Ukraine that existed in the geological past or to the protected Ukrainian objects. Later on, they are able to report about feeling, impressions and complement them by own pictures or photos. Additionally, while learning some topics it is possible to use the fragments of works of the Ukrainian writers, folk songs, proverbs and other literature and art sources.

Such forms play a great role in teaching geography at school while providing the highest degree of evidence in studies. They do not only assist in the land exploration and establishment of general knowledge and concepts but also develop interest in environment, economic activity of people, and thus, bring up the sense of patriotism for schoolchildren.

Studying Geography, participating in various extracurricular events, students develop their skills and creativity, they have self-esteem and optimistic attitude to life; they think independently and critically; realize practical application of the obtained knowledge, abilities and skills; develop a flair to generate new ideas; study to be communicative and pin in any situations; combine studies with a creative search; develop organizational flairs; independently work on the development of morality of own standard of culture; apply facilities of information storage, generate the own plan of actions in non-standard situations. All of

these qualities are needed for the young person in future. In fact, the new system of education has been developing in Ukraine that is directed to the implementation into the global education system.

**Analysis of recent publications.** The works of well-known scientists-methodologists L. Vishnikina, M. Vrublevska, H. Dovhal', L. Zharova, I. Lerner. V. Lozova, S.Kobernyk [Barynova Y.Y., 1988], O. Pometun, L. Pyrozhenko [Borozdynov N.M., 1970], O. Stadnyk [Honcharenko S. I., 1997], H. Shchukina, O. Sheveliova, O.Kornus and others were devoted to the questions of educational process on the lessons of geography in schools.

**Results.** We have distinguished several basic directions among extracurricular and out-of-school work in Geography: a) tourist and regional, b) scientific and research, c) cultural and educational, d) labour education, e) museum and design and etc. Each of them has its own features and is of particular interest. Students, visiting groups and sections, are interested in the majority of these directions. It allows them to expand and deepen the knowledge, abilities and skills, enrich a world view. They have a desire to engage in the exploration work, nature protection, and lecturer work. Sense of patriotism and respect to the society, cultures of all the people and nations in Ukraine and in the world are produced [Kobernik S.H., 2000].

The value of extracurricular work in the educational process of general school has been growing with the time. The reasons for that are the following:

- greater possibilities in the of realization of educating functions of every discipline. While not limited in time and on the example of specific science, a teacher can solve the actual tasks of education of schoolchildren;
- the content of school education can't embrace many achievements of scientific, technical and cultural progress, including those that constitute the effective tools of education. Only in extracurricular work with students it is possible to compensate this shortcomings;
- It is possible and necessary to report the students about the newest achievements and yet unsolved problems, to orient them on the tasks of research and creativity that it is needed while involving schoolchildren in the practical activity on thematic evenings, reader conferences, group and optional employments. The future of school is considered in the hands of teachers; otherwise it will be late or will not come quite. In regard to the maintenance of extracurricular work it means that it must be oriented on the future with support on the newest that is today;
- the programs of general schools are prepared for an average student while more capable schoolchildren need the deeper insight into the study of science fundamentals, and it may be carry out in the process of group and optional involvement;
- the individual approach of teaching and learning of the students is difficult to carry out in the conditions of the modern student overload in classes. Only while loading with tasks the whole group, it is possible to influence successfully on the individual capabilities of each student and to be successful with the development and improvements of higher qualities.
- the educational equipment is tested in the process of extracurricular work and the task of the device construction and evidence making is solved successfully, better classrooms, outside educational facilities and others are made [Reimers N.F., 1990].

The extracurricular work is divided into several levels:

- **The I level:** use of extracurricular work for liquidation of gaps in skills and abilities in Geography. At this level, the extracurricular forms of work are created and conducted mainly on behalf of a teacher. The organization of independent activity of students becomes efficient at reproductive level. As a rule, on this stage extracurricular work is conducted unsystematically and episodically.
- **The II level:** the wider and deeper selection of material and comparison with the program. It is necessary to develop and support interest of students on a subject. In the process of the organization of events, the individual features of students are considered, combination of mass events and individual commissions is provided, and the part of individual activity of students is increased. The resistant interest to the problem is peculiar for the students. Extracurricular events are held systematically. The number of participants should be maintained permanently.
- **The III level**: the students' individual activity in the solving of different problems. Students operate with the available methods of scientific cognition, a teacher carries out a guiding role, pays attention to capture rational methods of cognitive activity. At this level, students can generate experiments, work with the employees of SRI (science and research institutes), and geological

institutions. The students' interest outgrows using socially meaningful motivation.

The following methods enable the realization of extracurricular work in Geography:

1) verbal methods(verbal): lecture, conversation, report, interview. A teacher is the source of knowledge for this group of methods. Conversations, lectures, interviews are conducted by scientists, employees of expedition, workers of state establishments that conduct research of nature of our country and its lands;

2) practical methods carried out during the realization of practical employments that are conducted both with the group of students and with one student (individually). These activities contribute to the students' abilities to work with geographical instruments, devices, laboratory equipment, realize and raise experiments and also carry out nature protection measures;

3) observations which can be used for an exploration of natural phenomena and economic activity of humanity. This method gives an opportunity to study reality in all her displays. Observations can be episodic and permanent. Cognition of essence of the investigated object or phenomenon always lies in their basis in the case of maximal cognitive activity of schoolchildren;

4) experimental is used for the study of natural processes and phenomena. For example, experiments that show formation of siltage, illustrate destructive action of surface processes, demonstrate a device for wells, sluices and etc.;

5) constructions and designs that give an opportunity to make the different types of models, including operating models, devices, instruments, equipment, necessary for the understanding of essence of the investigated geographical phenomena. Models are used for the exploration of morphology of geographical object (river valley, mountain, and ravine) and give a comprehensive idea about the investigated object or phenomenon. It is possible to model the row of the phenomena, the study of which is complicated in reality that students could monitor them. Operating models allow to understand the dynamics of development of processes (weathering, increase of ravines);

6) excursion that enables to study objects and phenomena in nature, on a production unit, on an exhibition, in a museum. Excursions contribute to the increase of interest to the study of geography, create pre-conditions of successful activity of geographical group, allow to increase capabilities and inclinations of students, are of a significant educational, developmental, and educating value;

7) studies of sources that play a pivotal role in the independent work of students. This method is applied on the different stages of studies of geographical objects: during preparation of research, during its realization, and on the final stage;

8) the cartographic method that is of primary importance for Geography and is used for reading and analysis of maps and cartography measurements. A significant part is devoted to the comparison of maps of different periods and also maps with other sources.

The study of additional literature provides the maintenance of extracurricular work in Geography.

The appropriate guidance of home reading requires from a teacher of Geography:

1) knowledge of basic geographical literature that can be recommended to students;

2) applications of the most effective methods of works with a book that would develop the students' interest in literature and ability to use them. Scientific essays of travellers and also stories with geographical descriptions and facts interlaced with the elements of fantasy and adventures are very popular among students. Another important role among books in Geography are devoted to popular scientific monographs about nature and economy of foreign countries.

**Conclusions**

The task of a Geography teacher is to teach the students to see the nature, feel it, perceive its harmony, appreciate the nature beauty, and create it around themselves and in themselves. It is necessary to remember that studying Geography is a joint activity of mind and heart.

Realization of a problem takes place on the different structural levels of lesson, but the necessary condition of its realization is an individual approach to studies, a well organized feed-back – a "teacher and a student", work and high professionalism of a teacher, friendly psychological atmosphere in the educational process.

Modern computerization, possibility to dispaly on the computer screen the phenomenon and processes that are studied in Geography, the telecommunication systems extend the scope of the educational discipline. The close integration of Geography with other areas of knowledge allow to conduct the combined lessons that are prepared by three-four teachers under the guidance of a geographer. Consequently, the ecological themes are examined on the combined lesson in support of knowledge in Geography, Biology, Chemistry,

and Social Science; the questions of development of fuel and energy complexes are studied on the integrated lessons of Geography and Physics etc.

To improve the quality of studies and education, in the congruence with the reforms of school educations, it is recommended to combine the work on a lesson with extracurricular work on a subject.

Extracurricular work provides students with the plan of development of their geographical interests, formation of professional orientation, expansion of general world view, development of cognitive independence. Still, one of the primary tasks of extracurricular work is the maximal attention to education of future citizens of country. The issue of maintenance of a subject determines the role of extracurricular work in the matter of education.

The feature of Geography as an educational subject consists of means of this subject while students get an integral idea about the world, in that we live, make sure of the necessity of cognition of geographical conformities to law, careful attitude to nature.

Efficiency of extracurricular work in Geography is high. Present quantitative indice testify that in schools with the well organized extracurricular work and scientifically-methodical level of teaching of Geography, the educational results of students in this subject are much higher. Wide scientific and educational work among schoolchildren and population contributes to the prestige of Geography, attracts attention to its educational possibilities, and awakes the interest in geographical science.

Considerable influence on the state of studies in Geography makes excursions and tourism important forms of geographical study of native land and collection of regional materials. Yet more considerable is the role of research methods in extracurricular work, especially in long-term systematic supervisions with the next treatment, registration and drawing on results of group activity and lessons.

Successful educational process is the consequence of realization of the following tasks: 1. Continuity of educaton process, intolerance to spontaneity in education. 2. Harmonic cooperation of universal and national educating principles that is specific to every nation.

3. Maintenance of the individual approach to education of children, paying attention to their age- related features. 4. Unity of requirements of teachers to the pupils, control of their behavior, humanistic attitude to them, and respect of their opinions and etc. 5. Education should be realized by teachers together with family, public and out-of-school establishments.

6. Encouragement of students in the participation in self-government, assistance in the development of their independence, independent actions, initiatives and etc. like that. 7. Engagement of students in the feasible participation in the socially valuable work.

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**Галина Ходан, Крістіна Мельничук. Позакласна робота на уроках географії**.

Проаналізовано важливість позакласної роботи на уроках географії, як складової навчально-виховної роботи школи. Висвітлені методи проведення позакласної роботи з географії.

**Ключові слова**. Географія, методи, позакласна робота, навчальний процес, позашкільна робота.

**Галина Ходан, Кристина Мельничук. Внеклассная работа на уроках географи.**

Проанализированы важность внеклассной работы на уроках географии, как составляющей учебно-воспитательной работы школы. Освещены методы проведения внеклассной работы по географии.

**Ключевые слова.** География, методы, внеклассная работа, учебный процесс, внешкольная работа.