

APPLICATION OF VIRTUAL GEOGRAPHICAL EXCURSIONS IN THE EDUCATIONAL PROCESS IN THE STUDY OF GEOGRAPHY

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Introductions. The modern education system needs a new generation of subject teachers who are able to solve the most pressing problems that are urgent in secondary school. Today, the teacher must be able to work on new programs and technologies, communicating with the generation of students who grew up in the computerization of almost all areas of human activity. Today, without the informatization of education, it is impossible to imagine a modern school. However, some humanities teachers have doubts about the appropriateness of using information technology. But if you successfully and correctly combine the technologies and forms of lessons, then such lessons are very interesting for both students and teachers.

In today's conditions, the urgent problem is the formation of information competence of students who have to live and work in the information society. As a prospect of improving the educational process can be considered the virtualization of educational space. The urgency of the issue of creating an educational virtual space is explained by one of the main tasks - to help students adapt to social change, to be psychologically stable, to develop the ability to self-organization. And this, in turn, motivates educators to seek more effective forms of organization of the educational process [1, 3].

Aim. Analysis of excursions (weekend hikes) as forms of geography lessons in the educational process of students.

Materials and methods. Analysis of the State standard of basic and complete general secondary education, analysis of ways to implement the provisions of the new curriculum in geography in terms of personality-oriented, competency-based and activity-based approaches.

Results and discussion. Geographical excursion is one of the special forms of teaching geography (at the same time with lessons and work in the field), during which students accumulate semantic ideas, which is the basis for the formation of physical-geographical and economic-geographical concepts.

This form of learning forms in students theoretical knowledge, which is supported by practical skills, namely: the ability to observe, analyze, conduct language experiments, verbalize the results of research. That is, the lesson-excursion has a great educational value, during which the didactic principles of connection with life are realized [2].

The structure and content of the geography program are based on the principles of continuity and continuity of school geographical education, its integration on the basis of interdisciplinary and interdisciplinary links, humanization, taking into account the age capabilities of students, practical orientation. The program reflects the cross-cutting content lines for school geography, specified in the State Standard of Basic and Complete General Secondary Education, and the cross-cutting themes provided by the Concept of the New Ukrainian School.

The place of lessons-excursions in the curriculum on geography of 6-9 classes.

Grade 6 "General Geography" is the first systematic course of a new school subject. The course program is designed for 70 hours (2 hours per week), of which the planned time reserve is 6 hours. During the study of general geography, students form an idea of the Earth as a natural complex, features of the earth's crust and their relationship. The introductory course in geography also contains information about geographical travel and research of our planet, features of the globe and map, the number and location of its population, human races, the position of Ukraine and individual countries on the political map of the world. Thus, in the 6th grade the formation of the general geographical culture of schoolchildren and gradual learning

of cartographic language begins. Students master the basic geographical concepts and concepts, acquire certain skills in working with different sources of geographical information.

Topic "Orienteering", the student understands the importance of the ability to read a map, a map of the area and navigate for their own safety and the safety of others during travel and excursions. Performs training exercises using drawings, maps, terrain plans, which form the skills to navigate the terrain for their own safety and the safety of others.

Grade 7 "Continents and Oceans" is a logical continuation of the course of geography, which was studied in 6th grade, and is largely based on its material. As in 6th grade, the study of the geography of continents and oceans provides 70 hours (2 hours per week), 6 of which are a reserve of time. The main purpose of studying geography in 7th grade is the formation of geographical knowledge about the nature of continents and oceans, their integrity and differentiation, about the population and its vital functions in different natural conditions. At the same time, knowledge about the geographical shell and its components is expanding.

Grade 8 "Ukraine in the world: nature, population" is aimed at forming a scientific and geographical picture of their country as part of the world community of states on the basis of its comprehensive study.

This course helps the student to realize himself as a citizen of Ukraine, to form knowledge about the nature and population of the country, his region, to cultivate respect for the Ukrainian people, its culture, to feel like a true patriot of his country. The course program is designed for 70 hours (2 hours per week), of which 3 hours are a reserve of time. An important principle of building the course content is integration, which is realized in a combination of physical and socio-geographical components during the study of natural complexes and the population of Ukraine and its region, taking into account already acquired knowledge about the nature of continents and oceans. in 7th grade. In particular, the study of the population of Ukraine is carried out on the basis of topics about the population of the world in geography courses in 6th and 7th grades and due to the deepening of their content.

The special role of geography in the 8th grade lies in its significant worldview potential and close relationships of content with modernity and personal experience of students.

Excursion lesson "Nature and the population of your administrative region" acquaintance with the objects of nature of your area.

Grade 9 "Ukraine and the World Economy" completes the geographical education of students in primary school at the basic level. This course has 52 hours (1.5 hours per week), of which 3 hours are a time reserve. The main goal of this course is to form knowledge about the trends of national and world economy and determine the place of Ukraine in the modern world. Excursion lesson "Excursion to the local enterprise"

Grade 10 "Geography: Regions and Countries" is aimed at forming students' knowledge about the characteristics of the population and the spatial organization of economic activity in the regions of the world and individual countries, the ability to navigate global and regional socio-economic, socio-political, environmental processes.

The lesson with the use of virtual tours becomes more interesting for the student, and therefore more effective for the acquisition of knowledge, improves the level of visualization of educational material in the lesson. With the help of computer technology, you can use the highest level of clarity in the lesson - videos, animations, interactive models, etc., which allow you to demonstrate in the lesson those phenomena that are impossible to see in the real world. The use of computers and interactive whiteboards in Ukrainian language and literature lessons is gradually becoming commonplace; which make the lesson dynamic, vivid and, of course, much more productive.

For example, studying the 7th grade geography course "Geography of Continents and Oceans", "Africa", you can virtually visit the continent, get acquainted with the geographical location, tectonic structure, terrain, inland waters, the most famous sites are UNESCO World Natural Heritage.

Thus, the virtual tour acquaints students in more detail with the world, expands the horizons of students, promotes the development and deepening of theoretical knowledge, even in conditions where a real tour for some reason is not possible.

The role of the global computer network and the use of virtual tours in the activities of both domestic and foreign industry has been studied in a number of works by scientific theorists and practitioners. Among them - G. Bagiev, A. Vinogradov, O. Durovich, E. Romat [1, 4].

Virtual tour as a form of lesson should be attributed to such a fairly common category of non-standard lessons as "imaginary tours". According to their didactic purpose, these classes can be attributed, as a rule, to lessons of mastering new knowledge, when the teacher, becoming a guide, "guides" students-tourists to places of interest or invites any writer to visit an imaginary museum. There are other options for such a lesson, such as a lesson with elements of role-playing. In this case, the students of the class are grouped into groups: guides, reporters, researchers, encyclopedists. "Imaginary excursion", as, actually, and any non-standard lesson, can combine elements of various models and technologies of training.

The need to introduce a new name for a non-standard form of lesson is explained by the nature of the material used in such a lesson. The use of multimedia resources (from the English multimedia - the common name of information materials provided to the user in the form of images (including videos and animations), sounds and hypertext) determines the ways of organizing and methods of virtual tour as a non-standard form of lesson [1].

Excursion lessons, of course, are quite interesting and effective. But to do this, the computer or computers in the classroom must be connected to the Internet. If this is not the case, then the teacher can be helped by interactive, multimedia tours developed by the teacher. Such multimedia tours also belong to the category of virtual, but they do not require the Internet. Enough multimedia projector and computer in the classroom [4]. The advantages of such an excursion is that the teacher chooses the necessary material, makes a route, changes the content in accordance with the goal. Components of this tour can be video, audio files,

animation, as well as reproductions of paintings, images of nature, portraits, photographs. The materials of such a tour can include literary terms and definitions, historical maps, theses on the theory of literary criticism. Thus, the use of virtual tours makes the process of learning and teaching more interesting, high quality, effective.

In order for the introduction of virtual tours to really take place at the level of an educational institution, it is advisable to create a virtual geography room, the so-called Google Drive.

We have developed a Google-disk called "Virtual Geography Classroom" in which the folders are divided into courses of geography from 6th to 11th grades. Each folder contains didactic virtual tours and presentations to improve and deepen students' knowledge (Fig. 1).

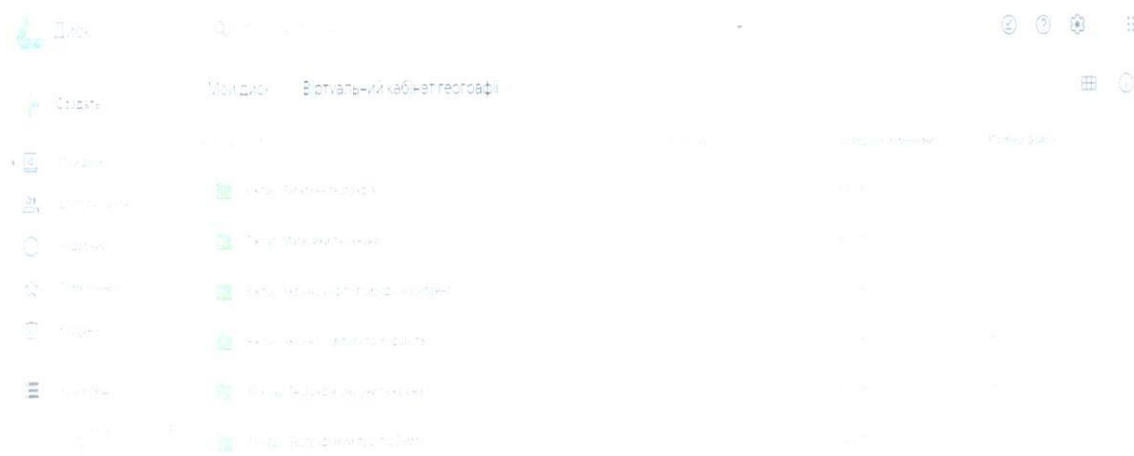


Fig. 1. Google Drive "Virtual Geography Cabinet"

The introduction of virtual tours in the educational process is appropriate, because thanks to virtual tours students will be able to deepen their knowledge, visually observe the features of world geography.

Conclusions. Therefore, in the structure of the program for certain topics, it is advisable to conduct lessons-excursions to expand cognitive activity and deepen the theoretical knowledge of students, as well as analyzed the feasibility of introducing virtual tours in the educational process. During educational excursions, as well as at

class lessons, information - receptive, reproductive and problem methods of training can be used.

LITERATURE

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