

For further study, the problem of finding new methods of working with the students while training them for fiction interpretation still remains. With the implementation of "New Ukrainian School" concept, the use of modern technology during fiction interpretation remains a relevant question as well.

Key words: *fiction, perception, text, lesson of Ukrainian literature, students' literary education, writer.*

UDC 372.858

Dr Izabela Kiełtyk- Zaborowska,
The Jan Kochanowski University,
the branch in Piotrków Trybunalski,
the Institute of Pedagogical Sciences
ORCID ID 0000-0002-0343-044X
DOI 10.24139/2312-5993/2017.06/187-193

THE ROLE OF SCHOOL TRIPS IN INTEGRATED EDUCATION

Trips for children are a great form of revising and arranging information. Another attraction is in games and didactic puzzles using the knowledge of a child he or she acquired during a lesson. Literary education and nature, arts and music can be integrated and they all become a great asset for outings and trips. Trips which are one of the forms of activating children teach independence, team cooperation and respect for nature which is an indispensable element of our life.

It is emphasized that the development of a child is supported by various forms of activity provided by family, school environment and age-mates. The activities are enhanced by creative tasks fulfilled by a child in preschool and at early school stage. At all educational stages the trips seem to be the activity allowing children to acquire and revise knowledge. When we prepare children to leave school or preschool we teach them repeatable behavior. Not only do we introduce the topic of the trip but we also teach how to behave in the right way in a forest, botanical garden or a park. We also teach how to cooperate in a group, how to be independent and apprehensive.

When we organize a trip we teach children to become "a small explorer". Each season provides us with interesting observations and allows to see the changes in nature. We can also collect the "objects" which can be used at home, in preschools or at school to create something with children. The collected objects, e.g. chestnuts, acorns or leaves are a perfect material which can be used during arts or technical education. It allows children to create their own souvenirs, ornaments, albums or herbariums.

The descriptions of nature give an opportunity to verify them with reality which can be seen during the trips. Word puzzles help also to develop interests and sensibility. Another advantage is teaching the right patterns of behavior in nature.

It is concluded that school trips help the pupils to learn about the environment and the world around us. The activity that is fulfilled by creative tasks done by a child allows revising the acquired knowledge, facilitates the process of observation of nature and influences pro-ecologic behavior.

Key words: *natural science, integrated education, trips, out-of-door games and puzzles.*

Introduction. The issue discussed in the article is still actual when we take into consideration versatile development of a child, creating proper conditions for active and creative activity of a child and different perceptions of knowledge. Joining different areas of education: Polish, biology, music, art and technology, allows children to develop creatively, regardless of their conditions of development.

Analysis of relevant research. Various aspects described in the article are still actual. The problem is still being researched on the basis of scientific dissertations of the following researchers: H. Gardner [1], A. Kopik [4], M. Zatorska [4], I. Adamek [8, 11], I. Paško [10], M. Węglińska [12].

The aim of the article is to explain methodological rules of joint education in integrative teaching.

Results. The development of a child is supported by various forms of activity provided by family, school environment and age-mates. The activities are enhanced by creative tasks fulfilled by a child in preschool and at early school stage. At all educational stages the trips seem to be the activity allowing children to acquire and revise knowledge. When we prepare children to leave school or preschool we teach them repeatable behavior. Not only do we introduce the topic of the trip but we also teach how to behave in the right way in a forest, botanical garden or a park. We also teach how to cooperate in a group, how to be independent and apprehensive [13, p. 142–145].

“The program of a school trip should assume integration of various topics (...). During interdisciplinary trip integration of knowledge of several subjects takes place at the same time (...). It creates a favorable atmosphere to organize school trips. Many trips can be planned in such a way so that the reality could be analyzed and observed in various aspects taking into consideration several subjects and using empirical, oral and practical methods” [13, p. 142–143].

A wide kaleidoscope of possibilities allows to integrate environmental education, Polish language education, artistic and musical education. The interrelation of the discussed elements of education enhances the form of knowledge that is passed to the pupils.

The analysis presented below is supposed to answer the question: What is the role of school trips in versatile development and education of a child? How, by playing games and belles-lettres texts, can we improve the child’s respect for nature and improve his or her ecological awareness?

Interdisciplinary trips.

Trips evoke curiosity, they develop empiricism and allow to perceive nature with all senses. The trips also open the children for the signs of nature and changing environment depending on the season, time of the day or atmospheric phenomena. Children recognize the chosen elements of ecosystem by touching, listening and observing.

The elements of nature and landscape which are described in literary works for children can be easily applied during short school trips or walks with young children. Such descriptions might also become the element of a play and entertainment for youngest children allowing them to recognize nature and to boost their interests and teach them the right patterns of behavior. The items facilitating the process of observation of nature are, for instance, interesting descriptions, picturesqueness, simple language, onomatopoeic words, humor and illustrations.

The texts which describe the most distant and picturesque parts of the country are Maria Konopnicka's *"Bad winter"*, *"Autumn"*, Jan Brzechwa's *"Mushrooms"*, *"A Fly"*, Julian Tuwim's *"Bird Radio"*, *"Mizzle"* or Danuta Wawitow's *"An Evening"* and *"A Tree"*. We can observe in those poems small and big inhabitants of close environment and get to know the weather changes.

The poems and books for children encourage them to search in surrounding them reality the described elements of nature. Adjusted to the perception of children they often join together the elements of both fantastic and realistic conventions and they help to understand difficult phenomena. They use stylistic means and, in a plastic way, they show the most meaningful features of the described "nature specimen".

In D. Gellner's text entitled *"A Lake"* young readers discover the beauty of a lake. The lake in the text is compared to a big flat and calamus and reed are compared to the walls. In a poem entitled *"Bushes"* the coming of winter was described in a funny way. The bushes while looking in a mirror discover that instead of leaves, they are covered with snow which creates a funny hair-do in their boughs.

In the poem *"Bird Radio"* by Tuwim the popular birds are described. A nightingale, a sparrow, a woodpecker or a cuckoo discuss the "bird country". They start to talk about most characteristic nature phenomena and sounds of the forest. They search for the answer to the question: *"what squeals in the grass, (...) and where the echo hides"* [9, p. 27].

Literature for young people due to its numerous topics and colourful descriptions evokes positive emotions connected with nature. We enrich the vocabulary of children and develop their observation skills and interests of "a young researcher" while using games, doggerels, and rhymes about nature. The full of colours pictures of nature can be used during a trip. The children are encouraged to search and discover new phenomena of surrounding them reality.

"(...) in tasks suggested to children there should be some activities which help to speak, read, write and count or inspire to creative expression and solution of various problems, including nature" [7, p. 40].

By meeting with nature a child learns to behave in a proper way in environment, a garden and in a forest.

In integrated education one should also pay attention to “(...) *the value of the developmental process of language competence by talking about the experience and scientific suggestions, and final conclusions*” [5, p. 3].

By observing, and later describing or discussing the observed phenomena the children encourage their language competence, enrich the vocabulary and learn how to create the right sentence constructions.

Literary texts for the youngest readers describe often the elements of nature and nature phenomena which can complement the observation methods, experiment or task methods. A child remembers and later searches for particular nature phenomenon which he or she knows from the discussed text. A child observes landscape, temperature, plants and animals, then he or she can check the living conditions of plants in close environment, for example, next to the kindergarten, in a park. Later on the child compares the literary picture he/she remembers with the realistic “phenomenon” observed during a trip [7, p. 55–65].

An important stage of education is to teach about the proper behavior in nature which is supposed to help to protect nature and even the smallest organism. We teach basic rules in harmony with ecology. We point how to behave not to destroy nature.

“The assumption of ecological education is shaping the aware attitude of children towards nature and environment, respect for various forms of life, the right attitudes towards nature and its protection” [8, p. 11–12].

The children might find interesting the games which teach how to behave properly in nature.

“Games teaching about nature fulfil a number of meaningful functions:

- *they encourage to have fun and experiment,*
- *they improve cognitive processes,*
- *they teach to cooperate and act,*
- *they help to shape pro-ecological attitudes and behavior,*
- *they develop interests, creative activities and independence,*
- *they shape ecological awareness”* [8, p. 29].

Using the suggested games allows to develop imagination of children, to teach them how to concentrate, and how to describe and name the selected elements of nature. In integrated education one must pay attention to the possibility of educating by, for instance, intermingling Polish language education, nature, arts, music and technical studies.

“Looking at the same fragment of reality from different angles we discover various features, we deepen understanding, we trigger different forms of activity at children and influence other spheres of his/her personality” [13, p. 143].

One of the suggestions is playing and games which can be done in a forest, in the playground or in a park.

“Who will find more” is the alphabet game. A teacher or children choose a letter, for example “k”. Children bring as many objects as possible beginning with letter “k” [8, p. 32].

Another game is called “I see something you cannot see”. The teacher enumerates a number... of characteristic features of particular object of nature: they describe shape, placement of the object, colour... (it is small, green). Children try to guess what the object is [3, p. 50].

A game called “forest concert” allows children to search for the objects in close environment which used in some way will make sound. It teaches perceptiveness, develops imagination and makes children aware of the fact that they can collect the objects of nature without destroying, picking or breaking them. They do not have to interfere with natural world to have fun [3, p. 27–29].

In each of the games one has to pay attention to the fact that children should also create puzzles for other children. Nature puzzles can be useful material on the basis of which a teacher or a parent can create puzzles for children which help to revise information, develop perceptiveness and imagination. Playing with puzzles allows revising letters, syllables and to create new words and enrich vocabulary. The puzzles integrate the elements of Polish language studies, nature, arts and music. Trying to solve the puzzles the children use knowledge acquired in preschool, school or during trips.

In puzzles for children we will find a number of texts describing nature phenomena or seasons.

“When you split the name “Tola” into two and then you switch the syllables

You will get the times of relax (...) LATO” (in Polish “summer”)(...)

“Who is the lady in gold, red, she paints orchards, she changes forests?

And when she leaves there is only snowy blizzard left (...)” – AUTUMN [14, p. 86, 63].

Another advantage of the puzzles for children is the possibility to illustrate their contents as they contain the most meaningful attributes of the described elements of nature. Children by playing and using their imagination are able to present their vision of the world of nature. In arts we can use their experience gathered during trips and outings and we can also encourage the children to develop their skills by various drawing techniques.

During the trips or outings children can listen to the park, forest or meadow. They learn to recognize and imitate the sounds creating their own music. The concentration and sensitivity help to discover the world of nature. Belles-lettres provides a number of texts which by using onomatopoeic words imitate the sounds of nature.

“Music is the sound of nature: whispering streams, buzzing trees, birds singing, wailing wind, “a concert” of dropping rain on a window and window sill (...)” [2, p. 53].

When we organize a trip we teach children to become “a small explorer”. Each season provides us with interesting observations and allows to see the changes in nature. We can also collect the “objects” which can be used at home, in preschools or at school to create something with children. The collected objects, e.g. chestnuts, acorns or leaves are a perfect material which can be used during arts or technical education. It allows children to create their own souvenirs, ornaments, albums or herbariums.

The descriptions of nature give an opportunity to verify them with reality which can be seen during the trips. Word puzzles help also to develop interests and sensibility. Another advantage is teaching the right patterns of behavior in nature.

“Beautiful and saint dimension of common existence of a man and nature is constantly confirmed by each inhale of fresh air and sip of water. It teaches humbleness, respect and compliance with everything that lives” [6, p. 104].

Conclusions. Summing up, school trips help the pupils to learn about the environment and the world around us. The activity that is fulfilled by creative tasks done by a child allows revising the acquired knowledge, facilitates the process of observation of nature and influences pro-ecologic behavior.

REFERENCES

1. Gardner, H. (2009). *Inteligencje wielorakie. Nowe horyzonty w teorii i praktyce*. MT Biznes Sp. z o.o., Warszawa.
2. Górniok-Naglik, A. (2000). Muzyka a rozwój małego dziecka. *Dziecko w świecie muzyki*. ed. Bronisławy Dymary, Oficyna Wydawnicza “Impuls”, (ss. 53–70). Kraków.
3. Hielscher, A. (2003). *Zabawy na postrzeganie w lesie. Dla dzieci w wieku od 3 do 12 lat*. WYDAWNICTWO „JEDNOŚĆ”, Kielce.
4. Kopik, A. Zatorska, M. (2014). Dziecko w świecie... wielu inteligencji edukacyjnych. *Dziecko w świecie innowacyjnej edukacji, współdziałania i wartości*, t. I, (ss. 114–123), ed. Urszuli Szuścik, Beaty Oelszlaeger-Kosturek, Wyd. Uniwersytetu Śląskiego, Katowice.
5. Korzańska, J. (1999). *Od Wydawcy. Edukacja przyrodnicza w kształceniu zintegrowanym. Procesy życiowe*, ed. Renaty Michalak, Pracownia Pedagogiczna i Wydawnicza, Warszawa.
6. Ożóg, Z. (2001). *Przyroda w liryce dla dzieci u schyłku XX wieku*, Naukowe Wydawnictwo Piotrkowskie, Piotrków Trybunalski.
7. Parczewska, T. (2005). *Metody aktywizujące w edukacji przyrodniczej uczniów klas I-III*. Wydawnictwo Uniwersytetu Marii Curie- Skłodowskiej, Lublin.
8. Parczewska, T. (2009). *Edukacja ekologiczna w przedszkolu*, Wydawnictwo Uniwersytetu Marii Curie- Skłodowskiej, Lublin.
9. Tuwim, J. (1998). *Ptasie radio. Tuwim dzieciom*, Wydawnictwo KAMA, Warszawa.
10. Paśko, I. (2001). *Kształtowanie postaw proekologicznych uczniów klas I–III szkół podstawowych*, Wyd. Nauk. Akademii Pedagogicznej, Kraków.
11. *Wczesna edukacja dziecka wobec wyzwań współczesności*. (2011). ed. Ireny Adamek, Zuzanny Zbróg. Wyd. LIBRON, Kraków.
12. Węglińska, M. (2002). *Jak się przygotować do zajęć zintegrowanych?* Oficyna Wydawnicza „Impuls”, Kraków.

13. *Wycieczki szkolne w klasach I–III szkoły podstawowej.* (1989). ed. Tadeusza Łobożewicza, Wydawnictwo PTTK „Kraj”, Warszawa.

14. *Zagadki dla najmłodszych. Materiały metodyczne.* (1995). Compilation Joanna Stec, PW „M.A.C.” S.A. Oficyna Wydawnicza i Fonograficzna, Kielce.

АНОТАЦІЯ

Келтик-Заборовська Ізабела. Роль шкільних екскурсій в інтегрованій освіті.

Екскурсії для дітей є ефективною формою перевірки та систематизації набутих знань. Додатковий дидактичний інтерес становлять ігри та головоломки, у яких використовуються знання й уміння, засвоєні учнями під час уроків. Під час екскурсій література і природознавство, мистецтво і музика можуть бути інтегровані та активно використані. Екскурсії, як форми активізації учнів, навчають їх самостійності, формують навички роботи в групі, розвивають позитивне ставлення й виховують повагу до природи, яка є ключовим елементом нашого життя.

Ключові слова: природознавство, екскурсія, інтегрована освіта, ігри і забави на свіжому повітрі.

РЕЗЮМЕ

Келтик-Заборовская Изабелла. Роль школьных экскурсий в интегрированном образовании.

Экскурсии для детей являются эффективной формой проверки и систематизации полученных знаний. Дополнительный дидактический интерес представляют игры и головоломки, в которых используются знания и умения, усвоенные учащимися на уроках. Во время экскурсий литература и естествознание, искусство и музыка могут быть интегрированы и активно использованы. Экскурсии, как формы активизации учащихся, учат самостоятельности, формируют навыки работы в группе, развивают позитивное отношение и воспитывают уважение к природе, которая является ключевым элементом нашей жизни.

Ключевые слова: естествознание, экскурсия, интегрированное образование, игры и забавы на свежем воздухе

УДК 37(09):37.012(477)“189/191”

Наталія Осьмук

Сумський державний педагогічний
університет імені А. С. Макаренка

ORCID ID 0000-0002-0784-1350

DOI 10.24139/2312-5993/2017.06/193-201

СТАНОВЛЕННЯ ЗАГАЛЬНО-ТЕОРЕТИЧНИХ ОСНОВ ПЕДАГОГІЧНОЇ ТИПОЛОГІЇ В УКРАЇНСЬКІЙ НАУКОВІЙ ДУМЦІ ПЕРШОЇ ТРЕТИНИ ХХ СТОЛІТТЯ

Стаття присвячена дослідженню процесу становлення й розвитку основ педагогічної типології як наукової галузі в українській науково-педагогічній думці першої третини ХХ століття. Розглянуто формування методологічних засад, що створили загально-теоретичні основи розробки класифікацій течій