

## **SOLVING THE PROBLEM OF INTERCONNECTION OF GEOGRAPHY LESSONS AND EXTRACURRICULAR WORK IN THE PRACTICE OF TEACHING AND UPBRINGING OF SCHOOL STUDENTS WITH INTELLECTUAL DISORDERS**

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*The article reveals the issue of interconnection of geography lessons and extracurricular educational work in special institutions of general secondary education from the point of view of the integrity and unity of interdependent influences on the cognitive activity and independence of school students with intellectual development disorders, a comprehensive approach to the formation of a worldview and a system of geographical knowledge, and the unification of teachers' efforts to achieve the results in teaching and upbringing of schoolchildren. The role of extracurricular educational work in increasing the effectiveness of the assimilation of the system of geographical knowledge by school students with intellectual disorders, and in correcting the shortcomings of the mental development of this category of children, is determined.*

*The peculiarities of the relationship between geography lessons and extracurricular correctional-educational work in the educational process of special schools have been analyzed. The variety of forms and ways of the relationship between classroom and extracurricular activities, the nature of the interaction of geography teachers with educators of school groups have been determined. Among the forms and ways of joint activity of teachers and educators, the discussion on the results of educational work, ensuring coordination of actions in the educational process through timely information and taking notes concerning the relationship between the teacher and class educators, combining joint efforts during the preparation and conduct of general school educational events prevail. It has been found that insufficient attention is paid to maintaining continuity in the calendar plans for educational work, designing the most effective methods of pedagogical interaction, conducting extracurricular activities in the main sections of educational work, taking into account the content of the geography curriculum.*

*The pedagogical conditions for strengthening the educational, upbringing and corrective impact of the relationship between geography lessons and extracurricular work in the educational process of special secondary education institutions for children with intellectual disabilities have been determined. In order to increase the level of geographical knowledge of high school students with intellectual disabilities about the nature of Ukraine, the topics of corrective and educational activities related to geography lessons have been proposed; the organizational forms of their implementation and means of expanding ideas about the surrounding natural world have been specified; various types of productive tasks and exercises have been considered that are appropriate for solving educational and corrective tasks in the process of classroom and extracurricular work of a geographical orientation.*

**Key words:** geography, lesson, extracurricular activities, educational activities, relationship, special educational institution, students with intellectual disabilities, pedagogical conditions.

### **Одинченко Лариса, Скиба Тетяна. Вирішення проблеми взаємозв'язку уроків географії та позакласної роботи в практиці навчання та виховання школярів з інтелектуальними порушеннями**

*У статті розкрито питання взаємозв'язку уроків географії та позаурочної виховної роботи в спеціальних закладах загальної середньої освіти з точки зору цілісності й єдності взаємозалежних впливів на пізнавальну активність і самостійність учнів із порушеннями інтелектуального розвитку, комплексного підходу до формування світогляду та системи географічних знань, об'єднання зусиль педагогів щодо досягнення результатів навчання і виховання школярів. Визначено роль позакласної виховної роботи в підвищенні ефективності засвоєння учнями з інтелектуальними порушеннями системи географічних знань, здійсненні корекції недоліків психічного розвитку даної категорії дітей.*

*Проаналізовано особливості взаємозв'язку уроків географії та позакласної корекційно-виховної роботи в освітньому процесі спеціальних шкіл. Визначено різноманітність форм і шляхів взаємозв'язку урочної та позаурочної діяльності, характер взаємодії вчителів географії з вихователями груп подовженого дня. Встановлено, що серед форм і шляхів спільної діяльності педагогів переважають обговорення результатів навчально-виховної роботи, забезпечення координації дій в освітньому процесі через своєчасне інформування та ведення зошитів взаємозв'язку між вчителем і вихователями класу, об'єднання сумісних зусиль під час підготовки й проведення загальношкільних виховних заходів. З'ясовано, що недостатньо уваги приділяється дотриманню спадкоємності у календарних планах із навчальної та виховної роботи, проектуванню найбільш ефективних методів педагогічної взаємодії, проведенню позакласних заходів за основними розділами виховної роботи із урахуванням змістового контенту модельної навчальної програми з географії.*

*Визначено педагогічні умови посилення освітнього, виховного та корекційного впливу взаємозв'язку уроків географії та позакласної роботи у навчально-виховному процесі спеціальних закладів загальної середньої освіти для дітей з порушеннями інтелектуального розвитку. З метою підвищення рівня географічних знань старшокласників із інтелектуальними порушеннями про природу України запропоновано теми корекційно-виховних заходів, пов'язаних із уроками географії; конкретизовано організаційні форми їх проведення та засоби розширення уявлень про навколишній світ природи; розглянуто різноманітні види продуктивних завдань і вправ, які є доцільними для розв'язання освітньо-корекційних завдань у процесі урочної та позаурочної роботи географічного спрямування.*

**Ключові слова:** географія, урок, позакласна робота, виховні заходи, взаємозв'язок, спеціальний заклад освіти, учні з інтелектуальними порушеннями, педагогічні умови.

**Introduction.** In the educational process of special secondary education institutions for children with intellectual disabilities, important tasks of today are being actualized – formation of subject competences in students, development of their mental abilities, growth of the potential of cognitive activity, correction of disorders of the mental sphere, ensuring entry into the social world and productive adaptation in it, and the labor training of students for independent life. An exceptional role belongs to the organic combination of all functions of the educational process: educational, upbringing, correctional-developmental.

In the school education system, an important role in solving the defined above tasks belongs to geography. Its content, being on the border of natural and social sciences, lays the foundations for the widespread introduction of various organizational forms of classroom and extracurricular work in order to involve students with intellectual disabilities in knowledge about the components of nature, the basics of economic activity, the population, understanding the interconnections and relationships between them, as well as acquiring integral abilities for full-fledged interaction of the individual with the surrounding world, nature, and society.

A successful solution to the problem of improving the quality of geographical knowledge of students with intellectual disabilities is possible if, in a special school, rational forms of interconnection of geography lessons with extracurricular educational work are consistently, purposefully and coherently implemented in the educational process, ways of pedagogical interaction between teachers and educators, as well as methodological approaches to the organization of educational and extracurricular activities are improved.

**Materials and methods.** To solve the tasks set, an analysis and generalization of scientific literature was carried out, school documentation was studied: the school extracurricular educational work plan, calendar and lesson plans of geography teachers, calendar plans of educational work of educators, notebooks of the relationship between the work of teachers and educators; conversations were held with teachers of special secondary education institutions for children with intellectual disabilities.

**Research results.** The problem of interconnection of geography lessons and extracurricular educational work is revealed in the studies in the field of educational theory (O. Bonetska, Yu. Buhera, O. Verzhikhovska, A. Vysotska, I. Dmytriieva, I. Yeremenko, V. Kovalenko, A. Kozak, M. Kot, S. Myronova, V. Lypa, L. Odynchenko, O. Opa-liuk, I. Rudzelych, V. Syniov et al.) and special geography methodology (Yu. Haletska, S. Dubovskyi, V. Lypa, L. Odynchenko, V. Syniov, T. Skyba et al.).

In modern scientific works, the low cognitive activity of students with intellectual disabilities is determined (G. Blech, O. Boriak, I. Hladchenko, M. Matvieieva, S. Myronova, V. Syniov, I. Sukhina, S. Trykoz, O. Khokhlina, O. Chebotariova, N. Yarmola et al.). The lack of curiosity characteristic of this category of children, the low need for new impressions, the lack of cognitive processes formation in combination with the underdevelopment of intellectual functions significantly inhibit the accumulation of life experience [7]. This causes poor sensory experience, a limited supply of generalized ideas and elementary concepts, which complicates their mastery of the program material and increases the importance of combining educational work with educational activities of students in extracurricular time.

In a special school, the teacher ensures the solution of the tasks of educating students in extracurricular time, organizes extracurricular educational activities. Due to the organizational specificity of this type of institution, it is the teacher who accumulates the functions of educating a comprehensively developed personality in a purposeful correctional-educational process. Scientists consider many common and interesting forms and types of organizing leisure time for students with intellectual disabilities that are associated with educational activities in the lessons and continue in extracurricular time, such as: group work, observation of natural phenomena, conversations, social hours, excursions, thematic drawing, extracurricular reading, didactic game, etc. [1; 2; 3].

At the same time, the educational impact on the personality of a child with intellectual disabilities occurs in the system of geography lessons. The content of the model “Geography” for grades 7-10 of special secondary education institutions for children with intellectual disabilities involves implementation of the tasks of national-patriotic, civic, moral, environmental, labor, aesthetic, legal, economic education [5, p.3].

If educational work has a limited set of forms of implementing the main tasks (lesson, excursion, practical work), then extracurricular work on geography has in its arsenal a wider range of activities of mass, group and individual work. However, despite this difference, both the lesson and the educational event have common features, which allows continuing educational work on geography in the extracurricular educational activities of a special school. The approach of correctly determining by educators the volume and nature of geographical information for extracurricular activities, taking into account the knowledge and skills acquired by schoolchildren in the lessons, is appropriate. The reference point in the selection of cognitive material is

geography curriculum, which outlines the range of necessary educational achievements. The effectiveness of extracurricular educational activities related to geography lessons depends on the consistency of educational content during the calendar planning of classroom and extracurricular work, the comprehensive approach of the educator and teacher to the selection of informational geographical material, and specification of rational forms and methods of work [4; 6; 8].

Study of school documentation and conversations with geography teachers and educators of special institutions of different regions of Ukraine (Sumy, Zaporizhzhia, Donetsk) showed that all teachers take part in discussing the results of educational work, coordinate joint actions to improve the comprehensive impact on students with special educational needs, organize and jointly conduct educational activities at the general school level, less often at the group level. At the same time, in school practice, the possibilities of interrelating geography lessons and correctional-educational work are not fully realized. This especially applies to the joint determination of forms and methods of pedagogical interaction to achieve results, maintaining continuity in calendar plans for educational work, conducting educational activities taking into account the content of geography lessons, expanding the forms and methods of informing about students' success both in lessons and in self-training.

If the teacher's activity is regulated by uniform and mandatory program requirements, then the work of the educator requires a creative approach to determining the content, forms, methods and time of events. The educator has ample opportunities when organizing group work, extracurricular correctional-educational classes, evenings, communication hours, correspondence and full-time excursions to expand, deepen the knowledge and skills acquired by children in geography lessons, to develop cognitive interest, activity and independence of schoolchildren. Despite the dynamic nature of extracurricular activities, democratic in the choice of forms of educational work, educators indicate that they experience difficulties in correlating their work with the most important and complex topics of the geography course, in determining the appropriate volume of cognitive material of geographical content. In educational work plans, there is an episodic and one-sided connection between extracurricular activities and geography lessons, sometimes a mismatch between the topics of extracurricular activities and the program content of school geography courses, and a lack of continuity between educational geographical material and the content of upbringing events.

In the context of analyzing the connection between geography lessons and extracurricular work, it was found that most often educational activities on geographical topics are held after the lesson and are its continuation (expansion, enrichment of knowledge). Extracurricular activities on the relevant topic, before studying new material in a geography lesson, if organized, are most often associated with the use of local history materials. Teachers pay little attention to propaedeutic extracurricular work in geography, which creates prerequisites for the formation of new knowledge and a solid base of initial geographical ideas

and concepts. It is especially important and necessary for children with intellectual disabilities who have poor life experience and insufficiently differentiated and systematized geographical knowledge and skills.

Geography teachers use materials from extracurricular excursions and upbringing classes, children's personal experience, accumulated and formed knowledge of local history, depending on the goal. Before forming new knowledge, an introductory conversation is held in the lesson based on materials from extracurricular activities and students' life experience in order to update knowledge or clarify the state of formed geographical ideas and concepts. Sometimes these materials are used at the repetition stage or included in the lesson in order to consolidate and generalize knowledge or organize practical work. There were cases of insufficiently productive use of materials from extracurricular activities of geographical content in geography lessons. Teachers did not encourage students to independently analyze and operate with the information received, which reduced not only the educational, but also the corrective effect of the relationship between the lesson and extracurricular work. According to teachers of special schools, the specificity of the relationship between geography lessons and extracurricular work is due to the peculiarities of the educational and cognitive activity of students with intellectual disabilities. They include: a reduced ability of this category of children to transfer knowledge to other situations, underdevelopment of students' skills to generalize information from different sources into a holistic system, insufficient cognitive activity.

Strengthening the educational, upbringing and corrective impact of the relationship between geography lessons and extracurricular work in the educational process of special secondary education institutions for children with intellectual disabilities can be achieved by comprehensively implementing certain pedagogical conditions. They include:

- diversification of forms of relationship between classroom and extracurricular work, taking into account the content of the model curriculum in geography and priority goals of students' upbringing in the class;
- expansion of the geographical topics of the extracurricular educational work;
- optimal selection of content, forms, methods of extracurricular educational work in accordance with the tasks of improving the quality of students' geographical knowledge in extracurricular time;
- inclusion of students with intellectual disabilities in various types of extracurricular activities, taking into account their age and individual characteristics, cognitive abilities and acquired geographical knowledge;
- development of cognitive interest in geographical material in schoolchildren, activation of their cognitive activity based on the use of various information sources, game technologies, independent search work in the correctional-educational process of a special school.

Geography lessons and extracurricular educational work provide a rational combination of students' reproductive and productive activity, the ratio of word and image, sensory and logical in educational cognition. Supplementation

of the lesson or extracurricular work is achieved by selecting pedagogically appropriate forms of interconnection. The choice of form is determined, first of all, by the didactic and correctional purpose of the lesson, as well as the specifics of the educational geographical material: its volume, degree of complexity, nature of presentation in the textbook.

When studying the section "Nature of Ukraine" in geography lessons in the 9th grade of a special school, we consider the following organizational forms and topics of educational activities to be appropriate: oral journal "Journey along the paths of the forest", educational conversation "Know and protect. Animal World of Ukraine", essay-work "Birds-Residents of Forests and Steppes", hour of communication "On the Trails of the Red Book of Ukraine", informational message "What do we know about plants and animals of Ukraine", quiz "Flora and fauna of the mixed forest zone", ecological quest "Forest Pharmacy. Rare medicinal plants of Ukraine", extracurricular reading "The Magic Book of Nature in the Works of Poets and Writers of Ukraine", virtual excursion "Reserves of Ukraine. Traveling Together", drawing competition "I Will Not Insult Nature", educational conversation "Environmental Protection Activities and Legislation of Ukraine", essay-miniature "Let's Preserve the Nature of Ukraine".

The purpose of extracurricular activities, which are conducted before geography lessons, is to create an appropriate base of sensory impressions or generalize schoolchildren's experience of sensory cognition, clarify and specify geographical ideas and concepts, acquire propaedeutic geographical knowledge. Extracurricular correctional-educational activities that follow geography lessons are aimed at consolidating and improving geographical ideas and concepts formed in students, systematizing and generalizing geographical knowledge and skills, their application in new situations, broadening horizons, and developing independence.

Increasing the emotional level of extracurricular activities and geography lessons is achieved using poems, essays, excerpts from works of art, video fragments, and virtual multimedia trips. They are a source of emotionally colored experiences that vividly and figuratively convey information about the surrounding natural world. This causes students with intellectual disabilities to revive their cognitive interest in the content of geographical material, and contributes to the accumulation of geographical ideas. For example, in order to expand and deepen geographical knowledge in geography lessons and after-school time, children can be offered to familiarize themselves with the content of poems, stories, and excerpts from works of art ("Animal Pantries" by V. Parkhomenko, "My Polissia" and "Forest" by N. Krasotkin, "Among the Steppes" by P. Myrnyi, "Kalynovi plomintsi" by V. Chukhlib, "Steppe Beauty" by V. Perepeliuk, "Dwellings of Animals" by V. Bondarenko, etc.).

Along with works of fiction, it is worth noting the independent reading of essays by students, highlighting the main idea, composing short messages based on the content of what was read, and drawing pictures for individual fragments of the text ("Spring Hydrangea", "White Swan", "Owl" by V. Hryshchenko; "Nature and We", "Spring Flowers", "Life in the Forest" by Yu. Smolych; "Trees are Our

Friends" by N. Dychko; "Protection of Birds" by M. Voinstvenskyi; "Nature of Ukraine" by N. Yarysheva; "Protected Places" by I. Pidoplichko, O. Yushchenko; "Pearls of Transcarpathia" by O. Travnevyi, etc.).

An important place in the structure of a geography lesson, an extracurricular educational lesson on geographical topics is given to various types of activities (mental, practical, game), which provide generalization of geographical knowledge and skills, correction of deficiencies in students' cognitive activity, increase of cognitive activity and interest in the process of cognition. Within the framework of this activity, the following tasks can be offered:

1. Recognition, drawing up a characteristic of objects and phenomena based on read excerpts from poems, works, descriptions, essays ("Read an excerpt from the story of O. Honchar, recognize the natural zone of Ukraine depicted in it"; "Recognize by descriptions"; "Read an excerpt from the poem of Ya. Kolas, name the tree species mentioned in it, describe the vegetation of the mixed forest zone", etc.).

2. Compiling a description of a plant (animal) according to the plan based on examining drawings of plants and animals, watching video fragments ("Look at the depicted animals of the biosphere reserve, describe one of the animals according to the plan: what is its name, what does it look like, what do you like about it", "Look at the depicted forest plants, name them, describe one of them", etc.).

3. Finding errors in the sentences provided ("protecting nature means: not polluting the environment, cutting down forests, planting forests, picking medicinal plants in reserves, creating parks and nature reserves to preserve plants and animals, making fires in the forest, not destroying bird nests, breaking inedible mushrooms, throwing garbage into water bodies", etc.).

4. Making sentences from the proposed words and phrases ("forest dwellers, lynx, brown bear, elk, bison; plant world, animal world, protection; teff, feather grass, wormwood, meadow sage, steppe zone; spruce, pine, beech, hornbeam, ash, maple, mixed forest zone", etc.).

5. Solving crosswords and puzzles, game exercises, guessing riddles, selecting questions for quizzes.

**Conclusions.** In special secondary education institutions for children with intellectual disabilities, the relationship between classroom and extracurricular work in geography is considered as a system of pedagogical interaction between teachers and educators. Thanks to the interaction of teachers and educators, the system of subject knowledge and skills is deepened in subsequent extracurricular activities, and various extracurricular geographical information, practical and life experience acquired by students in extracurricular time are successfully used in lessons. The complementarity of pedagogically appropriate educational and upbringing forms of the relationship between geography lessons and extracurricular work involves taking into account the content of geographical education and the guidelines for educating students in a special school, expanding the geographical topics of educational activities, and achieving a rational ratio of various types of students' reproductive and productive activities.

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