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FORMATION OF CONCEPT OF RUSSIA IN THE PROCESS OF EXTRA CURRICULUM ACTIVITY WITH YOUNGER SCHOOLCHILDREN

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Abstract. The article views the ways to resolve a complex and many-sided problem of formation of concept of Russia in the process of extra curriculum activity with younger schoolchildren which FSES HE considers to be an important aspect in teachers training.

Key words: extra curriculum activity, teaching methods, younger schoolchildren, concept, Russia, formation.

Urgency of the problem. Pedagogical science does not have a consistent definition of the term "method". There exist different approaches to the definition. Method is a way of interaction of a teacher and a student; is the way from ignorance to knowledge; is the combination of scholar's teaching techniques. Sometimes the concept of "method" is referred only to the teacher's activity; sometimes it refers only to students' activity. In the former case the teaching methods are meant, in the latter case - learning methods. Though most common understanding of the term is a mutual activity of a teacher and a student; in this case we speak about educational methods.

Purpose of the article. The object of the article is to view the ways of resolving a complex and many-sided problem of development of concept of Russia in the process of extra curriculum activity with younger schoolchildren by means of educational methods.

Narrative. Hereunder we shall consider the problem of formation of concept of Russia in the process of extra curriculum activity with younger schoolchildren based upon definitions of "method" in different resources.

According to the definition in "Modern Encyclopedia", method is a recipe for achieving a goal, for solving a particular problem as well as a combination of techniques of theoretical or practical perception of the world around [6].

From the point of view of Psychology method is a way of cognition for investigation the subject of a science [5].

In pedagogy there are many different definitions of the concept "educational method". For example, Ju.K. Babanskiy defined educational method as a means of organized activity of a teacher and a student aimed at solving certain tasks of education, upbringing and development in the process of instruction [2].

V.I. Zagviazinskiy understands educational method as " a means of interaction between a teacher and a student which results in transition and retention of knowledge and skills stipulated in curriculum.A.V.Khutorskiy states that "educational methods are means of mutual activity of a teacher and a student aimed at achieving certain educational goals" [7].

Thus having considered above mentioned definitions we can represent a generalized definition of method.

Educational methods are ways of mutual activity of a teacher and a student aimed at fulfillment of certain teaching and educational tasks.

Pedagogical practice has taken a lot of efforts for classification of educational methods because they can be viewed from different viewpoints. Different authors base their classifications upon different properties and aspects of educational process [1; 3].

There exist three most common classifications of educational methods. Further on we

shall consider them in some detail.

1. Classification of educational methods according to didactic aim suggested by M.A. Danilov and B.P Esipov.

The criterion for methods grouping is the aim of teaching, which reflects teachers' activity to a greater extent. According to this classification educational methods are divided into methods of knowledge acquisition; methods of skills development; methods of knowledge application, methods of revision and control of knowledge and skills.

2. Classification of educational methods according to the character of cognitive activity, put forward by I.Ja. Lerner and M.N. Skatkin. They distinguish explanitary-illustrative method (the teacher by means of different aids delivers prepared information, and the students perceive it, apprehend and store in memory); reproductive method (the teacher delivers prepared information, the students perceive it and can restore it); method of problem-based presentation (the teacher defines a problem, and in the process of its solving displays to the students the flow of thoughts); partially-searching or heuristic method (the students are solving the problem together with the teacher); research method (students' creative search for knowledge).

3. Classification of educative methods suggested by E.Ja. Golant and E.I. Petrovskiy is the most common one. It is targeted at realization of extra curriculum activity.

We turn our attention to the group of methods of organization and implementation of extra curriculum activity in elementary school. The criterion for classification in this group is the source of knowledge. There exist three main sources of knowledge: a word, visual aids and practice. Respectively we differentiate word method (the source of knowledge is an oral or written word); visual methods (the source of knowledge is visual aids, visually perceived objects or phenomena); practical methods (the students fulfill some practical acts and acquire knowledge and skills in that way).

We shall consider each group of educational methods in detail in terms of efficiency of their application in extra curriculum classes in elementary school for development of pupils' knowledge of Russia.

Group one. Word methods take the leading place in the system of educational methods. With their help a teacher can create in children's minds vivid images from the past, present and future. A word stirs up children's emotions, imagination, and memory. Word methods commonly include a story, explanation, conversation, book work.

A story is a narration of teaching material in descriptive or recountal form for successive informing children about some new, vivid fact or event, which is not visually observable. A story is a powerful source of influence on children's mental activity, their emotional state and enrichment of their horizon. This method can be used in extra curriculum classes for development children's knowledge of Russia in all predefined thematic ranges.

If a story fails to ensure children's clear-cut understanding of certain aspects then method of explanation is used.

Explanation is a verbal rendering of some laws, connections with other teaching subjects, peculiarities of the subject in question by means of an argumentative forms of narration, vivid examples.

Explanation is always followed by children's direct participation, their observation, illustrations by examples. Explanation is often a constituent part of a store or a conversation. Explanation can be used in extra curriculum classes for development children's notion of peculiarities of the Russian soul through examples from history, books, films demonstrating Russian compassion, sympathy, magnanimity [3; 4].

Conversation is a dialogical method based on teacher's purposeful questions to the children. By means of a set of systemic questions the teacher awakes children's former

knowledge, generalize it and lead to apprehension of the new material. Conversation develops children's memory, helps clarify knowledge, can be a lead of teacher's personal influence on a child. This method can be successfully used in extra curriculum activity for developing children's knowledge of Russia within all six thematic blocks. For example, conversation with younger schoolchildren will prove efficient for learning such notions as Motherland, country, president. Children will enrich their knowledge of Russia in the course of conversations about the national symbols "What does the National Emblem tell you about", "The colors of the National flag", about the traditions and holidays "National traditions", about different nations within the country, conversations about outstanding countrymen, writers, etc.

Book work is one of the most important teaching methods in elementary school; it includes a whole set of individual techniques for work with printed materials. Probably the most obvious advantage of this method is to work with a book in convenient time at a customary speed. Extra curriculum activity with a book is an efficient method of acquiring new knowledge of Russia which serves a mighty lead for applying various teaching forms and means.

Group two. Visual educational methods contribute a lot to realization of the didactic principle of illustrations, to increase in educational efficiency and development of children's observation skill, visual memory and image thinking. In elementary school we basically use natural visual aids (collections of stones, plants), pictorial, graphical, tridimensional (scale models, replicas) and audio means. As a rule, visual methods are used in combination with other educational methods: verbal and practical. According to the source of knowledge visual methods are divided into methods of observation, illustrations and demonstrations

Group three consists of practical methods based on students' practical activity. Their aim is to develop younger children's skills and knowledge of Russia in the course of their participation in extracurriculum activity. Hereafter we shall look more closely at these methods.

Exercise involves multiple repetitions of mental or learning actions for developing or mastering some particular skills. In the course of extra curriculum activity this method can be effectively used in organizing Olympiads, quizzes or competitions of patriotic or regional study profiles.

Next practical method is the method of practical works. This method has a generalizing character and is normally used after covering of vast amounts of material.

A special group of practical methods includes method of regional studies in extra curriculum time, because studies and knowledge of the native shore is the basic component in studies of Russia as the whole country. It is the starting point which guarantees children's interest in further study of the country, forms and raise a patriot since a young age. Investigations in the theme "My small Motherland" in the course of extra curriculum studies can be promoted by such methods as:

A cartographic method implies children's work with the maps of their native land for collecting different information about its Nature, its location on the vast territory of Russia, etc.

Conclusion. Thus, we have considered three basic groups of methods of work with different sources of knowledge, which, in our opinion, can prove efficient for creating the younger children's idea of Russia in the course of extra curriculum activities. These methods are complementary, they can accumulate and enrich each other according to the aspect of knowledge to be gained.

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