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PEDAGOGICAL MODEL ON THE ORGANIZATION OF CULTURAL TOURISM IN THE ELEMENTARY SCHOOL: EDUCATIONAL POTENTIAL

***Аннотация:** в статье рассмотрены подходы к пониманию культурного туризма. Автором разработана модель по организации культурного туризма с младшими школьниками и охарактеризован образовательный потенциал модели.*

***Ключевые слова:** моделирование, метод моделирования, модель, метод педагогического моделирования, культурный туризм, культурная среда, культурно-познавательный туризм, младшие школьники.*

***Abstract:** the article is devoted to the consideration of various approaches to the understanding of cultural tourism. The author developed a model on the organization of cultural tourism with younger students and described the educational potential of the model.*

***Keywords:** modeling, modeling method, model, method of pedagogical modeling, cultural tourism, cultural environment, cultural and educational tourism, younger students.*

Modeling is one of the most relevant methods of scientific study, which is freely used in educational research. The modeling method provides an opportunity to combine the experimental and theoretical research in the field of pedagogy, also to match an experiment in the process of researching a pedagogical object, and creating natural systems and scientific abstractions. A model is an artificially formed object in the form of a scheme, physical systems, sign configurations or formulas, which is similar to the object under the study (or phenomenon). It reflects and recreates the structure,

properties, connections and relationships between the components of this object in the most elementary form. Under the model, the author will imply a realized concept, which has the ability to replace it in such a way that its research will provide us with new information about this object.

The application of the pedagogical model as the method of teaching is one of the promising ways to solve the problem and consider the creation of such a concept that would work under the study process. In this case, pedagogical model is denoted as a way of the theoretical-cognitive process, «which it is not the object of interest that is directly investigated, but a certain auxiliary artificial or natural system...». Based on the information presented above, the author derived his own representation of the concept of pedagogical model. This is the creation of goals of the formation of pedagogical concepts, actions or situations, and key ways of achieving in the teacher's professional work. Thus, a pedagogical model was created for the organization of cultural tourism in the elementary school.

In conjunction with the social order of society for the development of the personality of a student and his/her self-realization in the educational process, taking into consideration the theoretical analysis of psychological and pedagogical literature, the model for the implementation of the cultural tourism for younger students has been developed according to theoretical, diagnostic, formative and effective – evaluating blocks.

The theoretical part of the pedagogical model is reflected by conceptual approaches (local history and cultural studies) and their principles such as personality-activity, individual creative, regional studies and unity of pedagogical influence of the cultural and educational development of younger students.

In accordance with the approaches are mentioned above, the following general pedagogical and specific principles of the cultural and educational potential of students are implemented. General pedagogical principles are *visualization*: it is the attraction of various visual aids in the process of students mastering knowledge and forming various skills and abilities, then *motivation*: it is the practical orientation, also *continuity* and *addition*. Specific principles are about the *freedom of choice* to provide students

with a choice in any learning or managing action. No one likes imposed actions; therefore a variety of didactic materials, visual means allowing students to make their own choice. The second principle is the *openness* which should not educate only, but also to thirst students for knowledge and self-development. A teacher should use open-ended tasks that have different solutions and a set of probable answers. There are activities which involves the development knowledge and skills of younger students. The teacher prepares for each student a set of materials for the subject examination and work with it. Students can be applied the knowledge in different areas such as in patterns and different contexts and to find new single bond on their own.

When working on the cultural and educational potential of younger students, it is advisable to highlight the pedagogical condition that contributes to its improvement among the younger students, namely the software of the educational process. The teacher makes a single program on the subject, regardless of the load, number of groups and time limits.

The diagnostic part of the model contains methods on the knowledge of cultural tourism by asking students the following questions: «What do I know about the city...», «What do we know about tourism?», «My attitude to a small homeland» and so on.

The forming part of the model and its purpose is testing and experimental verification of the effectiveness of the developed methodological work on the educational potential of younger students through the cultural tourism. This part includes a program for organizing cultural tourism for younger students. The purpose of this program is to create conditions for the inclusion in the practical cultural and tourist activities of younger students in order to develop the potential to the cultural tourism. The objectives of the program are to lay the groundwork for the cultural and tourist knowledge, to enrich the personal experience of interaction with nature and the sights of the city, district and region, to develop elements of independence and creativity, to encourage researches for new discoveries constantly. The thematic plan includes the topics of the program implementation:

1. The historical past of the city.
2. Route points.

3. Tours around the city and historical places.
4. Discussions and quizzes.
5. Class hours about points of routes.

The whole complex of the program is implemented through the extracurricular activities.

The expected result of this model is the positive dynamics of the educational potential of the cultural tourism of younger students.

Thus, this pedagogical model makes it possible consistently and holistically to present the work on the organization of the educational potential of younger students through the cultural tourism.

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